

Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges

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Abstract

This study examined the implementation of guidance services in the Basic Education Department of Tomas Claudio Colleges during School Year 2025–2026. Specifically, it assessed the extent of implementation of individual inventory service, information service, counseling service, and follow-up service, as perceived by teacher-respondents and Grade 12 student-respondents. It also determined whether significant differences exist in their perceptions when grouped according to their profile variables and identified the common problems encountered in the implementation of guidance services. A descriptive survey research design was utilized. The respondents were composed of all senior high school teachers (n=15) and all Grade 12 students (n=247). Data were gathered through a researcher-made questionnaire checklist. Descriptive and inferential statistical tools were employed to analyze the data. Findings revealed that teacher-respondents were mostly 31 years old and above, female, married, pursuing graduate studies, with 5–9 years of service, holding Teacher I and II positions, and had attended various in-service trainings. Student-respondents were mostly female, second or third-born children, coming from families with two or more siblings, with a monthly family income of ₱25,000 and above, and parents who were college graduates and employed. As perceived by teachers, individual inventory service was very much implemented, while information, counseling, and follow-up services were much implemented. Students generally perceived all services as much implemented. A significant difference was found between teachers' and students' perceptions in terms of individual inventory and follow-up services, while no significant difference was observed in information and counseling services. Differences in perceptions were also noted among students in terms of parents' educational attainment and occupation. Identified problems included low student engagement in follow-up activities, limited parental involvement, and inadequate dissemination of guidance information. The study concludes that perceptions on guidance service implementation vary between teachers and students in selected areas, highlighting the need for improved communication and stakeholder involvement.

Keywords: Guidance Services, Implementation, Individual Inventory, Counseling Services, Follow-Up Services, Descriptive Survey Research, Senior High School Students

Introduction

Education is widely recognized as the primary instrument through which society adapts to its evolving needs. It serves as a continuous process of transmitting, enriching, and transforming cultural heritage as well as scientific and social knowledge, thereby ensuring the progressive development of individuals and communities. Education has long been inseparable from human existence, with scholars emphasizing its role in shaping behavior, values, and competencies necessary for societal advancement. Fundamentally, education revolves around the essential questions of what to teach and how to teach, where curricular content is determined by social needs and the demands of a changing world.

As a powerful agent of change, education contributes to social stability and long-term economic growth. It is regarded as a vital tool for improving the quality of life and for empowering individuals to achieve their full potential. Through structured and meaningful learning experiences, learners acquire knowledge, skills, values, and attitudes necessary for personal growth and social responsibility. In this regard, education becomes a transformative process that prepares individuals for effective participation in society and the workforce.

The importance of education is strongly emphasized in the 1987 Philippine Constitution, Article XIV, Section 3, which mandates all educational institutions to develop patriotism, promote ethical and spiritual values, strengthen moral character, encourage critical and creative thinking, and enhance scientific and technological knowledge. This constitutional provision highlights that education must respond to societal transformation and national development while preparing learners for life and work in a global context.

In line with this mandate, Republic Act No. 9258, otherwise known as the "Guidance and Counseling Act of 2004," recognizes the significant role of guidance counselors in nation-building. It emphasizes the development of competent

guidance professionals who assist individuals in understanding themselves, making informed decisions, and maximizing their potential. Guidance and counseling are therefore essential components of the educational system, focusing on the holistic development of learners in terms of academic, vocational, emotional, and social aspects.

Guidance services in schools are designed to support students in self-understanding, decision-making, and adjustment to academic and personal challenges. These services typically include individual inventory, information services, counseling, and follow-up services, all of which aim to promote students' holistic development. Consequently, guidance programs are considered integral to the total educational process as they help learners navigate academic demands and life transitions.

However, literature reveals that the implementation of guidance services varies across educational settings. International studies indicate that inadequate implementation of guidance services can negatively affect student discipline and development. Ndwiga (2022) found that insufficient appraisal and referral services contribute to learner indiscipline in primary schools. Similarly, Pranowo (2023) emphasized the importance of collaboration between counselors and teachers in addressing student behavioral issues, particularly cheating. Chilewa (2025) further revealed that the lack of trained personnel and limited institutional support significantly hinder the effectiveness of career guidance services. These studies collectively highlight that despite the recognized importance of guidance services, implementation challenges remain evident in many school systems.

Local studies in the Philippines present parallel findings. Dulay (2024) reported that guidance designates experience difficulties in implementing services due to lack of training, multitasking responsibilities, and insufficient institutional support. Dionardo (2024) identified gaps in counseling and evaluation services, particularly the shortage of trained personnel and weak research-based practices. Joquino (2023) emphasized that awareness and accessibility of guidance services significantly influence student development outcomes. Moreover, Barro (2025) highlighted the need for additional training among teacher-designates handling guidance responsibilities, while Kilag (2024) identified administrative overload, cultural barriers, and inadequate support systems as major challenges in Philippine guidance programs. These findings suggest that while guidance services are recognized as essential, their implementation is often constrained by structural and operational limitations.

In the context of private education, Tomas Claudio Colleges upholds its commitment to the holistic development of learners through its Guidance Office. The institution believes that every student possesses unique abilities that must be nurtured through appropriate guidance and intervention. The guidance program collaborates with teachers, administrators, and parents to provide services that address students' academic, personal, emotional, and social needs. Despite this commitment, challenges such as limited student engagement, insufficient parental involvement, and gaps in information dissemination may affect the effective delivery of guidance services.

Based on the reviewed literature and local context, a clear research gap exists. Most studies have been conducted in public schools and higher education institutions, with limited focus on private basic education settings. Furthermore, many studies examined guidance services from either teachers' or counselors' perspectives alone, with fewer integrating both teachers' and students' perceptions in a single analysis. In addition, there is limited empirical evidence on the comparative perceptions of guidance service implementation across different respondent groups and demographic profiles in private senior high school contexts.

Therefore, this study was conceived to determine the extent of implementation of guidance services in the Basic Education Department of Tomas Claudio Colleges, focusing on individual inventory, information, counseling, and follow-up services, as perceived by both teachers and Grade 12 students. It also seeks to determine differences in perceptions based on selected profile variables and identify challenges encountered in the implementation of these services. This study aims to contribute to improving the effectiveness of guidance programs in private educational institutions by providing evidence-based insights for policy and program enhancement.

Material and methods

2.1 Research Design

The descriptive method of research was used in this study

2.2 Locale of the Study

The study was conducted in Tomas Claudio Colleges located at Sitio Taghangin, Morong Rizal. The school offers complete elementary education from kindergarten to grade six. It also offers also junior high school education, senior high school education, tertiary education, and graduate education.

2.3 Respondents of the Study

The study considered two groups of respondents. The first group includes the total population of senior high school teachers of Tomas Claudio Colleges. This consists of 15 teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service and in-service trainings attended. The second group of respondents include the total population of grade 12 students in the same school. This consists of 247 students. They were described in terms of sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation.

2.4 Sample and Sampling Procedure

The study utilized a total enumeration (universal sampling) technique for both groups of respondents. The first group consisted of all senior high school teachers of Tomas Claudio Colleges, comprising 15 teachers, who were included as respondents without sampling due to the manageable size of the population. They were profiled in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. The second group included all Grade 12 students enrolled in the same institution, totaling 247 students, who were likewise included in the study through total population sampling. These student-respondents were described in terms of sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. This sampling procedure ensured that all accessible members of the target population were fully represented, thereby enhancing the accuracy and reliability of the data gathered on the implementation of guidance services.

2.5 Research Instrument

A researcher-made questionnaire checklist was utilized as the main data-gathering instrument of the study. The questionnaire consisted of three parts. Part I gathered the profile of the respondents, which included the teachers' age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, as well as the students' sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Part II focused on the extent of implementation of guidance services in Tomas Claudio Colleges in terms of individual inventory service, information service, counseling service, and follow-up service, with each aspect containing 10 items for a total of 40 indicators. Respondents rated each item using a five-point Likert scale ranging from 1 (Least Implemented) to 5 (Very Much Implemented). Part III determined the extent of problems encountered in the implementation of guidance services, using a similar five-point scale ranging from 1 (Never Encountered) to 5 (Always Encountered). To ensure content validity, the instrument was reviewed and validated by the thesis adviser, statistician, professorial lecturers, and the Dean of Graduate Studies, whose suggestions and recommendations were incorporated in the final revision of the questionnaire.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. Permission to conduct the study was obtained from the concerned authorities after the validation of the instrument. The questionnaire-checklist was administered to the respondents considering the guidelines in the Data Privacy Act of 2012. Retrieved data were encoded and processed utilizing Statistical Package for Social Sciences (SPSS). Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised integrating all the comments and suggestions of the oral examination committee. The study was also subjected to antiplagiarism test. After the final revision, final copies of the manuscript were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

In order to obtain answers to the specific problems of the study, appropriate statistical tools were employed. To determine the profile of the two groups of respondents in terms of selected variables, frequency, percentage distribution, and rank were used. To determine the extent of implementation of guidance services in the Basic Education Department of Tomas Claudio Colleges as perceived by the respondents in terms of individual inventory service, information service, counseling service, and follow-up service, weighted mean was utilized. To test the significant difference between the perceptions of the two groups of respondents on the extent of implementation of guidance services across the different aspects, the independent samples t-test was applied. Furthermore, to determine the significant difference in the perceptions of respondents when grouped according to their profile variables, one-way analysis of variance (ANOVA) was used. Lastly, to determine the extent of problems encountered in the implementation of guidance services, weighted mean was likewise employed.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and

anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in the table 1.1, out of 15 teacher-respondents, 53.3 % are 31-40 years old, 26.7% are 21-30 years old and 20% are 41-50 years old. In terms of sex, most of them are females with 80%. As to their civil status, 46.7% are single, the other 46.7% are married and 1 is a widower with 6.7%. In terms of educational attainment, 40% have finished their Masters' degree and 33.3 % are Bachelor's degree holder, the rest have doctorate units and doctoral degree with 20% and 6.7% respectively. In terms of position title, 46.7% are Teacher III, 40% are Teacher I and 13.3 % are Teacher II. With regard to their length of service, 86.7% have been in the service for 5-9 years . In terms of in-service trainings attended ,40% have attended in the school level, 26.7% in the regional level, 20% in the national level, and the rest have attended in the division and district level.

Table 1.1.
*Frequency and Percentage Distribution of the Teacher Respondents
in Terms of the Selected Variables*

Age	f	%	R
41 - 50 years old	3	20.0	3
31 - 40 years old	8	53.3	1
21 - 30 years old	4	26.7	2
Total	15	100.0	
Sex	f	%	R
Male	3	20.0	2
Female	12	80.0	1
Total	15	100.0	
Civil Status	f	%	R
Single	7	46.7	1.5
Married	7	46.7	1.5
Widow/er	1	6.7	
Total	15	100.0	
Educational Attainment	f	%	R
Doctorate Degree	1	6.7	4
MA with Doctorate units	3	20.0	3
Master's Degree	6	40.0	1
Bachelor's Degree	5	33.3	2
Total	15	100.0	
Position Title	f	%	R
Teacher III	7	46.7	1
Teacher II	2	13.3	3
Teacher I	6	40.0	2
Total	15	100.0	
Length of Service	f	%	R
10 - 14	1	6.7	2.5
5 - 9	13	86.7	1
below 5 years	1	6.7	2.5
Total	15	100.0	
In-Service Trainings Attended	f	%	R
National	3	20.0	3
Regional	4	26.7	2
Division	1	6.7	4.5
District	1	6.7	4.5
School	6	40.0	1
Total	15	100.0	

As depicted in the table 1.2 below, out of 247 students, in terms of sex, 54.3 % are females and 45.7% are males. In terms of sibling position, 30.8% are first born child, 31.2% are second born child and the remaining percentage are third born child and fourth born child and above. With regard to the number of children in the family, 30 % belong to families with 4 and more number of children, 27.5% belong to families with 2 children, 24.7% are only child, and the rest belong to families with 3 children. In terms of monthly family income, most of them belong to families with monthly income ₱25,000 and above with 61.9%. With regard to their parents' educational attainment, most of the parents are college graduates with 58.3% for the fathers and 54.3% for the mothers. In terms of parents' occupation, most of the parents are government employees with 31.6% for fathers and 61.9% for mothers.

Table 1.2.
*Frequency and Percentage Distribution of the Student Respondents
in Terms of the Selected Variables*

Sex	f	%	R			
Male	113	45.7	2			
Female	134	54.3	1			
Total	247	100.0				
Sibling Position	f	%	R			
First	76	30.8	2			
Second	77	31.2	1			
Third	56	22.7	3			
Fourth and above	38	14.4	4			
Total	247	100.0				
Number of Children in the Family	f	%	R			
1	61	24.7	3			
2	68	27.5	2			
3	44	17.8	4			
4 and above	74	30.0	1			
Total	247	100.0				
Monthly Family Income	f	%	R			
₱25,000 and above	153	61.9	1			
₱20,000 –₱24,999	37	15.0	2			
₱15,000- ₱19,999	31	12.6	3			
₱10,000- ₱14,999	16	6.5	4			
Below ₱10,000	9	3.6	5			
₱25,000 and above	1	0.4	6			
Total	247	100.0				
Parents' Educational Attainment	Father			Mother		
College Graduate	144	58.3	1	134	54.3	1
College Undergraduate	56	22.7	2	47	19.0	3
High School Graduate	36	14.6	3	48	19.4	2
High School Undergraduate	1	0.4	5.5	17	6.9	4
Elementary Graduate	9	3.6	4	1	0.4	5
Elementary Undergraduate	1	0.4	5.5	-	-	
Total	247	100.0		247	100.0	
Parents' Occupation	Father			Mother		
Government Employee	78	31.6	1	153	61.9	1
Private Employee	38	15.4	3	37	15.0	3
OFW	37	15.0	4	31	12.6	4
Self-Employed	54	21.9	2	16	6.5	5
Unemployed	8	3.2	6	9	3.6	5
Others	32	13.0	5	1	0.4	6
Total	247	100.0		247	100.0	

3.2 Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

As gleaned from the table, both teacher-respondents and student-respondents perceived the guidance services in Tomas Claudio Colleges as Much Implemented, with teachers obtaining a composite weighted mean of 4.22 and students 3.73.

For teachers, Individual Inventory Service ranked first and was interpreted as Very Much Implemented (WM = 4.59), while Counseling Service ranked last (WM = 3.91). For students, all aspects were rated as Much Implemented, with Individual Inventory Service also ranking first (WM = 3.91) and Counseling Service as last (WM = 3.57). These results indicate that while the guidance program is generally well implemented, there is still a need to further strengthen particularly the counseling and related support services to enhance student development. This supports the view of Vennett (2023) that guidance services are essential in promoting the holistic development of learners by addressing their academic, personal, social, and psychological needs, improving self-understanding, and assisting students in making informed decisions and overcoming developmental challenges.

Table 2

Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	School Heads			Students		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
Individual Inventory Service	4.59	Very Much Implemented	1	3.91	Much Implemented	1
Information Service	4.09	Much Implemented	3	3.74	Much Implemented	2
Counselling Service	3.91	Much Implemented	4	3.57	Much Implemented	4
Follow Up Service	4.27	Much Implemented	2	3.70	Much Implemented	3
Composite W$\bar{X}$	4.22	Much Implemented		3.73	Much Implemented	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges With Respect to the Different Aspects

As shown in the table, the t-test results revealed significant differences in the perceptions of teacher-respondents and student-respondents with respect to Individual Inventory Service and Follow-up Service, as indicated by probability values less than 0.05, leading to the rejection of the null hypothesis. However, no significant difference was found in Information Service and Counseling Service since their probability values were greater than 0.05, resulting in the acceptance of the null hypothesis. These findings indicate that teachers and students differ in their perceptions regarding the implementation of Individual Inventory and Follow-up Services, while they share similar perceptions on Information and Counseling Services. This suggests that teachers' observations on certain guidance services do not fully align with students' actual experiences, particularly in monitoring and follow-up processes, whereas both groups generally agree on the implementation of information dissemination and counseling support. The results imply the need for closer alignment and feedback mechanisms between teachers and students to improve consistency in the delivery of guidance services. This finding is consistent with Joquino (2023), who emphasized that school guidance services significantly contribute to student development and that administrators should consider variations in service delivery and perception to strengthen the implementation of comprehensive guidance programs.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges With Respect to the Different Aspects

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Individual Inventory Service	Teachers	15	4.587	0.300	3.856	0.000	Rejected	Significant
	Students	247	3.908	0.677				
Information Service	Teachers	15	4.087	0.441	1.909	0.057	Accepted	Not Significant
	Students	247	3.735	0.704				
Counselling Service	Teachers	15	3.913	0.900	1.554	0.122	Accepted	Not Significant
	Students	247	3.566	0.838				
Follow Up Service	Teachers	15	4.273	0.897	2.661	0.008	Rejected	Significant
	Students	247	3.704	0.799				

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges With Respect to the Different Aspects in Terms of Their Profile

As depicted in the table 4.1., the F-test results revealed probability values greater than 0.05 across the different aspects of guidance services when grouped according to the personal attributes of teacher-respondents. This leads to the failure to reject the null hypothesis, indicating that there is no significant difference in the perceptions of teachers on the extent of implementation of guidance services in the Basic Education Department of Tomas Claudio Colleges when classified according to their profile variables. The findings suggest that teachers' perceptions are not influenced by their age, sex,

civil status, educational attainment, length of service, position title, and in-service trainings attended. This implies that regardless of their demographic and professional characteristics, teachers generally share similar views and appreciation of the implementation of guidance services in the institution. Hence, these variables are not considered influential factors in shaping their perceptions. This finding is contrary to the study of Dakasku (2022), which revealed significant differences in teachers' perceptions of guidance services when grouped according to certain variables such as sex and school location, particularly in relation to counseling, orientation, information, referral, and follow-up services.

Table 4.1

Result of the F-Test in the Significant Difference on the Perception of the Teacher- Respondents on the Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges With Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Individual Inventory Service	1.330	0.301	Accepted	Not Significant
Information Service	2.540	0.120	Accepted	Not Significant
Counselling Service	1.737	0.217	Accepted	Not Significant
Follow Up Service	1.124	0.357	Accepted	Not Significant
Sex				
Individual Inventory Service	2.193	0.162	Accepted	Not Significant
Information Service	0.003	0.956	Accepted	Not Significant
Counselling Service	0.538	0.476	Accepted	Not Significant
Follow Up Service	1.047	0.325	Accepted	Not Significant
Civil Status				
Individual Inventory Service	0.487	0.626	Accepted	Not Significant
Information Service	1.948	0.185	Accepted	Not Significant
Counselling Service	1.248	0.322	Accepted	Not Significant
Follow Up Service	0.438	0.655	Accepted	Not Significant
Educational Attainment				
Individual Inventory Service	1.770	0.211	Accepted	Not Significant
Information Service	0.506	0.686	Accepted	Not Significant
Counselling Service	0.911	0.467	Accepted	Not Significant
Follow Up Service	0.551	0.658	Accepted	Not Significant
Position Title				
Individual Inventory Service	1.530	0.256	Accepted	Not Significant
Information Service	0.171	0.845	Accepted	Not Significant
Counselling Service	0.694	0.519	Accepted	Not Significant
Follow Up Service	1.198	0.335	Accepted	Not Significant
Length of Service				
Individual Inventory Service	0.271	0.767	Accepted	Not Significant
Information Service	0.772	0.484	Accepted	Not Significant
Counselling Service	1.204	0.334	Accepted	Not Significant
Follow Up Service	0.624	0.552	Accepted	Not Significant
In-service Trainings Attended				
Individual Inventory Service	1.948	0.179	Accepted	Not Significant
Information Service	0.154	0.957	Accepted	Not Significant
Counselling Service	1.130	0.396	Accepted	Not Significant
Follow Up Service	3.129	0.065	Accepted	Not Significant

As reflected in the table 4.2 below, the F-test results revealed probability values less than 0.05 in terms of parents' educational attainment and parents' occupation, leading to the rejection of the null hypothesis. This indicates that there is a significant difference in the perceptions of student-respondents on the extent of implementation of guidance services in the Basic Education Department of Tomas Claudio Colleges when grouped according to these variables. On the other hand, in terms of sex, sibling position, number of children in the family, and monthly family income, the probability values were all greater than 0.05; thus, the null hypothesis was accepted, indicating no significant difference in perceptions. These findings suggest that parents' educational attainment and occupation significantly influence students' perceptions of guidance service implementation, while the other profile variables do not have a significant effect. This implies that the educational background and occupational status of parents may shape students' awareness, expectations, and understanding of school guidance services. Conversely, students' sex, sibling position, family size, and income level do not appear to

affect their perceptions. This finding is aligned with Estrella (2022), who emphasized that guidance and counseling programs support students' personal, educational, and career development by helping them understand their abilities, interests, strengths, and weaknesses, enabling them to make informed and appropriate decisions.

Table 4.2

Result of the F-Test in the Significant Difference on the Perception of the Student- Respondents on the Extent of Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges With Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Sex				
Individual Inventory Service	1.011	0.211	Accepted	Not Significant
Information Service	1.385	0.238	Accepted	Not Significant
Counselling Service	1.921	0.498	Accepted	Not Significant
Follow Up Service	1.954	0.332	Accepted	Not Significant
Sibling Position				
Individual Inventory Service	1.053	0.381	Accepted	Not Significant
Information Service	1.320	0.263	Accepted	Not Significant
Counselling Service	0.964	0.428	Accepted	Not Significant
Follow Up Service	1.925	0.322	Accepted	Not Significant
Number of Children In the Family				
Individual Inventory Service	1.699	0.312	Accepted	Not Significant
Information Service	1.382	0.249	Accepted	Not Significant
Counselling Service	1.193	0.313	Accepted	Not Significant
Follow Up Service	2.581	0.054	Accepted	Not Significant
Monthly Family Income				
Individual Inventory Service	1.271	0.564	Accepted	Not Significant
Information Service	0.997	0.420	Accepted	Not Significant
Counselling Service	0.833	0.528	Accepted	Not Significant
Follow Up Service	1.524	0.183	Accepted	Not Significant
Fathers' Educational Attainment				
Individual Inventory Service	4.763	0.003	Rejected	Significant
Information Service	3.700	0.035	Rejected	Significant
Counselling Service	6.433	0.025	Rejected	Significant
Follow Up Service	8.157	0.008	Rejected	Significant
Mothers' Educational Attainment				
Individual Inventory Service	2.976	0.020	Rejected	Significant
Information Service	5.293	0.003	Rejected	Significant
Counselling Service	7.202	0.009	Rejected	Significant
Follow Up Service	3.660	0.006	Rejected	Significant
Fathers' Occupation				
Individual Inventory Service	5.880	0.005	Rejected	Significant
Information Service	2.630	0.024	Rejected	Significant
Counselling Service	9.357	0.000	Rejected	Significant
Follow Up Service	7.098	0.006	Rejected	Significant
Mothers' Occupation				
Individual Inventory Service	7.875	0.008	Rejected	Significant
Information Service	5.737	0.000	Rejected	Significant
Counselling Service	12.952	0.000	Rejected	Significant
Follow Up Service	5.020	0.000	Rejected	Significant

3.5 Extent of the Problems Encountered in the Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges

The table shows that both teacher-respondents and student-respondents experienced challenges in the implementation of guidance services in Tomas Claudio Colleges, with teachers obtaining an overall weighted mean of 2.52 (Sometimes) and students 3.26 (Sometimes). For teachers, the most common issue was "lack of students' engagement for follow-up

services,” while “limited funding and resources for guidance program” ranked lowest. For students, “lack of parental involvement” was the most frequently encountered problem (Often), while “insufficient training for teachers on guidance services” ranked lowest. These findings indicate that although guidance services are being implemented, several barriers such as low engagement, limited parental support, inadequate training, and resource constraints still affect their effectiveness. This suggests the need for stronger stakeholder involvement and improved support systems to enhance the delivery of guidance services in the institution.

Table 5

Extent of the Problems Encountered in the Implementation of Guidance Services in the Basic Education Department of Tomas Claudio Colleges

Challenges Encountered	Teachers			Students		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
1. Inadequate guidance personnel.	2.40	Seldom	6	2.87	Sometimes	7
2. Limited funding and resources for guidance program.	1.53	Seldom	10	2.74	Sometimes	9
3. Insufficient training for teachers on guidance services.	1.73	Seldom	9	2.66	Sometimes	10
4. Lack of students' awareness on guidance services.	3.07	Sometimes	3	3.08	Sometimes	6
5. Inadequate testing documents for students.	2.13	Seldom	7.5	2.79	Sometimes	8
6. Lack of students engagement for follow-up services.	3.27	Sometimes	1	3.79	Often	2
7. Lack of parental involvement.	3.00	Sometimes	4	3.90	Often	1
8. Lack of information dissemination on guidance services.	3.13	Sometimes	2	3.71	Often	3
9. Limited knowledge and understanding among teachers regarding the functions of guidance services.	2.80	Sometimes	5	3.48	Sometimes	5
10. Lack of administrative support .	2.13	Seldom	7.5	3.62	Often	4
Overall W$\bar{X}$	2.52	Sometimes		3.26	Sometimes	

Conclusions & Recommendations

Based on the findings of the study, it is concluded that teachers and students differ in their perceptions regarding the implementation of guidance services, particularly in terms of individual inventory service and follow-up service, while they share similar views in relation to information service and counseling service. This indicates that although the guidance program is generally implemented, certain aspects are perceived differently by the two groups of respondents, suggesting variations in their experiences and observations. Furthermore, the study concludes that teachers' perceptions on the extent of implementation of guidance services do not significantly differ when grouped according to their profile variables, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Likewise, students' perceptions do not significantly differ when grouped according to sex, sibling position, number of children in the family, and monthly family income. However, significant differences are observed among students when grouped according to parents' educational attainment and parents' occupation, indicating that these variables influence their perceptions of guidance service implementation.

In light of the findings and conclusions of the study, it is recommended that orientation and dissemination activities regarding the guidance services of the institution be conducted to increase awareness among students, teachers, and parents. The school may also consider allocating additional budget for the guidance program to further enhance the effective implementation of its services. The proposed action plan developed in this study is strongly recommended for implementation to address identified gaps and improve service delivery. Finally, similar or parallel studies may be conducted in the future using other variables to further validate and expand the findings of this research.

Compliance with ethical standards

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