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Assessment of the Guidance Program as Basis for Enhancing Service Responsiveness

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Abstract

This study assessed the guidance program as a basis for enhancing service responsiveness, specifically analyzing the components of the existing guidance and counseling program of San Jose Community College and its effectiveness in supporting students' academic achievement, personal development, and career development. The research was conducted to determine the challenges encountered by students and faculty, assess the strategies employed to enhance the program, and propose improvements. The study employed a descriptive narrative research design, collecting data from faculty and students through surveys. The findings indicated that the program was effective in providing academic support (mean: 3.84), personal development (mean score: 3.95), and career development (mean: 3.83) services. The program's strengths, evident in the results, included counselors' expertise, orientation programs, and counseling services. Students valued the program's components, including student organizations and career assessments. However, challenges were identified, including students' lack of study habits, emotional regulation issues, and uncertainty about career goals. The study concluded that the Guidance and Counseling Program was effective in supporting students, but faced challenges that required targeted interventions. To address these challenges, the proposed program aimed to promote student success, retention, and overall satisfaction.

Keywords: Academic Achievement; Career Development; Guidance Program; Personal Development; Students Engagement

1. Introduction

Educational institutions established guidance and counseling programs to support students' academic, career, and personal-social development. These programs functioned as structured systems of services designed to address student needs, promote well-being, and facilitate success within the school environment (American School Counselor Association, 2019). However, the effectiveness of a guidance program was not static; it depended on the program's capacity to adapt to evolving student needs, institutional priorities, and social contexts. Regular assessment of program implementation and outcomes was therefore essential to determine whether services were delivered effectively, efficiently, and responsively (Rossi, Lipsey, & Freeman, 2019). Without systematic evaluation, programs risked operating on assumptions rather than evidence, limiting their ability to improve service delivery and meet stakeholder expectations.

The assessment of a guidance program provided the empirical basis for identifying gaps, strengths, and areas requiring enhancement. By examining processes such as service delivery, referral mechanisms, feedback systems, and staff responsiveness, assessment generated data that informed evidence-based decisions for program improvement (McDavid, Huse, & Hawthorn, 2019). In particular, findings from assessment served as a foundation for enhancing service responsiveness, which referred to the timeliness, accessibility, and attentiveness with which services addressed client needs (Parasuraman, Zeithaml, & Berry, 1988). When assessment results were systematically analyzed and translated into actionable strategies, they enabled institutions to refine policies, adjust practices, and strengthen the

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overall responsiveness of guidance services. Thus, assessing the guidance program not only documented current performance but also established a reliable basis for its continuous enhancement.

The assessment of guidance programs was a crucial step in ensuring their effectiveness in supporting students' academic, personal, and career development. The American School Counselor Association (ASCA) emphasized the need for school counselors to engage in ongoing evaluation and improvement of their programs (ASCA, 2019). Studies showed that effective guidance programs were responsive to the diverse needs of students, promoting their academic achievement, social-emotional development, and career readiness (Bardhoshi & Duncan, 2018; Savitz-Romer et al., 2015). This was supported by Ersoy & Ersoy (2019), which highlighted the importance of assessing guidance programs to identify areas for improvement and ensure their relevance to students' needs. Similarly, Johnson (2018) emphasized the need for guidance programs to be tailored to the specific needs of students in diverse cultural contexts.

In the contemporary educational landscape of that time, guidance and counseling programs emerged as a vital component of students' holistic development. These programs were designed to foster academic achievement, personal growth, and career development, equipping students with skills to navigate an increasingly globalized world. Fullan (2017) noted that effective programs had a profound impact on academic trajectories and personal well-being. Similarly, Marzano et al. (2011) underscored supervision's significance in supporting teaching, a crucial aspect of the guidance counselor's role. This aligned with Sergiovanni's (2009) perspective on principalship and reflective practice, which highlighted a culture of growth and development. Thus, guidance and counseling programs played a pivotal role in preparing students for an uncertain future, underscoring their essential place in education.

The Philippine Constitution of 1987, Article XIV, Section 3 highlighted the state's role in promoting the right to quality education, and stated: "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

This mandate underscored guidance and counseling programs' significance in education. The Department of Education (DepEd) and Commission on Higher Education (CHED) emphasized guidance counselors' importance in ensuring students' holistic development. Registered Guidance Counselors (RGCs) implemented programs, providing counseling, career guidance, and mental health support. These services enabled students to have positive experiences, contributing to academic achievement and growth (Aguilar-Ramat, 2022; Dhami, 2020). Thus, guidance counselors were essential in supporting students' well-being and success. Furthermore, "the State recognized the important role of guidance counselors in nation-building and promoted the sustained development of a reservoir of guidance counselors whose competence had been determined by honest and credible licensure examinations and whose standards of professional practice and service were world-class and internationally recognized, globally competitive through preventive regulatory measures, programs and activities that fostered their continuing professional development" (Republic Act No. 9258).

The importance mandated in the Commission on Higher Education (CHED) stemmed from Republic Act No. 9258, which highlighted the crucial role of guidance counselors in nation-building. The law ensured that guidance counselors met specific standards through licensure exams, promoting professionalism and competence. Effective guidance counseling contributed to better academic outcomes, personal growth, and career readiness, aligning with CHED's goal of quality education. In essence, the mandate emphasized the vital role of guidance counselors in shaping the nation's future, necessitating CHED's oversight to ensure high standards and effective support for students. Similarly, the integration of Guidance and Counseling within the educational framework was a cornerstone of the DepEd initiative to foster holistic learner development (Guidance Counselors, 2020). Specifically, this program addressed students' multifaceted needs, issues, and problems, thereby playing a pivotal role in shaping positive educational experiences (Aguilar-Ramat, 2022).

Guidance Counselors, as pivotal stakeholders, were instrumental in ensuring students' well-being, which necessitated the acquisition of requisite competencies to effectively discharge their responsibilities. These legal frameworks demonstrated the Philippine government's commitment to promoting student well-being and academic success through effective guidance and counseling programs. San Jose Community College assessed its Guidance and Counseling Program to address challenges faced by its rural students. The program aimed to support academic, personal, and career development, aligning with the local government's education goals. The assessment revealed that students struggled with time management and emotional regulation, and lacked career exposure, which hindered success. SJCC proposed enhancing the program through industry partnerships, student engagement, targeted counseling, and expanded services. This supported Sustainable Development Goals 4 (Quality of Education), 3 (Good Health and Well-being), and 8 (Decent Work and Economic Growth). Hence, effective guidance and counseling fostered holistic development and community progress.

2. Methodology

The descriptive narrative design, as proposed by Creswell (2014), was employed to describe the characteristics of the guidance and counseling program in San Jose Community College. This design was chosen because it allowed for an in-depth examination of the program's current state, providing a comprehensive picture of its strengths and weaknesses. The researcher used this design to gather data through surveys and documentary analysis, analyzing the results to inform program enhancement. This design was deemed appropriate for this study as it aimed to gather data on the current state of the program. The researcher collected and analyzed data to present a comprehensive picture of the program, thereby informing stakeholders and guiding future improvements. The findings of this study served as a foundation for enhancing the guidance and counseling program. Data analysis involved both quantitative and qualitative methods. Quantitative data from the survey questionnaires were analyzed using descriptive statistics, specifically frequency counts, percentages, and means (Creswell, 2014). Subsequently, qualitative data from open-ended questions and documentary analysis were analyzed thematically to identify patterns and themes related to the research questions (Braun & Clarke, 2006).

3. Results and Discussion

The findings of the study were summarized as follows:

3.1. Components of the Existing Guidance and Counseling Program

The analysis found that the guidance and counseling program at SJCC functioned as an integrated framework supporting students' academic, personal, and career development. The academic achievement components equipped students with study strategies, effective habits, and guidance on values and personal conduct, which supported academic performance and lifelong learning. The personal development components fostered self-awareness, interpersonal skills, leadership, emotional regulation, and responsible decision-making, contributing to students' holistic growth. The career development components provided orientation and planning strategies that prepared students for post-graduation transitions. Overall, the program addressed diverse student needs and provided a structured foundation for academic success, personal growth, and career readiness.

3.2. Strategies to Enhance the Guidance and Counseling Program

3.2.1. Students Engagement

Student engagement had been a focal point of counselors' efforts, with both faculty and students acknowledging the effectiveness of various strategies employed to foster a sense of community and involvement. An overall mean score of 3.84 had indicated the prevalence of these efforts. Specifically, counselors had been actively involved in supporting student organizations and clubs (mean score: 3.85), participating in campus events (mean score: 3.89), and offering interactive workshops (mean score: 3.81). In addition, the emphasis on providing orientation sessions for new students (mean score: 3.85) had been a crucial aspect of student engagement, facilitating a smooth transition into university life. As a result, these efforts had contributed to a positive and engaging campus environment. The results indicated that student engagement had been a central focus of the guidance and counseling program, with strategies such as support for student organizations, participation in campus events, interactive workshops, and orientation sessions rated highly by respondents. These findings aligned with established research on student involvement and institutional effectiveness in higher education. Campus events and interactive workshops functioned as co-curricular experiences that promoted social integration and active learning. Tinto (1993) emphasized that social integration was a key factor in student retention, and co-curricular involvement served as a primary mechanism for achieving it. Pascarella & Terenzini (2005) further found that participation in campus activities enhanced students' cognitive and psychosocial development. Collectively, these strategies reflected the principles of high-impact practices identified by Kuh (2009), which emphasized collaborative, active, and supportive experiences as essential for fostering engagement and a positive institutional environment. The overall mean score of 3.84 suggested that the counselors' efforts had been consistent with these evidence-based practices.

3.2.2. Individual and Group Counseling

Counselors demonstrated efficacy in delivering individualized and group counseling services, as acknowledged by both faculty and students. An overall mean score of 3.95 reflected the success of these endeavors. Specifically, counselors excelled in connecting students with campus resources and community services (mean score: 4.02). Furthermore, they provided workshops on topics such as mindfulness and self-care (mean score: 4.00), thereby addressing students' diverse needs and promoting holistic well-being. These efforts contributed to a supportive and inclusive campus

environment, fostering student success and academic achievement. Counselors demonstrated efficacy in delivering individualized and group counseling services, as acknowledged by both faculty and students. An overall mean score of 3.95 reflected the success of these endeavors. Specifically, counselors excelled in connecting students with campus resources and community services, and they provided workshops on topics such as mindfulness and self-care, thereby addressing students' diverse needs and promoting holistic well-being. These efforts contributed to a supportive and inclusive campus environment that fostered student success and academic achievement. Corey (2017) maintained that both individual and group counseling provided students with safe spaces for self-exploration, skill development, and peer support. Gladding (2018) found that group counseling was effective for addressing common developmental concerns and reduced stigma around help-seeking. The high rating for connecting students with campus and community resources aligned with Gysbers & Henderson's (2012) comprehensive guidance model, which identified referral and coordination of services as core counselor competencies. The provision of workshops on mindfulness and self-care was consistent with evidence that psychoeducational interventions improved stress management and well-being among college students. Shapiro, Brown, & Biegel (2007) reported that mindfulness-based training enhanced self-care practices and reduced psychological distress in trainees. Myers & Sweeney (2008) also argued that wellness-oriented counseling contributed to holistic development and academic persistence.

3.2.3. Career Development

The career development component of the guidance and counseling program had been enhanced through a range of strategies employed by counselors, as perceived by faculty and students. An overall mean score of 3.83 indicated respondents' agreement regarding the efficacy of these strategies, with faculty and students demonstrating concordance on their value (mean scores: 3.73 and 3.92, respectively). Notably, individual and group career counseling sessions had been a highly rated strategy (mean score: 3.93), aligning with extant research underscoring the significance of career counseling in career development initiatives. Furthermore, the provision of job search skills, including resume writing and interview preparation, had been deemed a crucial element (mean score: 3.90). The establishment of relationships with local employers had also garnered a relatively high rating (mean score: 3.77), thereby highlighting the importance of industry connections in facilitating effective career development pathways. The career development component of the guidance and counseling program had been enhanced through a range of strategies employed by counselors, as perceived by faculty and students. An overall mean score of 3.83 indicated respondents' agreement regarding the efficacy of these strategies, with faculty and students demonstrating concordance on their value. Individual and group career counseling sessions had been the highest-rated strategy, aligning with research that underscored the significance of career counseling in career development initiatives. The provision of job search skills, including résumé writing and interview preparation, had been deemed a crucial element, and the establishment of relationships with local employers had also garnered a relatively high rating, thereby highlighting the importance of industry connections in facilitating effective career development pathways. In the Philippine context, Santos (2018) found that career guidance programs that incorporated industry linkages and skills training significantly improved students' employability perceptions in state universities. These findings suggested that the strategies employed had been consistent with evidence-based practices in career development and had contributed to the perceived effectiveness of the program.

3.2.4. Auxiliary Services

The auxiliary services component of the guidance and counseling program had been augmented through a range of strategies, as perceived by faculty and students. An overall mean score of 3.83 had indicated respondents' agreement regarding the efficacy of these strategies, with faculty and students demonstrating concordance on their value (mean scores: 3.73 and 3.92, respectively). The provision of effective follow-up services had been a highly rated strategy (mean score: 3.93). Furthermore, the provision of helpful consultation on personal and career issues had been deemed a crucial component (mean score: 3.90). The implementation of a reliable system for referrals had also received a relatively high rating (mean score: 3.77), underscoring the importance of seamless support networks in facilitating student well-being. The auxiliary services component of the guidance and counseling program had been augmented through a range of strategies, as perceived by faculty and students. An overall mean score of 3.83 indicated respondents' agreement regarding the efficacy of these strategies, with faculty and students demonstrating concordance on their value. The provision of effective follow-up services had been a highly rated strategy. Furthermore, the provision of helpful consultation on personal and career issues had been deemed a crucial component, and the implementation of a reliable system for referrals had also received a relatively high rating, underscoring the importance of seamless support networks in facilitating student well-being. Follow-up services were recognized as essential for monitoring student progress and ensuring continuity of care. Myers & Sweeney (2008) found that systematic follow-up contributed to sustained behavioral change and improved student outcomes in wellness counseling. Consultation on personal and career issues provided preventive and developmental support consistent with the comprehensive guidance model proposed by Gysbers & Henderson (2012), which emphasized that consultation helped faculty, parents, and students

address barriers to learning and development. Collectively, these findings indicated that the auxiliary services implemented had been aligned with established practices in comprehensive guidance and counseling and had contributed to the perceived effectiveness of the program

3.3. Extent of Guidance and Counseling Program

3.3.1. Academic Achievement

The academic achievement aspect of the program garnered a mean score of 3.84, indicating that it had effectively fulfilled its objectives in providing academic support, inculcating study habits, and offering guidance on academic matters. Notably, the counselors' expertise and support were highly regarded, as evidenced by the highest mean score of 3.89 for item 3, "The counselors provided helpful guidance on academic issues and concerns." A comparative analysis of respondent groups revealed that students (mean = 3.95) had evaluated the program more favorably than faculty members (mean = 3.72), suggesting that students were more cognizant of the program's benefits and more receptive to the support services offered. This disparity may have been attributed to differences in awareness and expectations between the two groups. The program's strengths lay in its provision of adequate academic support (item 1, mean = 3.85) and assistance in goal-setting (item 4, mean = 3.78). However, the moderate agreement (mean = 3.81) for item 5, "The program provided resources and referrals to help students overcome academic challenges," indicated that this aspect required further development. These findings aligned with existing literature on the role of academic support services in higher education. Tinto (1993) argued that structured academic support and guidance from counselors contributed significantly to student persistence and achievement by addressing both academic and non-academic barriers. Similarly, Pascarella & Terenzini (2005) found that consistent academic advising and study skills interventions enhanced students' self-efficacy and academic performance. The higher ratings from students compared to faculty were consistent with Bardhoshi & Duncan (2018), who observed that students who directly engaged with counseling services often perceived greater benefits than faculty who evaluated programs from an administrative perspective. Furthermore, Gysbers & Henderson (2012) emphasized that effective guidance programs should provide not only direct academic support and goal-setting assistance but also systematic referrals and resources for students facing academic challenges. The moderate score on resource provision in this study suggested an area for programmatic strengthening, as recommended by Whiston & Sexton (1998) in their meta-analysis of school counseling outcomes.

3.3.2. Personal Development

The program's impact on personal development was met with a resoundingly positive assessment, as reflected in the overall mean score of 3.95. This outcome indicated that the program had effectively fostered personal growth among students. Notably, a key strength of the program lay in the counselors' supportive and non-judgmental guidance on personal issues, which garnered the highest mean score (Faculty: 3.97, Students: 4.06, Overall Mean: 4.02). Furthermore, the program had demonstrated efficacy in promoting self-awareness, emotional intelligence, and resilience, with overall mean scores of 3.99, 3.96, and 4.00, respectively. In contrast, fostering a sense of community and belonging among students proved to be a relative area for improvement, receiving the lowest mean score (Faculty: 3.87, Students: 3.66, Overall Mean: 3.77), suggesting that this aspect may have required more attention. These findings were consistent with literature emphasizing the role of counseling services in facilitating personal growth and socio-emotional development. Corey (2017) argued that non-judgmental, supportive counselor-student relationships were central to fostering self-awareness and emotional regulation, which aligned with the high ratings for counselor guidance in this study. Similarly, Gladding (2018) noted that effective personal development interventions in counseling settings strengthened students' resilience and self-understanding, particularly when counselors employed empathy and unconditional positive regard. The lower score for fostering community and belonging reflected a common challenge in guidance programs. Tinto (1993) and Pascarella & Terenzini (2005) both emphasized that a sense of belonging was a critical factor in student retention and personal development, yet it often required intentional programming beyond individual counseling, such as peer support groups and campus engagement initiatives. Bardhoshi & Duncan (2018) found, while counseling services consistently improved individual outcomes, group-based and community-building components often required additional resources and structured implementation to yield comparable gains.

3.3.3. Career Development

The program's efficacy in promoting career development was substantiated by an overall mean score of 3.83, indicating a consensus among faculty and students regarding its positive impact. Specifically, the program's strength lay in assisting students in identifying and pursuing their career goals, as evidenced by a high mean score of 3.93, which was attributed to the counselors' adeptness at providing personalized guidance and support. Furthermore, this aspect of the program was deemed effective. However, the relatively lower mean score of 3.77 for the provision of resources and opportunities for career development indicated that the program could have benefited from incorporating more experiential learning opportunities, such as internships and job shadowing, to furnish students with practical

experience in their chosen careers, implying that this aspect may have required further development. These findings aligned with established research on career development interventions in higher education. Lent, Brown, & Hackett's (1994) Social Cognitive Career Theory posited that career guidance that combined personalized counseling with experiential exposure enhanced students' career self-efficacy and outcome expectations. Whiston & Blustein (2013) similarly found that career interventions were most effective when they integrated individualized guidance with practical experiences such as internships and job shadowing, which strengthened students' readiness for the workforce. The high rating for goal identification and pursuit in this study reflected the impact of counselors' personalized support, consistent with Gysbers & Henderson (2012), who emphasized that structured career counseling helped students clarify goals and develop actionable plans. Conversely, the lower score for resource and experiential opportunity provision corresponded with findings by Whiston & Sexton (1998), who noted that many guidance programs excelled in counseling but lacked sufficient linkages to real-world career experiences. Strengthening these components was recommended to bridge the gap between academic preparation and employment readiness.

3.4. Challenges Encountered Among the Different Groups of Respondents on Guidance and Counseling Program

3.4.1. Academic Achievement

The guidance and counseling program's impact on academic achievement was hindered by several challenges, as perceived by faculty and students. An overall mean score of 3.84 indicated that these challenges were prevalent, with the most significant issue being students' lack of effective study habits and learning strategies (mean score: 3.89; Faculty: 3.70, Students: 4.08). Notably, this challenge was highlighted by respondents, underscoring the need for targeted interventions. Furthermore, students struggled with time management and prioritization of academic responsibilities (mean score: 3.85) and academic pressure and stress (mean score: 3.85), which were prominent concerns. Consequently, these findings suggested that the program faced difficulties in addressing these critical areas, which may have impacted its overall effectiveness in supporting students' academic achievement. The guidance and counseling program's impact on academic achievement was hindered by several challenges, as perceived by faculty and students. An overall mean score of 3.84 indicated that these challenges were prevalent, with the most significant issue being students' lack of effective study habits and learning strategies. Additionally, students struggled with time management and prioritization of academic responsibilities, and academic pressure and stress were prominent concerns. Consequently, these findings suggested that the program faced difficulties in addressing these critical areas, which may have impacted its overall effectiveness in supporting students' academic achievement. Research consistently showed that study habits and learning strategies were strong predictors of academic performance. Zimmerman (2002) found that students who lacked self-regulated learning skills often experienced lower academic achievement and higher levels of procrastination. Credé & Kuncel (2008) conducted a meta-analysis confirming that study habits, skills, and attitudes accounted for a substantial proportion of variance in college grades, even after controlling for prior academic performance. These findings suggested that the challenges identified in the program had been consistent with those documented in the literature and had likely constrained the program's capacity to support academic achievement.

3.4.2. Personal Development

The guidance and counseling program encountered significant challenges in addressing students' personal development, as reflected in the perceptions of both faculty and students. An overall mean score of 3.95 indicated the prevalence of these challenges. Notably, the most substantial issue was students' struggles with emotional regulation and stress management, with a mean score of 4.02 (Faculty: 3.97, Students: 4.06). Moreover, students' experiences of anxiety, depression, or other mental health concerns (mean score: 4.00) and personal issues affecting academic performance (mean score: 3.96) were prominent concerns, underscoring the necessity for comprehensive counseling services. Furthermore, students' personal challenges, such as self-confidence and self-esteem issues, exerted a notable impact on their ability to engage fully in academic and campus life (mean score: 3.77), suggesting that these issues required targeted support and intervention. The guidance and counseling program encountered significant challenges in addressing students' personal development, as reflected in the perceptions of both faculty and students. An overall mean score of 3.95 indicated the prevalence of these challenges. The most substantial issue was students' struggles with emotional regulation and stress management. Moreover, students' experiences of anxiety, depression, and other mental health concerns, as well as personal issues affecting academic performance, were prominent concerns that underscored the necessity for comprehensive counseling services. Furthermore, students' personal challenges, such as self-confidence and self-esteem issues, exerted a notable impact on their ability to engage fully in academic and campus life, suggesting that these issues required targeted support and intervention. Personal issues affecting academic performance and low self-esteem further hindered engagement and achievement. Bandura (1997) established that self-efficacy and self-esteem influenced motivation, persistence, and learning outcomes. Santos (2018) found that personal and psychological challenges were among the most frequently cited barriers to student participation and academic success in state universities. These findings indicated that the challenges identified had been consistent with the

broader literature on student mental health and personal development. The results suggested that targeted counseling interventions, preventive programs, and referral systems were necessary to address these issues effectively.

3.4.3. Career Development

Career development emerged as a significant area of concern for students, with both faculty and students acknowledging the presence of substantial challenges. An overall mean score of 3.83 indicated the prevalence of these challenges. Specifically, students encountered difficulties with uncertainty about their career goals and aspirations (mean score: 3.79), lacked requisite experience and skills for their desired careers (mean score: 3.90), and faced obstacles with resume writing, interviewing, and job search strategies (mean score: 3.77). Moreover, the scarcity of job opportunities and career resources (mean score: 3.93) constituted a significant impediment, hindering students' ability to attain their career objectives. As a result, the difficulties in aligning academic programs with career aspirations underscored the necessity for institutions to provide more effective career guidance and counseling. Career development emerged as a significant area of concern for students, with both faculty and students acknowledging the presence of substantial challenges. An overall mean score of 3.83 indicated the prevalence of these challenges. Specifically, students encountered difficulties with uncertainty about their career goals and aspirations, lacked the requisite experience and skills for their desired careers, and faced obstacles with résumé writing, interviewing, and job search strategies. Moreover, the scarcity of job opportunities and career resources constituted a significant impediment, hindering students' ability to attain their career objectives. As a result, the difficulties in aligning academic programs with career aspirations underscored the necessity for institutions to provide more effective career guidance and counseling. Santos (2018) found that students in state universities perceived insufficient industry linkages and career resources as major obstacles to employment after graduation.

3.5. Proposed Guidance and Counseling Program for San Jose Community College and Other Local University and Colleges

The Guidance and Counseling Program was designed to address the multifaceted needs of its students, fostering a supportive environment conducive to academic success, personal growth, and career readiness. The program's core components, namely student engagement, individual and group counseling, career development, and auxiliary services, provided holistic support. In light of the findings, students highly valued orientation programs and student organizations, which fostered a sense of belonging and community on campus. These initiatives played a significant role in promoting student engagement and academic integration. Moreover, counseling services, delivered by trained professionals, were deemed indispensable in addressing students' academic, personal, and mental health concerns. The career development services, including career assessments and workshops, empowered students to make informed decisions about their academic and professional trajectories. Hence, auxiliary services provided necessary resources to support students in overcoming obstacles. These findings aligned with literature on comprehensive guidance and counseling programs in higher education. Gysbers & Henderson (2012) asserted that effective programs integrated academic, personal, and career development components to support students' holistic growth.

4. Conclusion

The guidance and counseling program in San Jose Community College was found to have effectively delivered academic support, personal development, and career development services, as supported by institutional records. In addition, the program demonstrated a strong commitment to enhancing student engagement through the provision of individual and group counseling, career development activities, and auxiliary services. Counselors also played a pivotal role in delivering both individualized and group counseling services, connecting students with relevant resources, and promoting holistic student well-being. However, the program encountered challenges in addressing students' academic achievement, personal development, and career development, which indicated the need for more targeted interventions and support services. Consequently, while the career development component facilitated students' identification and pursuit of career goals, further enhancements were required to expand access to resources and provide more experiential learning opportunities.

Compliance with ethical standards

Disclosure of conflict of interest

The author declares that there is no conflict of interest to disclose.

Statement of ethical approval

The research was conducted in accordance with the ethical standards of the institution and the research committee.

Statement of informed consent

Informed consent was obtained from all participants, and their confidentiality was maintained throughout the study.

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