



American Journal of Arts and Human Science (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 4 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Transition Factors and Capabilities of Public School Guidance Designates in Cagayan de Oro City

Genalyn K. Valmoria^{1*}, Estrella S. Ferenal¹

Article Information

Received: February 01, 2025

Accepted: March 04, 2025

Published: May 26, 2025

Keywords

Guidance Designates, Transition Factors

ABSTRACT

Teachers transitioning into guidance designates encounter challenges and opportunities that require adaptation to new responsibilities and specialized skills. This study assessed the level of transition factors and capabilities of guidance designates in Cagayan de Oro City Division during the School Year 2023-2024. It examined transition factors in terms of situation, self, support, and strategies, as well as capabilities in program administration, information, assessment, placement, consultation, research, evaluation and follow-up, public relations, and professionalism and ethical standards. Additionally, it explored the relationship between transition factors and capabilities and proposed a development plan based on the findings. The research involved 181 public school guidance designates across elementary, junior, and senior high schools, using a universal sampling technique and a descriptive-correlational design. Data were gathered through a validated questionnaire and analyzed through mean, standard deviation, Cronbach's alpha, and Pearson's correlation coefficient. Findings revealed that respondents perceived their transition factors as high, particularly in self, and rated themselves moderately capable in guidance services, with strengths in professionalism and ethical standards. However, weaknesses were noted in the situation transition factor and in research, evaluation, and follow-up services. A significant correlation was found between transition factors and capabilities of guidance designates. The study concluded that psychological resources and personal attributes enhance role transitions and professionalism and ethical standards. It is recommended that guidance designates embrace their roles for professional development, seek necessary support, and set realistic goals. School administrators should provide training and sustained support to enhance role clarity and address identified weaknesses.

INTRODUCTION

Background of the Study

In the Philippine educational system, the implementation of the K to 12 programs has reinforced the importance of guidance and counseling services in schools. While these services are well established in junior and senior high schools, elementary students often lack structured guidance programs essential for their holistic development. The delivery of guidance services has been significantly affected by the shortage of registered guidance counselors in the country.

Bacelonia (2023) reported that the Philippine education sector faces a critical shortage of guidance counselors, limiting the capacity to support students' academic, emotional, and career development needs. This shortage contributes to inadequate counseling support, potentially leading to increased dropout rates, unaddressed mental health issues, and insufficient career counseling. Hernando-Malipot (2020) cited former Department of Education (DepEd) Secretary Briones, who highlighted the stringent qualifications for public school guidance counselors, including a master's degree and licensure examination. Additionally, the shortage persists due to the uncompetitive salaries offered in government service. Republic Act 9258, or the Guidance and Counseling Act of 2004, professionalized guidance counseling and

defined the roles of licensed guidance counselors in schools. However, this law inadvertently exacerbated the shortage of registered guidance counselors, particularly in basic education. Many public and private schools lack licensed guidance counselors, prompting school administrators to designate teachers as guidance personnel. DepEd Memorandum DM-OUCI-2021-346 authorized school heads to appoint teachers as guidance designates to implement guidance services, excluding counseling.

Valdez (2018) emphasized that fulfilling the mandate of RA 9258 remains challenging due to the persistent shortage of guidance counselors. Albert *et al.* (2018) noted that teaching is a teacher's primary duty; however, additional responsibilities, such as serving as a guidance designate, are assigned out of necessity rather than personal choice. This transition is often involuntary, as teachers do not actively seek the designation but are appointed to fill the gap.

Career transitions among teachers have evolved, enabling them to assume new roles within familiar educational settings. Teachers and guidance designates share certain competencies, such as building rapport with students and fostering trust-based relationships. However, transitioning into a guidance role also presents challenges. Aguilar-Ramat (2022) argued that guidance designates

¹ Phinma Cagayan De Oro College, Carmen, Cagayan De Oro City, Misamis Oriental, 9000, Philippines

* Corresponding author's email: genalyn.valmoria@deped.gov.ph

often lack adequate training, experience, and expertise to develop comprehensive and holistic guidance programs. The absence of formal training may hinder their ability to provide effective guidance services. This transition impacts not only the effectiveness of school guidance programs but also the personal and professional experiences of teachers. It introduces new responsibilities that require distinct skill sets, perspectives, and methodologies, presenting both challenges and opportunities.

LITERATURE REVIEW

Transition Factors

Schlossberg (1981) introduced the transition model in *The Counseling Psychologist*, providing a framework for understanding various life transitions, whether positive or negative, dramatic or ordinary. The model categorizes factors that influence an individual's ability to adapt to transitions (Schlossberg, 2011). Lindstrom (2019) described this model as a systematic framework that enables professionals, including psychologists, social workers, and counselors, to develop interventions that assist individuals in navigating life changes.

The transition model, also known as the 4S Transition System, consists of four key components: situation, self, support, and strategies. These factors collectively determine an individual's capacity to manage transitions effectively.

Situation

The situational factor influences an individual's transition based on the reason, timing, level of control, role changes, past experiences, and concurrent stressors. Lindstrom (2019) identified six key elements: trigger, timing, control, role change, prior experience, and concurrent stress.

Javier (2021) examined teachers appointed as guidance counselors and found that their transition often began with uncertainty and doubt before gradually reaching acceptance. Principals assigned them based on maturity, student relationships, and disciplinary skills. Adjusting to the role required navigating an unfamiliar environment with limited initial control. However, Lindstrom emphasized that a positive or neutral mindset enhances adaptability. Teachers who embraced the transition felt more empowered and prepared to manage their new responsibilities effectively.

Self

The second factor, self, encompasses personal, demographic, and psychological resources that influence an individual's transition. These include socioeconomic status, gender, culture, age, health, and psychological traits such as self-esteem, self-efficacy, optimism, and resilience (Boyd-Sinkler *et al.*, 2019).

Boyd-Sinkler *et al.* described self as the emotions and perspectives shaping one's response to transition. While some teachers demonstrated resilience and optimism, others experienced self-doubt and confusion due to inadequate preparation. Lindstrom (2019) noted that

teachers' identities remained rooted in their classroom roles, influencing their adaptation process.

Interpersonal skills, such as extroversion, integrity, and mentorship, and intrapersonal traits like open-mindedness, professionalism, and composure, played a vital role in adjusting to the guidance designation.

Support

The third factor, support, refers to external assistance in managing transitions, including instrumental, informational, emotional, and appraisal support from family, colleagues, administrators, and professional networks. Access to training, peer support, and constructive feedback facilitates adaptation (Javier, 2021). Javier found that guidance designates benefited from school principals' support, which provided security and reassurance. Lindstrom (2019) categorized support into affection (respect and admiration), affirmation (verbal reinforcement), and tangible aid (material or informational resources).

Sueningrum *et al.* (2022) emphasized peer support as essential in shaping professional identity, fostering cooperation and knowledge exchange. Gallardo and Chavez (2022) highlighted social support as a key stress reliever, enhancing confidence and resilience among counselors.

Strategies

The final factor, strategies, refers to coping mechanisms for managing change. Effective strategies include modifying the situation, reframing perspectives, and reducing stress (Lindstrom, 2019). The four primary coping mechanisms are information-seeking, direct action, action inhibition, and intrapsychic adjustment. Flexibility in applying multiple strategies enhances resilience.

Boyd-Sinkler *et al.* (2019) distinguished problem-solving as a key strategy, helping individuals identify root causes, explore solutions, and implement effective coping techniques. This proactive approach not only addresses immediate challenges but also builds confidence for future transitions. Gallardo and Chavez (2022) exemplified self-care strategies among guidance counselors, such as spirituality, faith, introspection, and strong support systems, which contribute to emotional well-being and professional effectiveness.

Capabilities of Guidance Designates

Guidance designates play a crucial role in fostering students' academic and personal development by applying counseling theories, behavioral interventions, and principles of developmental psychology (Gipalen & Madrigal, 2020). Compliance with the Guidance and Counseling Act of 2004 (Republic Act No. 9258, 2004) ensures adherence to professional standards, while proficiency in assessment tools supports targeted interventions (Sitinjak & Canu, 2023).

Key competencies include strong communication, organizational, and analytical skills, which are essential

for effective service delivery. Additionally, technological proficiency, facilitation skills, and program evaluation capabilities enhance their ability to implement comprehensive guidance programs (Santika, 2023). Leadership and advocacy are also vital in upholding ethical standards and promoting the significance of guidance services (Gipalen & Madrigal, 2020).

Collaboration with administrators, teachers, parents, and external professionals strengthens the effectiveness of guidance programs. Moreover, continuous professional development in areas such as crisis management, peer mediation, and social-emotional learning further enhances the quality of services provided (Santika, 2023).

Program Administration

Effective program administration ensures the successful implementation of school guidance programs by aligning services with institutional goals, student needs, and educational standards. It encompasses leadership, planning, organization, and continuous evaluation to enhance program effectiveness through resource allocation, stakeholder engagement, and outcome assessment.

Gipalen and Madrigal (2020) underscored that well-managed guidance programs enhance students' academic, professional, and psychological development. Collaboration among school principals, teachers, and guidance designates ensures policy implementation, resource allocation, and equitable services, fostering adaptable, data-driven interventions. Sasmita *et al.* (2021) described program administration as a strategic function that involves structured planning and assessment. Aligning guidance services with the school's vision optimizes personnel, technology, and resources while promoting collaboration to address students' academic, social, and emotional needs.

Information

Information services are integral to school guidance programs, providing students, educators, and parents with essential knowledge for informed decision-making. Providing accurate and comprehensive information on academic pathways, career options, and postsecondary opportunities enhances students' ability to make sound educational and professional choices.

Sasmita *et al.* (2021) emphasized the importance of information services in facilitating students' access to personal, social, and academic knowledge. These services support educational planning, career exploration, and personal development, enhancing students' adaptability in both school and workplace settings.

Additionally, Aguilar-Ramat (2022) advocated for strengthening community engagement in information dissemination. Fostering collaboration among parents, teachers, and community members creates a supportive environment that enriches guidance programs, including career and homeroom guidance initiatives.

Assessment

Assessment services offer a structured approach to gathering data on students' academic, emotional, social, and career needs. These evaluations allow educators and guidance counselors to design tailored support programs, identify behavioral and learning challenges, and implement targeted interventions.

Fadli *et al.* (2022) emphasized that systematic evaluation is essential for monitoring guidance program effectiveness, informing policy decisions, and optimizing resource allocation. Importante (2022) highlighted that career assessments help students identify strengths and interests, guiding informed academic and professional choices. Nystul (2020) expanded on assessment methodologies, including psychological testing, behavioral observation, sociocultural evaluations, and environmental assessments, all of which contribute to enhancing student well-being.

Placement

Placement services are essential in guiding students through academic transitions and career pathways by ensuring alignment with their skills and interests. These services support academic, vocational, and personal development by facilitating appropriate course selection and workplace placements.

Sola (2020) pointed out that effective placement prevents students from being overwhelmed or underchallenged, fostering engagement and academic success. Moreover, internships and career-oriented programs ease the transition from education to the workforce.

Sasmita *et al.* (2021) stressed that well-structured placement services help students make informed academic and career decisions by ensuring appropriate distribution in classes, training programs, and extracurricular activities. Margaret and Chukwu (2024) noted that inadequate placement services can lead to disengagement, behavioral issues, and higher dropout rates due to misalignment with students' capabilities and aspirations.

Consultation

Consultation services in school guidance programs involve collaboration among counselors, teachers, parents, and external experts to support students' academic, social, emotional, and behavioral development. These services enhance decision-making and intervention strategies through shared expertise and cooperative problem-solving. Kavakli *et al.* (2021) highlighted that consultation is essential for developing effective student support strategies through shared expertise. The American School Counselor Association (ASCA, 2019) described consultation and collaboration as indirect services that enhance student achievement by fostering trust, improving communication, and promoting shared interventions. Furthermore, consultation enables educators to address classroom challenges while providing parents with insights into their child's emotional and psychological needs, ensuring timely and effective support.

Research, Evaluation, and Follow-up

The Professional Regulatory Board of Guidance and Counseling (2024), in its Code of Ethics for Registered and Licensed Guidance Counselors, underscores the responsibility of counselors to engage in research that advances the profession while adhering to rigorous methodological standards. It emphasizes the need to preserve the confidentiality of research subjects and to give due credit to original sources and differing perspectives.

Dionardo and Espinosa (2024) defined research and evaluation as essential processes for assessing the impact of guidance services on student development and educational goals. These efforts inform program enhancements by addressing student needs, challenges, and intervention strategies. Follow-up services, such as home visits and progress tracking, play a critical role in evaluating the effectiveness of counseling interventions. Sola (2020) described follow-up as a continuous process of monitoring graduates and dropouts to assess the long-term outcomes of guidance services. Similarly, Aguilar-Ramat (2022) stressed that tracking students in need of further support enhances the sustainability and overall impact of guidance programs.

Public Relations

The Code of Ethics for Registered and Licensed Guidance Counselors (Professional Regulatory Board of Guidance and Counseling, Article 3) emphasizes that guidance counselors must build positive relationships with their communities. They are expected to ethically engage with the community, address its needs and aspirations, and integrate guidance programs in ways that benefit all stakeholders.

The American School Counselor Association (ASCA, 2019) highlights public relations as a key component of school counseling, enhancing program visibility and understanding. According to the ASCA National Model, effective public relations involve communicating program objectives, initiatives, and achievements to stakeholders, including students, parents, educators, and administrators. ASCA recommends utilizing newsletters, social media, school websites, and presentations to promote awareness and foster a positive perception of school counseling programs.

Professionalism and Ethical Standards

The Code of Ethics for Registered and Licensed Guidance Counselors (Professional Regulatory Board of Guidance and Counseling, Article 4), mandates that guidance counselors uphold professional competence, foster peer relations, and maintain ethical interactions with colleagues and clients. Counselors are expected to avoid personal conflicts and seek peer consultation before initiating professional activities that involve colleagues. Professionalism and ethical standards are essential in educational institutions, ensuring responsible and equitable guidance services. Counselors handle sensitive student information related to mental health, academics,

and personal concerns. The American School Counselor Association (ASCA, 2019) emphasizes confidentiality and student privacy as fundamental ethical responsibilities. Upholding strict ethical standards fosters a secure and trustworthy counseling environment that prioritizes student welfare.

Theoretical Framework

This study is anchored in Schlossberg's Transition Theory, which explains how individuals experience and manage life transitions based on personal characteristics and external circumstances. The theory emphasizes that adaptation is influenced by the interplay of situation, self, support, and strategies (Schlossberg, 2011). The situation factor considers the nature, timing, and associated stressors of the transition. Self pertains to personal attributes such as identity, values, and psychological resilience, which shape an individual's ability to cope. Support refers to external assistance from family, peers, mentors, and institutions, while strategies involve coping mechanisms that facilitate adaptation and personal growth.

Applying this framework to the study provides a deeper understanding of how teachers transition into guidance designations. By examining these four factors, the study identifies key challenges, coping mechanisms, and available support systems that influence adaptation. The theory highlights the need for structured guidance and professional development to ensure a smoother transition, particularly for teachers without formal counselor training.

Recognizing these transition factors allows educational institutions to implement targeted support programs that enhance the effectiveness of teachers in their dual roles, ultimately improving guidance services within schools.

Statement of the Problem

This study aimed to determine the level of transition factors and capabilities of public school guidance designates in Cagayan de Oro City during the School Year 2023-2024.

Specifically, this study sought to answer the following questions.

1. What is the respondents' perceived level of transition factors based on situation, self, support, and strategies?
2. What is the respondents' perceived level of capabilities as guidance designates in terms of program administration, information, assessment, placement, consultation, research, evaluation and follow-up, public relations, and professionalism and ethical standards?
3. Is there a significant relationship between the respondents' perceived level of transition factors and their level of capabilities as guidance designates?
4. Based on the findings of the study, what development plan on transition factors and capabilities of guidance designates can be designed?

Scope and Limitations of the Study

The study focused on the perceived level of transition

factors and capabilities of public school guidance designates in the Cagayan de Oro Division for the School Year 2023-2024. The respondents consisted of 181 public school guidance designates, ranging from elementary to senior high school levels within the aforementioned division. The independent variables were limited to Schlossberg's Transition Factors, known as the 4S's: situation, self, support, and strategies. The dependent variables encompassed the capabilities of guidance designates in providing various guidance services, including program administration, information, assessment, placement, consultation, research, evaluation and follow-up, public relations, and professionalism and ethical standards.

MATERIALS AND METHODS

Research Design

This study employed a quantitative research design with a descriptive-correlational method to explore the relationships among various variables. Additionally, qualitative methods were incorporated through in-depth interviews with ten selected respondents from both elementary and senior high schools. The objective of this approach was to accurately and systematically capture the experiences and circumstances of teachers transitioning into their roles as guidance designates. Moreover, the study examined the relationship between transition factors and the capabilities of these teachers in delivering guidance services. The research design facilitated the analysis of means, standard deviations, and other statistical calculations related to the variables under investigation. This process was critical for interpreting, analyzing, categorizing, and tabulating the respondents' transition factors and their ability to provide guidance services. A validated questionnaire was used to gather data, which was administered to guidance designates across all public elementary, junior, and senior high schools in the Division of Cagayan de Oro City. The questionnaire included comprehensive items on the respondents' perceived transition factors, including situational factors, self-perception, support systems, and strategies, in addition to their capabilities in delivering guidance services. All collected data were subjected to rigorous analysis and interpretation, leading to conclusions based on the study's findings.

Study Setting

The study was conducted in public elementary, junior, and senior high schools within the Division of Cagayan de Oro City. The respondents consisted of the guidance designates assigned to these schools. Cagayan de Oro City is a first-class, highly urbanized city located in the Northern Mindanao region of the Philippines. It serves as the capital of Misamis Oriental province, although it is administratively independent of the provincial government. The city functions as the regional center and business hub of Northern Mindanao and is part of the expanding Metropolitan Cagayan de Oro area, which

includes the city of El Salvador and several municipalities on both the western and eastern sides.

The decision to select public schools in Cagayan de Oro City as the research site was driven by both practical and research-specific considerations. The researcher, a guidance counselor residing in the city, had easier access to local schools, facilitating efficient data collection and follow-up. Her involvement with educational institutions and guidance programs provided her with valuable insights into the local challenges, opportunities, and structures related to guidance services. By specifically selecting guidance designates as respondents, the study fostered direct collaboration and rapport-building, which enhanced both response rates and the depth of insights gathered. Furthermore, the study's findings have immediate relevance for improving guidance services in the city's schools, benefiting the local education community.

Study Population and Sampling Technique

The respondents in this study included one hundred eighty-one (181) guidance designates from elementary, junior high, and senior high schools across nine (9) districts in the Division of Cagayan de Oro City for the School Year 2023-2024. These respondents are classroom teachers who have been officially appointed by their school administrators to provide guidance services to students. Table 1 presents the distribution of respondents by educational level and the number of schools represented.

Table 1: Distribution of Respondents

Level	Number of Schools	Respondents
Elementary	70	105
Junior High	37	39
Senior High	37	37
Total	144	181

The study employed universal sampling, including all guidance designates in each school as respondents. This approach ensured a comprehensive representation of teachers transitioning into guidance roles, capturing diverse experiences and perspectives.

Universal sampling enhanced validity by incorporating teachers with varied backgrounds, skills, and prior experiences. This inclusivity enabled the study to examine differences in role adaptation, training responses, and utilization of guidance services. By including the entire population of guidance designates, the study minimized selection bias, ensuring that variations in teaching experience and prior exposure to guidance responsibilities were adequately represented.

Additionally, universal sampling provided richer data, allowing for a thorough analysis of factors influencing the transition process in line with Schlossberg's Transition Theory. Given the relatively small population of guidance designates, this method was practical and efficient,

eliminating the complexities of random selection while ensuring strong, generalizable findings. The results offer valuable insights for policy development to support teacher transitions into guidance roles in similar educational contexts.

Research Instrument

The study utilized a structured questionnaire as the primary research instrument to collect data. The questionnaire was divided into two sections.

Part I assessed the transition factors based on Schlossberg’s Transition Theory, specifically the 4S’s: situation, self, support, and strategies. The indicators and code descriptions for the 4S’s were researcher-developed, with response options ranging from strongly agree, agree, disagree, to strongly disagree.

Part II evaluated the capabilities of guidance designates in delivering school guidance services. This section covered key areas such as program administration, information, assessment, placement, consultation, research, evaluation and follow-up, public relations, professionalism, and ethical standards. The framework for this section was adapted from Villar’s (2009) book, *Implementing a Comprehensive Guidance and Counseling Program in the Philippines*.

Data Gathering Procedure

The researcher secured approval to conduct the study by obtaining a formal letter from the Office of the Dean, School of Graduate and Professional Studies, Cagayan de Oro College, and submitting it to the Office of the Schools Division Superintendent for permission. Upon approval, school visits were conducted to meet with supervisors and principals, explaining the study’s purpose. For urban schools, permission letters were presented to principals, and guidance designates were given instructions before completing the questionnaire, with responses collected immediately. In remote schools, coordination with supervisors facilitated questionnaire distribution and retrieval. A total of 181 questionnaires were administered, ensuring strict confidentiality measures.

Additionally, in-depth interviews provided deeper insights. Five elementary and five senior high school teachers with guidance designation experience were randomly selected. Informed consent was obtained, and interviews were conducted in a comfortable setting to encourage reflective responses. With permission, interviews were recorded, transcribed verbatim, and analyzed for key themes. Findings were systematically presented in tabular form, incorporating direct participant quotes. Ethical guidelines were strictly followed to ensure privacy and secure data management.

Statistical Treatment of the Data

After collecting and recording the data, the researcher applied appropriate statistical tools for analysis. Descriptive statistics, including the mean and standard deviation, were used to describe the variables in the study. For Research Problems 1 and 2, the mean and standard deviation were used to determine the respondents’ perceived level of transition factors based on the 4S’s framework, as well as their capabilities as guidance designates in delivering guidance services.

For Research Problem 3, the Pearson correlation coefficient (r) and a probability value of less than 0.05 alpha level were utilized to assess the significant relationship between the respondents’ perceived transition factors and their capabilities as guidance designates.

The collected data were consolidated, reviewed, and analyzed using appropriate statistical methods. The findings were systematically presented in tabular format to provide a clear and structured interpretation of the results.

Ethical Considerations

The study adhered to strict ethical principles to protect respondents’ rights, privacy, and well-being. Participants were fully informed about the study’s purpose, procedures, and significance, with emphasis on voluntary participation and the right to withdraw without consequences. Confidentiality and anonymity were ensured through data protection measures, preventing any personally identifiable information from being linked to responses.

Informed consent was obtained, confirming participants’ understanding of the study’s objectives and methods. Responses remained anonymous, with data presented in aggregate form or using pseudonyms. Digital records were encrypted and password-protected, while physical documents were securely stored. Only the researcher had access to the data, which was permanently deleted or destroyed upon completion of research objectives.

The study received ethical approval from the institutional ethics review committee, ensuring compliance with ethical standards. High levels of professionalism and academic integrity were maintained to prevent data falsification or misrepresentation. Any potential conflicts of interest were disclosed to uphold transparency and credibility. Adhering to these ethical guidelines ensured a secure and trustworthy research environment.

RESULTS AND DISCUSSION

Problem 1: What is the Respondents’ Perceived Level of Transition Factors Based on Situation, Self, Support, and Strategies?

Table 2: Distribution of the Respondents’ Perceived Level of Transition Factors based on Situation

Indicators	Mean	SD	Description
I am currently dealing with more stress at work.	3.12	0.71	Agree
I think my new designation is perfectly suitable for me.	2.80	0.78	Agree
I believe that my being a guidance designate is likely to be temporary.	2.98	0.87	Agree

I am aware of my duties and responsibilities as a guidance designate.	3.09	0.84	Agree
I am competent in handling the duties associated with my designation.	2.82	0.82	Agree
I have adapted well to my new designation in my work environment.	3.07	0.72	Agree
I am optimistic that being a guidance designate will help me learn new skills.	3.39	0.67	Strongly Agree
I think my principal knows my capability to perform the tasks as a guidance designate.	3.22	0.71	Agree
I am going to extensively rely on my previous experiences in my transition to being a guidance designate.	2.81	0.65	Agree
I am aware that being a guidance designate will bring numerous pressures to my other workloads.	3.35	0.83	Strongly Agree
Overall	3.07	0.76	Agree

Legend:

3.26-4.00 *Strongly Agree / Very High*

2.51-3.25 *Agree / High*

1.76-2.50 *Disagree / Low*

1.00-1.75 *Strongly Disagree / Very Low*

Table 2 presents the distribution of the respondents' perceived level of transition factors based on situation, with an overall mean of 3.07 (SD = 0.76), described as Agree. The respondents demonstrated commitment to their roles as guidance designates despite initial challenges. While unfamiliar tasks and increased pressure led to some hesitation, their motivation to support student well-being remained strong. Javier (2021) observed that teachers are often appointed as guidance designates due to their ability to address student concerns, maintain discipline, and foster strong relationships. These qualities make them well-suited for the role, despite the added responsibilities it entails.

The indicator, I am optimistic that being a guidance designate will help me learn new skills, received the highest mean of 3.39 (SD = 0.67), categorized as Strongly Agree. The respondents perceived the transition as an opportunity for growth rather than a burden, demonstrating a growth mindset that fosters adaptability and effectiveness. Interview findings indicated that 80%

of teachers proactively developed and implemented programs to address student needs, enhancing their confidence in the role. Smith and Johnson (2021) emphasized that optimism in skill development positively influences professional growth, job satisfaction, and overall effectiveness.

The indicator, I think my new designation is perfectly suitable for me, had the lowest mean of 2.80 (SD = 0.78), described as Agree. Some respondents questioned their suitability for the role, believing it did not align with their strengths. This lack of confidence may hinder adjustment and increase stress, with 20% of teachers reporting feeling overwhelmed by their new responsibilities. Brown and Harris (2020) found that job suitability significantly affects satisfaction and performance, as individuals who perceive alignment between their skills and roles show greater engagement and commitment.

Javier (2021) amplified that rapport-building and conflict management skills are essential for guidance designates in fostering a positive learning environment. Similarly, Lopez and Ramirez (2020) highlighted adaptability as key to delivering effective guidance services, while Dulay and Pitonang (2023) stressed the need for additional training to help educators navigate role-related challenges.

Table 3: Distribution of the Respondents' Perceived Level of Transition Factors based on Self

Indicators	Mean	SD	Description
I approach life with optimism.	3.71	0.45	Strongly Agree
I set achievable goals for my new tasks.	3.48	0.52	Strongly Agree
I believe that I know myself well enough.	3.51	0.54	Strongly Agree
I take responsibility for problems at work.	3.51	0.54	Strongly Agree
I am resilient in facing changes in my work.	3.50	0.52	Strongly Agree
I am in control and have mastery over my new responsibility.	3.17	0.53	Agree
I am satisfied and happy with how I am carrying out my duties.	3.15	0.64	Agree
I have enough strength and endurance to finish the tasks at hand.	3.20	0.66	Agree
I have confidence in my ability to deal with the challenges I face at work.	3.17	0.56	Agree
I am working in accordance with my values as I fulfill my obligations.	3.50	0.50	Strongly Agree
Overall	3.39	0.55	Strongly Agree

Legend:

3.26-4.00 *Strongly Agree / Very High*

2.51-3.25 *Agree / High*

1.76-2.50 *Disagree / Low*

1.00-1.75 *Strongly Disagree / Very Low*

Table 3 shows the distribution of the respondents' perceived level of transition factors based on self with an overall mean of 3.39 (SD=0.55), described as Strongly Agree. Respondents exhibited resilience and confidence,

essential for managing the challenges of their roles. Their strong self-assessment reflected preparedness and the ability to fulfill responsibilities effectively. Adaptability and self-confidence played a crucial role in their transition, demonstrating their capacity to overcome challenges.

Javier (2021) noted that guidance designates developed a greater acceptance of individual differences, managing personal biases and self-doubt to optimize professional and personal resources. Concurrently, Santos and Gomez (2023) asserted that self-assessment is vital in determining readiness, recognizing strengths, and addressing areas for improvement—key factors in successfully implementing guidance programs.

The indicator, I approach life with optimism, obtained the highest mean of 3.71 (SD=0.45), described as Strongly Agree. Respondents maintained a highly positive outlook, enabling them to perform their responsibilities with enthusiasm despite challenges. Optimism strengthened their resilience, adaptability, and motivation, all essential for their roles. A positive work environment supported by professional growth, mentorship, and constructive feedback can further reinforce this mindset.

Interview findings showed that 60% of respondents

found working with students both demanding and fulfilling, reflecting a strong sense of purpose. Tan *et al.* (2024) emphasized that managing personal concerns is crucial for guidance counselors' effectiveness. Similarly, Johnson and Martinez (2022) found that optimism enhances resilience and problem-solving skills, fostering a supportive school environment.

The indicator, I am satisfied and happy with how I am carrying out my duties, yielded the lowest mean of 3.15 (SD=0.64), described as Agree. Respondents reported a lower sense of fulfillment, likely due to challenges in balancing responsibilities and managing stress. Some lacked confidence in specific areas and identified a need for additional support. Interview findings indicated that 60% of respondents felt unprepared to manage students' psychological concerns, leading to feelings of inadequacy and exhaustion.

Santos and Gomez (2023) reinforced the role of self-reflection in evaluating job satisfaction, particularly in workload management, professional development, and support systems. Likewise, Harrison *et al.* (2023) explained that balancing teaching and counseling duties intensified stress and role conflict, reducing both job satisfaction and effectiveness.

Table 4: Distribution of the Respondents' Perceived Level of Transition Factors based on Support

Indicators	Mean	SD	Description
I have sufficient support from my family.	3.62	0.57	Strongly Agree
I am praised for deciding to accept the role.	3.19	0.61	Agree
I have all the necessary support from my friends.	3.20	0.64	Agree
I have earned a lot of respect for the way I am managing my new tasks.	3.17	0.61	Agree
I receive a lot of support and assistance from the community and stakeholders.	2.84	0.74	Agree
I have access to all the resources I need to conduct my guidance activities.	2.78	0.69	Agree
I can easily contact other organizations if I need assistance in providing school guidance services.	2.86	0.74	Agree
I get trustworthy evaluations of my performance from my principal, colleagues, and stakeholders.	3.10	0.61	Agree
I know reliable people who are willing to offer their knowledge about resolving problems and conflicts that come up at work.	3.15	0.63	Agree
I engage in several support activities (e.g., hobbies, athletics) that help me cope with the stress I encounter while performing my duties.	3.25	0.63	Agree
Overall	3.12	0.65	Agree

Legend:

3.26-4.00 Strongly Agree / Very High

2.51-3.25 Agree / High

1.76-2.50 Disagree / Low

1.00-1.75 Strongly Disagree / Very Low

Table 4 presents the distribution of the respondents' perceived level of transition factors based on support with an overall mean of 3.12 (SD=0.65), described as Agree. Respondents acknowledged strong family support, followed by friends and the school community, though its effectiveness varied. A well-rounded support system, integrating institutional, social, and personal assistance, was essential for a smoother transition. Personal relationships and work-life balance significantly aided their adjustment. While friends and peers provided

emotional support, assistance from school stakeholders was perceived as less prominent.

Javier (2021) elaborated the role of family, colleagues, and administrators in facilitating transitions but cautioned that insufficient support, particularly from school leadership, could hinder adaptation. He also underscored the importance of administrators in fostering a supportive work environment through clear guidance and essential resources. The indicator, I have sufficient support from my family, obtained the highest mean of 3.62 (SD=0.57), described as Strongly Agree. Respondents identified family as their primary source of emotional, moral, and practical support, which helped them manage the challenges associated with their new responsibilities. A strong familial

network served as a buffer against stress and uncertainty, enhancing both professional performance and personal well-being. Garcia and Martinez (2023) found that family support significantly influences role adaptation and job satisfaction. Their study revealed that guidance designates with strong family backing exhibited greater resilience, emotional stability, and effectiveness in assisting students, ultimately contributing to a positive school environment. The indicator, I have access to all the resources I need to conduct my guidance activities, got the lowest mean of 2.78 (SD=0.69), described as Agree. Respondents faced challenges in securing educational materials, facilities,

and financial support, hindering their ability to provide effective guidance services. This resource shortage contributed to increased stress and frustration in fulfilling their roles. Interview findings indicated that 80% of respondents stressed the need for additional funding and materials to support their programs.

Maidu *et al.* (2023) pointed out that adequate budget allocations are essential for the successful implementation of counseling services. Likewise, Jones and Smith (2021) recognized that access to essential tools and administrative support enhances job performance, reduces stress, and improves overall job satisfaction.

Table 5: Distribution of the Respondents' Perceived Level of Transition Factors based on Strategies

Indicators	Mean	SD	Description
I manage my stress with self-care and wellness.	3.48	0.55	Strongly Agree
I participate in a variety of guidance trainings and seminars.	2.86	0.92	Agree
I grow in my faith in times of distress through reflection and prayer.	3.64	0.48	Strongly Agree
I prioritize activities that will benefit both my personal and professional life.	3.43	0.53	Strongly Agree
I make use of my flexibility and adaptability to whatever the situation I encounter.	3.47	0.50	Strongly Agree
I use brainstorming and consultation with administrators in challenging situations.	3.30	0.62	Strongly Agree
I use a range of strategies, such as negotiation and mediation, to settle disputes at work.	3.29	0.61	Strongly Agree
I employ reappraising, relabeling, and reframing in circumstances where it is appropriate.	3.12	0.56	Agree
I take appropriate action in planning and carrying out how to balance my work as a teacher and guidance designate.	3.27	0.58	Strongly Agree
I seek ideas, suggestions, and solutions from my principal and colleagues with expertise on the various issues and concerns that I encounter while performing my tasks.	3.49	0.59	Strongly Agree
Overall	3.34	0.60	Strongly Agree

Legend:

3.26-4.00 Strongly Agree / Very High

2.51-3.25 Agree / High

1.76-2.50 Disagree / Low

1.00-1.75 Strongly Disagree / Very Low

Table 5 illustrates the distribution of the respondents' level of perceived transition factors based on strategies with an overall mean of 3.34 (SD=0.60), described as Strongly Agree. Respondents employed various strategies to navigate their transition, demonstrating adaptability and resilience. Their coping mechanisms included self-care practices, social support, and spirituality, which facilitated their adjustment. A supportive work environment further reinforced these strategies, emphasizing well-being, professional growth, and collaboration. Schools should continue promoting these approaches to enhance job satisfaction and productivity.

Smith and Brown (2021) affirmed that effective transition strategies enhance job performance and student outcomes. Additionally, Gallardo and Chavez (2022) emphasized the role of self-care in preventing burnout, enabling guidance designates to maintain professionalism, empathy, and appropriate boundaries.

The indicator, I grow in my faith in times of distress through reflection and prayer, received the highest mean of 3.64 (SD=0.48), described as Strongly Agree.

This finding highlights the critical role of faith and spirituality in coping with stress and adapting to change. Respondents viewed prayer and reflection as essential for fostering resilience and emotional well-being.

Garcia and Thompson (2020) found that guidance designates who engaged in spiritual practices exhibited greater emotional resilience, enabling them to manage workplace pressures more effectively. Likewise, Gallardo and Chavez (2022) agreed that faith provides meaning and optimism, aligning with personal values and promoting emotional stability.

The indicator, I participate in a variety of guidance trainings and seminars, recorded the lowest mean of 2.86 (SD=0.92), described as Agree. Limited engagement in professional development stems from budget constraints, workload demands, and a lack of specialized training opportunities. Balancing teaching and counseling responsibilities makes it challenging for guidance designates to prioritize training.

Interview findings indicated that 80% of respondents sought more role-specific training, particularly in mental health awareness, intervention strategies, and counseling techniques. Gallardo and Chavez (2022) explained the need to equip guidance designates with essential competencies to enhance effectiveness. While Lee

and Williams (2021) asserted that continuous training strengthens professional confidence and job satisfaction, enabling guidance personnel to better support students and adapt to evolving educational needs.

Table 6: Summary of the Distribution of the Respondents’ Perceived Level of Transition Factors

Variables	Mean	Standard Deviation	Interpretation
Situation	3.07	0.76	High
Self	3.39	0.55	Very High
Support	3.12	0.65	High
Strategies	3.34	0.60	Very High
Overall	3.23	0.64	High

Legend:

3.26-4.00 Strongly Agree / Very High

2.51-3.25 Agree / High

1.76-2.50 Disagree / Low

1.00-1.75 Strongly Disagree / Very Low

Table 6 outlines the summary of the distribution of the respondents’ perceived level of transition factors with an overall mean of 3.23 (SD=0.64), interpreted as High. Most respondents recognized the factors affecting their transition, showing adaptability and readiness to handle professional challenges. While their support systems and coping strategies were generally effective, workload and situational difficulties remained. Addressing these issues through role-specific training and stress management programs could enhance their competence and confidence. Miller and Clark (2021) emphasized that guidance designates with strong self-efficacy and institutional support adapt more effectively, improving student outcomes. They also highlighted that access to resources and continuous professional development strengthens guidance personnel’s overall capabilities.

The variable Self obtained the highest mean of 3.39 (SD=0.55), interpreted as Very High. This indicates that respondents possessed strong psychological resources, including resilience, optimism, and confidence, which helped them navigate role transitions effectively. They viewed challenges as growth opportunities, employing training, resource advocacy, and problem-solving strategies to meet expectations. Maintaining well-being through mindfulness, peer support, and work-life balance

helped prevent burnout. Gallardo and Chavez (2022) expounded that self-care enhances psychological well-being, fostering resilience and job satisfaction. Similarly, Lopez and Rivera (2020) confirmed that self-efficacy, self-awareness, and resilience are essential for guidance designates, enabling them to support students and adapt to evolving responsibilities.

The variable Situation recorded the lowest mean of 3.07 (SD=0.76), interpreted as High. External factors such as workload, role ambiguity, and resource limitations created significant challenges. Balancing teaching and guidance duties led to stress, while inadequate mental health training left some respondents uncertain about addressing student concerns. The absence of psychological professionals in schools further increased their responsibilities. Hernandez and Cruz (2021) found that a supportive organizational climate and access to institutional resources improve transition experiences. Gallardo and Chavez (2022) concluded that job flexibility, administrative support, and strong professional relationships enhance job satisfaction and retention among school counselors.

Problem 2: What is the Respondents’ Perceived Level of Capabilities as Guidance Designates in Terms of Program Administration, Information, Assessment, Placement, Consultation, Research, Evaluation and Follow-Up, Public Relations, and Professionalism and Ethical Standards?

Table 7: Distribution of the Respondents’ Perceived Capabilities in terms of Program Administration

Indicators	Mean	SD	Description
Develop, coordinate, and administer the different guidance services effectively.	2.67	1.06	Needs Slight Improvement
Seek opinion of stakeholders (student, teachers, parents, administrators) in formulating and implementing the program and activities.	2.77	0.79	Needs Slight Improvement
State goals of the different services and activities clearly.	2.89	0.71	Needs Slight Improvement
Identify and use different resources to provide services.	2.85	0.81	Needs Slight Improvement
Cooperate with other members of the staff in planning and implementing program services and activities.	3.01	0.74	Needs Slight Improvement
Develop and implement programs and activities appropriate to assess multicultural needs.	2.82	0.75	Needs Slight Improvement
Ensure that plans are executed effectively as scheduled.	2.90	0.79	Needs Slight Improvement

Provide for the annual evaluation of the Guidance and Counseling Program in the school.	2.66	0.89	Needs Slight Improvement
Overall	2.82	0.82	Needs Slight Improvement

Legend:

- 4.21-5.00 Exceeds Expectations / Very Capable
- 3.41-4.20 Meets Expectations / Capable
- 2.61-3.40 Needs Slight Improvement / Moderately Capable
- 1.61-2.60 Unsatisfactory / Slightly Capable
- 1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 7 depicts the distribution of the respondents' perceived capabilities in terms of program administration with an overall mean of 2.82 (SD=0.82), described as Needs Slight Improvement. While respondents demonstrated the ability to fulfill their roles, some lacked the advanced skills, confidence, or resources needed for effective program administration. Proper management of guidance programs is essential for the systematic delivery of support services that address students' academic, behavioral, and personal challenges. Aguilar-Ramat (2022) recognized the vital role of guidance designates in implementing school counseling programs and supporting students in overcoming academic and personal difficulties. Likewise, Martinez and Lopez (2022) emphasized that strategic planning, resource allocation, and evaluation are crucial for managing effective guidance services.

The indicator, Cooperate with other members of the staff in planning and implementing program services and

activities, obtained the highest mean of 3.01 (SD=0.74), described as Needs Slight Improvement. Respondents expressed confidence in collaborating with colleagues, which is essential for effective program administration. Strong teamwork allowed them to integrate character development activities, coordinate mental health awareness programs, and support academic workshops on study habits and time management. Hernandez and Cruz (2021) affirmed that collaboration among school personnel enhances guidance services and fosters holistic student development.

The lowest-rated indicator, Provide for the annual evaluation of the Guidance and Counseling Program in the school, received a mean score of 2.66 (SD = 0.89) and was described as Needs Slight Improvement. Challenges in conducting program evaluations may stem from limited resources, inadequate training, or time constraints. Regular assessments are essential for identifying strengths and areas for improvement, yet the absence of standardized evaluation frameworks hinders these efforts. Asamari (2018) explained that regular evaluations enhance guidance services, while Kim and Lee (2020) noted that annual assessments provide valuable feedback, enabling guidance designates to refine strategies and interventions for better student support.

Table 8: Distribution of the Respondents' Perceived Capabilities in terms of Information

Indicators	Mean	SD	Description
Disseminate current and correct information on curriculum offerings, financial opportunities, and school regulations.	2.82	0.94	Needs Slight Improvement
Disseminate updated and accurate occupational-vocational information.	2.71	0.97	Needs Slight Improvement
Implement career orientation activities.	2.67	0.98	Needs Slight Improvement
Make available relevant information to help improve selves and relationships.	2.83	0.89	Needs Slight Improvement
Give comprehensive information regarding agencies and people to whom clients can be referred.	2.56	0.92	Needs Slight Improvement
Overall	2.72	0.94	Needs Slight Improvement

Legend:

- 4.21-5.00 Exceeds Expectations / Very Capable
- 3.41-4.20 Meets Expectations / Capable
- 2.61-3.40 Needs Slight Improvement / Moderately Capable
- 1.61-2.60 Unsatisfactory / Slightly Capable
- 1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 8 shows the distribution of the respondents' perceived capabilities in terms of information with an overall mean of 2.72 (SD=0.94), described as Needs Slight Improvement. Although respondents had a basic understanding of their responsibilities, they encountered challenges in managing and disseminating information due to limited resources, training, and outdated systems.

Efficient information management is vital for decision-making, planning, and providing tailored student support. Guidance designates are essential in student orientation, career planning, and referrals, yet restricted access to relevant information can hinder timely and accurate support. Smith and Jones (2021) asserted that guidance designates must have access to up-to-date information on career opportunities, education pathways, and mental health resources to help students make informed decisions.

The indicator, Make available relevant information to help improve selves and relationships, got the highest mean of 2.83 (SD=0.89), described as Needs Slight

Improvement. Respondents expressed greater confidence in sharing information that promotes self-improvement and interpersonal development. Regular interactions with students and colleagues enabled them to address emotional and relational concerns effectively. Enhancing this capability through relational counseling techniques, improved communication strategies, and digital tools could further strengthen information dissemination. Asamari (2018) clarified that access to adequate information is crucial for fostering personal growth, self-awareness, and career alignment. Similarly, Brown and White (2020) stated that providing students with essential knowledge on emotional intelligence, conflict resolution, and communication skills supports their social and emotional development.

The indicator, Give comprehensive information regarding

agencies and people to whom clients can be referred, received the lowest mean of 2.56 (SD=0.92), described as Needs Slight Improvement. Many respondents experienced difficulties in providing accurate and detailed referral information, often due to unfamiliarity with external support agencies or the lack of established referral networks. This limitation restricts students' access to specialized services, particularly those requiring external intervention, such as counseling or financial assistance. Dulay and Pitonang (2023) expounded that the absence of formal training in information services hinders guidance designates' ability to provide precise and relevant referrals. Likewise, Davis and Smith (2021) highlighted that maintaining a comprehensive referral network ensures students receive specialized support beyond what the school can offer.

Table 9: Distribution of the Respondents' Perceived Capabilities in terms of Assessment

Indicators	Mean	SD	Description
Collect and organize updated test and non-test data to provide a comprehensive picture of the clientele (family background, health, academic history, and performance, interest, goals, strengths, cognitive abilities, etc.)	2.35	1.05	Needs Slight Improvement
Explain the results of administered tests and other collected data to clients and their significant others, and to others who may need them for professional purposes.	2.30	1.20	Needs Slight Improvement
Help students discover, assess, and understand their personality values, interests, abilities, and aptitudes and relate this information to personal, educational, and occupational planning.	2.38	1.18	Needs Slight Improvement
Use data to help clients make informed judgments.	2.40	1.24	Needs Slight Improvement
Use collected data as a basis for deciding on and planning programs and activities.	2.45	1.23	Needs Slight Improvement
Overall	2.38	1.18	Needs Slight Improvement

Legend:

4.21-5.00 Exceeds Expectations / Very Capable

3.41-4.20 Meets Expectations / Capable

2.61-3.40 Needs Slight Improvement / Moderately Capable

1.61-2.60 Unsatisfactory / Slightly Capable

1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 9 presents the distribution of the respondents' perceived capabilities in terms of assessment with an overall mean of 2.38 (SD=1.18), described as Needs Slight Improvement. Findings suggest that respondents acknowledge their limited ability to conduct assessments, including data collection and analysis—both essential for identifying student needs, tracking progress, and implementing interventions. These challenges may arise from minimal formal training, restricted resources, or uncertainty in applying assessment results effectively. Thompson and Clark (2020) affirmed that assessments are crucial for evaluating the effectiveness of guidance programs and identifying areas for improvement. Comparably, Monero (2022) found that many guidance designates struggle with assessment-related competencies, such as diagnosing student needs, administering tests, and interpreting results, highlighting the need for targeted

professional development

The indicator, Use collected data as a basis for deciding on and planning programs and activities, obtained the highest mean of 2.45 (SD=1.23), described as Needs Slight Improvement. While respondents demonstrated some ability to incorporate data into decision-making, they may lack the advanced skills needed to effectively integrate assessment data into program development. Proper data utilization allows guidance professionals to design evidence-based interventions and monitor their effectiveness. Academic records, attendance trends, and behavioral patterns serve as valuable tools in creating targeted student support programs. Kim and Lee (2021) suggested that data-driven decision-making helps guidance professionals develop tailored interventions that enhance both academic success and overall well-being. Fadli *et al.* (2022) stated that assessments provide critical feedback, refining guidance programs and improving support services.

The indicator, Explain the results of administered tests and other collected data to clients and their significant others, and to others who may need them for professional purposes, got the lowest mean of 2.30 (SD=1.20),

described as Needs Slight Improvement. Respondents encountered challenges in interpreting and effectively communicating assessment results, possibly due to gaps in training, a lack of standardized resources, or difficulties in simplifying complex data for students, parents, and stakeholders. Ineffective communication of assessment outcomes can hinder student understanding and reduce the impact of interventions. Hernandez and Cruz (2020)

stressed that clear communication of assessment results is essential for informed decision-making and fostering collaboration among guidance professionals, educators, and families. Also, Fadli *et al.* (2022) underscored the importance of assessments in providing school authorities with valuable insights into students' development, behaviors, and academic progress.

Table 10: Distribution of the Respondents' Perceived Capabilities in terms of Placement

Indicators	Mean	SD	Description
Work with teachers and administrators for the placement of students in the appropriate course, programs, and grade levels.	2.66	1.25	Needs Slight Improvement
Assist individuals in making wise choices and taking the necessary steps for admission into the school or entry into their chosen workplace.	2.55	1.25	Needs Slight Improvement
Work with potential employers and the community for the appropriate placement of the clientele in part-time and full-time employment, work setting, and position.	2.30	1.30	Needs Slight Improvement
Work with families and management in the identification, referral, placement, and follow-up of individuals with special needs.	2.59	1.25	Needs Slight Improvement
Work with agencies in the proper identification and placement of those who need to be rehabilitated.	2.41	1.30	Needs Slight Improvement
Overall	2.50	1.27	Needs Slight Improvement

Legend:

4.21-5.00 Exceeds Expectations / Very Capable

3.41-4.20 Meets Expectations / Capable

2.61-3.40 Needs Slight Improvement / Moderately Capable

1.61-2.60 Unsatisfactory / Slightly Capable

1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 10 outlines the distribution of the respondents' perceived capabilities in terms of placement with an overall mean of 2.50 (SD=1.27), described as Needs Slight Improvement. Respondents expressed a lack of preparedness in performing placement-related tasks, such as collaborating with teachers and families, assisting students in decision-making, and engaging with external agencies. This perceived inadequacy, compounded by insufficient training, underscores the need for skill development in placement services. Manlagaylay (2022) stated that career and job placement services enhance students' professional readiness by providing career information and job search skills. While Lopez and Fernandez (2021) highlighted that well-structured placement programs facilitate connections between students, academic pathways, and career opportunities, ultimately leading to improved outcomes.

The indicator, Work with teachers and administrators for the placement of students in the appropriate courses, programs, and grade levels, received the highest mean of 2.66 (SD=1.25), described as Needs Slight Improvement. Respondents demonstrated confidence in collaborating with school personnel, suggesting a strong understanding of internal processes. Their coordination with educators and administrators reflected familiarity with academic

placement policies, ensuring that students were placed in programs aligned with their abilities, interests, and developmental readiness. Swanson and Fouad (2019) underscored the critical role of guidance professionals in facilitating informed placement decisions. Their expertise in student assessment, career development, and educational psychology enables them to match students' strengths with appropriate academic pathways, fostering both personal and academic success.

The indicator, Work with potential employers and the community for the appropriate placement of the clientele in part-time and full-time employment, work setting, and position, recorded the lowest mean of 2.30 (SD=1.30), described as Needs Slight Improvement. Respondents encountered challenges in establishing partnerships with employers and community organizations, which hindered job placement efforts. These challenges may be attributed to a lack of familiarity with labor market demands, limited professional networks, or insufficient resources for connecting students with employment opportunities. This highlights the need for improved training in career counseling and workforce preparation. Brown and Lent (2019) elaborated on the significance of collaboration between educational institutions and employers in equipping students with essential workforce skills. Moreover, Manlagaylay (2022) pointed out that job fairs and networking with various organizations can expand employment opportunities. Strengthening partnerships with businesses and community leaders can enhance placement services and facilitate students' transition into the workforce.

Table 11: Distribution of the Respondents’ Perceived Capabilities in terms of Consultation

Indicators	Mean	SD	Description
Serve as a resource person to parents and faculty on the growth and development of students.	3.01	0.91	Needs Slight Improvement
Develop programs to help parents and teachers improve themselves and handle students more effectively.	2.66	0.90	Needs Slight Improvement
Assist teachers in integrating guidance with classroom instructions.	2.76	0.94	Needs Slight Improvement
Consult with teachers, parents, or administrators to understand student behavior and development needs.	2.83	0.89	Needs Slight Improvement
Conduct case conferences to ensure that the client is properly considered and taken care of.	2.71	1.03	Needs Slight Improvement
Promote counselor-parent-teacher cooperation in students’ holistic development.	3.02	0.81	Needs Slight Improvement
Establish and maintain open lines of communication with teachers, students, parents, and staff concerning the academic and behavioral progress of all students.	3.08	0.83	Needs Slight Improvement
Overall	2.87	0.90	Needs Slight Improvement

Legend:

4.21-5.00 Exceeds Expectations / Very Capable

3.41-4.20 Meets Expectations / Capable

2.61-3.40 Needs Slight Improvement / Moderately Capable

1.61-2.60 Unsatisfactory / Slightly Capable

1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 11 highlights the distribution of the respondents’ perceived capabilities in terms of consultation with an overall mean of 2.87 (SD = 0.90), described as Needs Slight Improvement. Respondents encountered difficulties in consultation services. While confident in collaborating with school personnel, they felt unprepared for career placement, employer partnerships, and consultation tasks due to limited training and institutional support. Enhancing professional development is essential. Brown and Lent (2019) emphasized collaboration with employers to develop workforce skills, while Manlagaylay (2022) suggested job fairs and networking to expand opportunities. Smith and Jones (2020) advocated for continuous training to strengthen consultation skills, and Mendijar and Manamtam (2020) highlighted consultation’s role in improving student decision-making. Strengthening partnerships and training can improve placement services and student transitions.

The indicator, Establish and maintain open lines of communication with teachers, students, parents, and staff concerning the academic and behavioral progress of all students, attained the highest mean of 3.08 (SD=0.83),

described as Needs Slight Improvement. Respondents showed greater confidence in facilitating communication and collaboration with stakeholders, recognizing its role in addressing students’ academic and behavioral needs. Open communication fosters teamwork among teachers, parents, and guidance professionals in developing intervention plans and classroom strategies. Regular follow-ups help monitor progress and make necessary adjustments. Hernandez and Chang (2020) emphasized that effective guidance services depend on clear communication, timely interventions, and consistent support for student development.

The indicator, Develop programs to help parents and teachers improve themselves and handle students more effectively, recorded the lowest mean of 2.66 (SD=0.90), described as Needs Slight Improvement. Respondents struggled with designing and implementing programs to support parents and teachers in managing students, possibly due to limited experience, confidence, or resources. Without structured initiatives, parents and teachers may lack the tools needed to provide adequate support. Davis and Smith (2021) reiterated that effective guidance services should include programs that strengthen parental and teacher skills, fostering collaboration and improving educational outcomes. Institutional support, funding, and training in adult education and counseling are crucial for enhancing the capacity of guidance professionals in this area.

Table 12: Distribution of the Respondents’ Perceived Capabilities in terms of Research, Evaluation and Follow-up

Indicators	Mean	SD	Description
Conduct research and evaluation to determine effectiveness of services and strategies utilized.	1.94	1.09	Unsatisfactory
Determine and conduct research needed by the institution.	1.84	1.11	Unsatisfactory
Conduct follow-up studies to determine the status of those who studied and worked in the institution.	1.96	1.28	Unsatisfactory
Share findings of research and follow-up studies with members of the institutional community.	1.91	1.22	Unsatisfactory

Use results of test and non-test data gathered about clientele for better responsiveness to needs and concerns.	1.81	1.11	Unsatisfactory
Overall	1.89	1.16	Unsatisfactory

Legend:

- 4.21-5.00 Exceeds Expectations / Very Capable
- 3.41-4.20 Meets Expectations / Capable
- 2.61-3.40 Needs Slight Improvement / Moderately Capable
- 1.61-2.60 Unsatisfactory / Slightly Capable
- 1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 12 presents the distribution of the respondents' perceived capabilities in terms of research, evaluation, and follow-up with an overall mean of 1.89 (SD=1.16), described as Unsatisfactory. Respondents indicated a lack of skills, knowledge, and confidence in conducting research, evaluating guidance programs, and tracking student outcomes. Limited exposure to research methodologies, inadequate training in data analysis, and the absence of systematic evaluation processes hindered their ability to assess and improve services. Consequently, they struggled to measure the impact of interventions or implement evidence-based improvements. Mertler (2021) pointed out the role of teachers in research, noting that those who see it as unattainable may miss opportunities to address classroom and school challenges. Further, Utami (2020) emphasized the importance of evaluation in strengthening career guidance and counseling services, ensuring their continuous development.

The indicator, Conduct follow-up studies to determine the status of those who studied and worked in the institution, obtained the highest mean of 1.96 (SD=1.28), described as Unsatisfactory. Respondents exhibited slightly greater competence in conducting follow-up studies than in other research-related tasks; however,

their skills remained below expectations. While they had a general understanding of follow-up processes, they lacked the necessary tools, structured methods, and institutional support for effective implementation. Tracking student and alumni outcomes is vital for assessing the long-term impact of guidance programs, enhancing vocational services, and strengthening alumni relations. Lee and Kim (2021) affirmed that follow-up studies play a key role in evaluating the effectiveness of educational and career guidance services. Nath (2024) further explained that personalized follow-up efforts provide ongoing support, reinforce career guidance, and help individuals navigate evolving academic and professional paths.

The indicator, Use results of test and non-test data gathered about clientele for better responsiveness to needs and concerns, registered the lowest mean of 1.81 (SD=1.11), described as Unsatisfactory. Respondents struggled to analyze and apply data from surveys, interviews, observations, and standardized assessments, likely due to inadequate training in data interpretation. This limitation hindered their ability to develop targeted interventions, leading to a reliance on assumptions rather than evidence-based strategies. Mertler (2021) claimed that teachers who lack confidence in research may fail to utilize valuable classroom data effectively, limiting their ability to make informed decisions. While, Peterson and Richards (2020) asserted that proper data use allows guidance professionals to design more precise interventions, ultimately improving student outcomes and well-being.

Table 13: Distribution of the Respondents' Perceived Capabilities in terms of Public Relations

Indicators	Mean	SD	Description
Promote positive parent-school-community relations.	3.27	0.67	Needs Slight Improvement
Publicize monthly/annual calendar of guidance activities.	2.41	1.06	Needs Slight Improvement
Use all available media to publicize and acquaint the community with the Guidance Program and Counseling services, their rationale, goals, and delivery.	2.29	1.03	Needs Slight Improvement
Orient feeder schools and parents to the school and its offerings.	2.18	1.23	Unsatisfactory
Orient new employees and students to the different facets of the work setting.	2.41	1.04	Needs Slight Improvement
Involve different members of the community for drawing up, implementing, and evaluating the guidance program.	2.25	1.10	Needs Slight Improvement
Overall	2.47	1.02	Needs Slight Improvement

Legend:

- 4.21-5.00 Exceeds Expectations / Very Capable
- 3.41-4.20 Meets Expectations / Capable
- 2.61-3.40 Needs Slight Improvement / Moderately Capable
- 1.61-2.60 Unsatisfactory / Slightly Capable
- 1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 13 depicts the distribution of the respondents' perceived capabilities in terms of public relations with an overall mean of 2.47 (SD=1.02), described as Needs Slight Improvement. Although respondents felt somewhat capable in managing public relations, they struggled to engage with stakeholders such as parents, feeder schools, and the broader community. These

challenges limited their ability to promote guidance services effectively, potentially reducing stakeholder participation and program impact. Strong public relations skills are crucial for advocacy and collaboration, ensuring adequate support for guidance programs. Smith and Williams (2021) highlighted that effective public relations enhance communication and collaboration with parents, educators, and the community, ultimately strengthening the implementation of guidance services.

The indicator, Promote positive parent-school-community relations, attained the highest mean of 3.27 (SD=0.67), described as Needs Slight Improvement. Respondents indicated greater confidence in building positive relationships among parents, schools, and the community, likely due to regular interactions with these groups. Strong partnerships contribute to students' academic success, behavioral growth, and emotional well-being by ensuring consistent support at home and school. Guidance professionals can strengthen these connections by organizing parent seminars on academic support and behavior management, collaborating with experts for skill-building workshops, and leading community outreach initiatives such as food drives and environmental campaigns. These efforts foster trust and

shared responsibility. Jones and Smith (2021) affirmed that strong school-community ties enhance collaboration, encourage parental involvement, and support student development.

The indicator, Orient feeder schools and parents to the school and its offerings, registered the lowest mean of 2.18 (SD=1.23), described as Needs Slight Improvement. Respondents struggled to engage with feeder schools and parents, limiting their ability to promote school programs and guidance services. This lack of engagement weakened relationships with prospective students and their families, making school transitions more challenging.

To address this, guidance designates can organize open house events to introduce new students and parents to academic programs, extracurricular activities, and support services. Collaborating with feeder school teachers can also help align academic preparations and ensure a smoother transition. However, challenges such as heavy workloads, limited resources, and weak coordination between schools often hinder these efforts. Ramirez and Lee (2020) asserted that successful school transitions depend on effectively familiarizing feeder schools and parents with the receiving school's programs, easing adjustments and strengthening parental involvement.

Table 14: Distribution of the Respondents' Perceived Capabilities in terms of Professionalism and Ethical Standards

Indicators	Mean	SD	Description
Respect the dignity and worth of every individual.	3.54	0.55	Meets Expectations
Demonstrate good human relations.	3.53	0.55	Meets Expectations
Ensure that only those educationally and personally qualified to render the respective guidance services.	3.14	1.05	Needs Slight Improvement
Continue professional growth through conferences, meetings, and further studies.	3.35	0.59	Needs Slight Improvement
Respect the confidentiality of information provided by clients, their significant others, personnel, and management.	3.43	0.63	Meets Expectations
Keep the institution's community and guidance staff informed of changing needs, policies, procedures, and programs.	3.31	0.73	Needs Slight Improvement
Ensure that oral and written communications are clear, accurate, and grammatically correct.	3.34	0.65	Needs Slight Improvement
Demonstrate effective knowledge of and compliance with policies, regulations, and guidelines in performing assigned duties.	3.26	0.67	Needs Slight Improvement
Model punctuality and presence.	3.34	0.60	Needs Slight Improvement
Overall	3.36	0.67	Needs Slight Improvement

Legend:

4.21-5.00 Exceeds Expectations / Very Capable

3.41-4.20 Meets Expectations / Capable

2.61-3.40 Needs Slight Improvement / Moderately Capable

1.61-2.60 Unsatisfactory / Slightly Capable

1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 14 illustrates the distribution of the respondents' perceived capabilities in terms of professionalism and ethical standards with an overall mean of 3.36 (SD=0.67), described as Needs Slight Improvement. It suggests that while respondents demonstrated a positive perception and general adherence to ethical standards, certain areas—

particularly integrity and professionalism—require improvement. Maintaining ethical principles is crucial for fostering trust, accountability, and fairness in guidance services. A strong ethical foundation ensures inclusivity, confidentiality, and respect, creating a safe environment for students seeking support. Johnson and Roberts (2020) stated that professionalism and ethical compliance are fundamental for guidance counselors to build trust, strengthen accountability, and enhance student outcomes. The indicator, Respect the dignity and worth of every individual, got the highest mean of 3.54 (SD=0.55), described as Meet Expectations. It implies that

respondents exhibited a strong commitment to valuing and respecting all individuals, contributing to a positive ethical atmosphere within the school community. This principle is crucial in guidance services, as it promotes fairness, inclusivity, and emotional support for students. Guidance designates can foster this environment by implementing tailored interventions, actively listening to student concerns without judgment, and ensuring equitable attention to all students, regardless of background. Garcia and Martinez (2021) explained that prioritizing dignity and respect nurtures a supportive school culture, enhances student engagement, and promotes diversity.

The indicator, Ensure that only those educationally and personally qualified to render the respective guidance services, recorded the lowest mean of 3.14 (SD=1.05), described as Needs Slight Improvement. Many respondents struggled to enforce qualification standards, as schools often assign untrained teachers to guidance roles due to a shortage of registered counselors. This leads to inconsistencies in service quality and adds to teachers' workloads, limiting their professional development. Anderson and Moore (2020) emphasized that proper qualifications enhance student support, while inconsistent standards weaken effectiveness.

Table 15: Summary of the Distribution of the Respondents' Perceived Capabilities as Guidance Designates

Variables	Mean	SD	Interpretation
Program Administration	2.82	0.82	Moderately Capable
Information	2.72	0.94	Moderately Capable
Assessment	2.38	1.18	Moderately Capable
Placement	2.50	1.27	Moderately Capable
Consultation	2.87	0.90	Moderately Capable
Research, Evaluation, and Follow-up	1.89	1.16	Slightly Capable
Public Relations	2.47	1.02	Moderately Capable
Professionalism and Ethical Standards	3.36	0.67	Moderately Capable
Overall	2.63	0.99	Moderately Capable

Legend:

4.21-5.00 Exceeds Expectations / Very Capable

3.41-4.20 Meets Expectations / Capable

2.61-3.40 Needs Slight Improvement / Moderately Capable

1.61-2.60 Unsatisfactory / Slightly Capable

1.00-1.60 Not Applicable/No Opportunity to Observe / Not Capable

Table 15 shows the summary of the distribution of the respondents' perceived capabilities as guidance designates with an overall mean of 2.63 (SD=0.99), interpreted as Moderately Capable. While respondents felt confident in their core responsibilities, they identified gaps in research, evaluation, placement, and assessment. Limitations in expertise and experience may hinder service quality and the use of evidence-based practices. Given their role in student development and key programs, structured professional development is crucial. Brown and Davis (2021) underscored assessing competencies to improve services, support student well-being, and guide targeted professional growth.

The variable Professionalism and Ethical Standards recorded the highest mean of 3.36 (SD=0.67), interpreted as Moderately Capable. This indicates that respondents believed they were proficient in maintaining professionalism and adhering to ethical standards, both of which are essential for establishing trust and integrity in the guidance process. Their solid foundation in ethical practices should be maintained and used as a benchmark for enhancing other competencies. While respondents felt confident in their ethical conduct, they also recognized the need for further improvement in specific areas to uphold

even higher standards of practice. Thompson and Harris (2020) reiterated the significance of professionalism and ethical standards in delivering effective guidance services. Ethical behavior fosters trust with stakeholders and enhances the quality of support provided to students, ensuring that interventions are carried out responsibly and with integrity. The variable Research, Evaluation, and Follow-up registered the lowest mean of 1.89 (SD=1.16), interpreted as Slightly Capable. This suggests that respondents expressed the lowest confidence in this area, despite its critical role in data-driven decision-making and program effectiveness. A lack of training in research methodologies, data analysis, and program assessment has limited their ability to evaluate intervention outcomes and improve guidance services. To address this gap, schools should prioritize specialized training that equips guidance staff with the necessary skills in research and evaluation. Peterson and Baker (2021) explained that integrating research, evaluation, and follow-up into school guidance programs enhances evidence-based decision-making and supports continuous program improvement. By implementing structured training initiatives and providing systematic tools for tracking student progress, the effectiveness and impact of guidance services can be significantly enhanced.

Problem 3: Is there a Significant Relationship Between the Respondents' Perceived Level of Transition Factors and Their Level of Capabilities as Guidance Designates?

Table 16: Results of the Test on Relationship Between the Respondents’ Perceived Transition Factors and their Capabilities as Guidance Designates

Level of Transition Factors	Capabilities on School Guidance Services								Overall	
	Program Administration	Information	Assessment	Placement	Consultation	Research, Evaluation, and Follow-up	Public Relations	Professionalism and Ethical Standards		
	r-value	r-value	r-value	r-value	r-value	r-value	r-value	r-value		r-value
	p-value	p-value	p-value	p-value	p-value	p-value	p-value	p-value		p-value
Situation	0.489	0.160	0.034	0.115	0.271	0.083	0.197	0.447	0.221	
	(WPR)	(WPR)	(NLR)	(WPR)	(WPR)	(NLR)	(WPR)	(WPR)	(WPR)	
	0.001*	0.031*	0.645	0.124	0.001*	0.267	0.008*	0.001*	0.003*	
	S	S	NS	NS	S	NS	S	S	S	
Self	0.253	0.070	0.119	0.034	0.264	0.033	0.096	0.465	0.169	
	(WPR)	(NLR)	(WPR)	(NLR)	(WPR)	(NLR)	(NLR)	(WPR)	(WPR)	
	0.001*	0.347	0.111	0.646	0.001*	0.661	0.198	0.001*	0.023*	
	S	NS	NS	NS	S	NS	NS	S	S	
Support	0.384	0.093	0.090	0.060	0.338	0.048	0.124	0.673	0.224	
	(WPR)	(NLR)	(NLR)	(NLR)	(WPR)	(NLR)	(WPR)	(MPR)	(WPR)	
	0.001*	0.212	0.228	0.422	0.001*	0.518	0.095	0.001*	0.002*	
	S	NS	NS	NS	S	NS	NS	S	S	
Strategies	0.370	0.213	0.016	0.002	0.280	0.158	0.139	0.337	0.137	
	(WPR)	(WPR)	(NLR)	(NLR)	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)	
	0.001*	0.004*	0.834	0.983	0.001*	0.034*	0.061	0.001*	0.047*	
	S	S	NS	NS	S	S	NS	S	S	

Legend:

*Significant at $p < 0.05$ alpha level

S – significant; NS – not significant

Table 16 presents the correlation between the respondents’ perceived transition factors and their capabilities as guidance designates in school guidance services, including both correlation coefficients (r-values) and p-values. The results show weak but statistically significant correlations across all transition factors, leading to the rejection of the null hypothesis. This suggests that transition experiences have an impact on the effectiveness of guidance designates in service delivery.

Several notable correlations emerged, emphasizing the impact of situational, self-efficacy, support, and strategic factors on guidance competencies. The Situation factor positively correlated with program administration, information, consultation, public relations, professionalism and ethical standards, suggesting that role clarity and workload management enhance performance. However, it showed no significant link to assessment, placement, research, evaluation, and follow-up, indicating gaps in institutional support.

The Self factor correlated with program administration, consultation, professionalism and ethical standards, highlighting the role of self-efficacy and resilience. However, its weak association with information, assessment, placement, research, evaluation, and follow-up, and public

relations suggests a lack of confidence or specialized training. Similarly, the Support factor was linked to administrative and ethical competencies but did not significantly affect technical areas, implying inadequate institutional support. The Strategies factor correlated with multiple competencies, reinforcing the importance of problem-solving skills, but lacked connections to assessment, placement, and public relations, underscoring the need for structured training.

A key limitation is the lack of specialized training among guidance designates, who are often teachers without formal expertise in psychometric assessment, career placement, or research. Insufficient preparation lowers confidence and effectiveness in these areas. Additionally, institutional challenges, such as a shortage of licensed guidance counselors, further impact service quality. Addressing these gaps requires policy interventions mandating structured training and certification.

Walker and Mitchell (2019) emphasized that clear roles, structured training, and strong support networks enhance competency development. Concurrently, Harrison *et al.* (2023) affirmed that defining responsibilities minimizes role overlap, strengthens collaboration, and improves guidance service efficiency.

Problem 4: Based on the Findings of the Study, What Development Plan on Transition Factors and Capabilities of Guidance Designates Can be Designed?

Table 17: Matrix of Development Plan on Transition Factors and Capabilities of Guidance Designates

Year 1: Identifying Challenges and Opportunities in the Transition and Developing Research Competencies							
Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcomes
Situation-Expected Outcomes	1. Identify potential challenges that arise during the transition	* Develop a Transition Assessment Tool that can be used to reflect on their sense of control and preparedness * Create a Timeline Mapping Workshop to be used in identifying key milestones and potential stress points to help them prepare emotionally and mentally	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Gained a clear understanding of perceived control over their transitions
	2. Develop strategies that help overcome the challenges	* Implement One-on-One Counseling Sessions focused on identifying personal and professional challenges; * Implement Reflective Journaling Programs * Create Personalized Transition Action Plans	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Enabled them to tailor support strategies
	3. Recognize the opportunities for new skill development during the transition	* Design Career Exploration and Skill-Building Workshops * Organize Growth Mindset Workshop * Conduct Self-Reflection Survey and group discussions on the results of the survey	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Improved their critical thinking skills and ability to recognize challenges and opportunities in transitions
	4. Explore any possibilities for personal development that the transition may offer	* Organize External Factors Awareness Seminars * Facilitate Family and Community Support Engagement Program and Coping Skills Training Program	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Developed collaborative action plans, enhancing communication and reducing family-related stress during transitions
Research, Evaluation, and Follow-up	1. Encourage guidance designates to attend relevant conferences and workshops to stay updated on research trends	* Provide funding for research projects and equipment * Invite researchers from local universities or organizations to give guest lectures on various research topics * Encourage collaborative projects that involve teachers, guidance designates, and administrators	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Resource Speakers	MOOE	₱5,000.00	Improved research skills among teachers and guidance designates

	2. Develop a standardized research protocol to ensure consistency and quality	<ul style="list-style-type: none"> * Collaborate with local universities or research institutions to provide expert training * Organize regular workshops and training sessions on quantitative and qualitative research methods * Provide training on ethical research practices and data privacy 	Quarter3 to Quarter 4	School Principal Registered Guidance Counselor Guidance Designates Teachers Resource Resource Speakers	MOOE	₱5,000.00	Development of research-based projects that contribute to the school's goals
	3. Develop a research ethics committee to oversee the ethical conduct of research	<ul style="list-style-type: none"> * Establish a dedicated research center or library with access to relevant databases and resources * Establish research clubs for teachers and guidance designates to foster interest in inquiry-based learning * Establish an ethics committee to review research and evaluation proposals 	Quarter3 to Quarter 4	School Principal Registered Guidance Counselor Guidance Designates Teachers	MOOE	₱5,000.00	Increased teachers and guidance designates' interest in research and inquiry-based learning
	4. Develop a research dissemination plan to share findings with relevant stakeholders	<ul style="list-style-type: none"> * Encourage guidance designates to share their research findings with colleagues and the wider community * Organize school-wide, district-wide and division-wide research competitions to encourage participation * Create online platforms or bulletin boards for teachers and guidance designates to share resources and best practices 	Quarter3 to Quarter 4	School Principal Registered Guidance Counselor Guidance Designates Teachers Resource Speakers	MOOE	₱5,000.00	Increased participation in research competitions and conferences
Year 2: Providing Strategies in Fostering Adaptability and Resilience in the Transition and Implementing Comprehensive Evaluation Methodologies							
Situation	1. Introduce and practice at least three coping mechanisms e.g, mindfulness, time management, and problem-solving for managing uncertainty related to the transition	<ul style="list-style-type: none"> * Conduct workshops on mindfulness, time management, and problem-solving * Create Task Prioritization Plan based on urgency and importance * Conduct small group process to encourage brainstorming multiple solutions to issues and concerns * Practice structured decision-making using SWOT (Strengths, Weaknesses, Opportunities, Threats) 	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Increased emotional resilience, mindfulness, and self-awareness Improved adaptability, time management, and overall well-being Developed effective problem-solving strategies to address challenges and overcome obstacles

	<p>2. Create an action plan that helps them manage unexpected challenges during the transition, incorporating flexibility in decision-making</p>	<ul style="list-style-type: none"> * Conduct group sessions in setting SMART and flexible goals (Specific, Measurable, Achievable, Relevant, Time-bound) * Develop Problem-Solving Frameworks by outlining potential challenges and create decision mapping * Create contingency plans for their main goals, considering possible obstacles and solutions * Build regular reflection sessions into their action plan to assess what's working and what's not, adapting to changes accordingly 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Increased preparedness for unforeseen circumstances Improved ability to adapt and respond to changes Enhanced decision-making skills in uncertain situations Reduced stress and anxiety related to unexpected challenges</p>
	<p>3. Conduct workshops that focus on fostering a growth mindset, encouraging them to view the transition as an opportunity for self-improvement</p>	<ul style="list-style-type: none"> * Conduct workshop on Growth Mindset and Fixed Mindset * Reframe challenges as learning opportunities using a reframing worksheet and have group discussions on the results * Conduct group sharing and journaling as a reflective practice to assess their responses to challenges and how they can learn from them * Engage in peer coaching for growth which creates a supportive environment and encourages continuous learning during the transition 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Increased growth mindset and motivation Developed a more proactive and solution-oriented approach to problem-solving Improved self-efficacy and overall well-being Developed positive attitude towards change and enhanced resilience</p>
	<p>4. Assess available resources and help them choose the most suitable options to support the transition</p>	<ul style="list-style-type: none"> * Create a detailed inventory of the resources available to them during their transition using a resource inventory template * Conduct a group discussion or small breakout sessions where they share their top resources and be aware of all the resources at their disposal, giving them a comprehensive view of their support network 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Increased awareness of available resources Made informed decisions about which resources to utilize Had greater access to the support and resources they need</p>

Research, Evaluation, and Follow-up	1. Implement a standardized evaluation framework to ensure consistency and comparability	<ul style="list-style-type: none"> * Develop a set of standardized criteria that will be used to evaluate performance, progress, or outcomes in a consistent manner by involving key stakeholders in defining the specific criteria that will be evaluated * Create rubrics or evaluation checklists that outline each criterion, its importance, and the standards for achieving different levels of success * Create or select standardized tools (e.g., surveys, assessment forms, performance tracking templates) that can be used to consistently collect data across participants or activities * Gather feedback on the evaluation process itself and make continuous improvements to ensure it remains effective and relevant 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers	MOOE	₱5,000.00	Improved data quality- data is reliable and accurate and enhanced comparability Improved program effectiveness and increased efficiency Ensured continuous improvement
	2. Utilize a mix of evaluation methods to gather comprehensive data	<ul style="list-style-type: none"> * Use different evaluation methods to gather data from multiple perspectives, ensuring accuracy and reducing bias * Design an evaluation plan that integrates methods like surveys, interviews, observations, and focus groups * Utilize both quantitative and qualitative data to gain a holistic understanding of the evaluation outcomes * Ensure broader participation and diverse input by using different survey formats (e.g., online, paper-based, in-person) depending on the audience's accessibility and preferences 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Stakeholders	MOOE	₱5,000.00	A more complete evaluation where quantitative data shows measurable outcomes, and qualitative data adds context and depth to these results Broader reach and higher response rates, leading to more comprehensive data collection from a diverse group of participants

	3. Prepare clear and concise evaluation reports that communicate findings effectively	<ul style="list-style-type: none"> * Develop a standardized template or framework for evaluation reports to ensure clarity and consistency * Use graphs, charts, and tables to simplify data presentation * Adapt the report based on stakeholder needs * Use a narrative structure to explain findings in a way that makes them relatable and memorable, especially when discussing qualitative data 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Stakeholders	MOOE	₱5,000.00	Created a standardized report structure that ensures clarity, consistency, and ease of navigation for readers, making it simple to locate important information Created visuals that help break down complex information
	4. Use evaluation findings to inform program improvement and decision-making	<ul style="list-style-type: none"> * Prioritize findings that highlight program strengths and weaknesses * Engage stakeholders in interpreting the evaluation findings and gathering input on potential improvements * Align resource allocation with program needs * Keep stakeholders informed and involved in the decision-making process 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Stakeholders	MOOE	₱5,000.00	Facilitated a brainstorming session to gather ideas on how the program can be improved based on the data Resources are allocated more effectively, ensuring that key areas of improvement receive the attention and support they need
Year 3: Making Informed Decision during the Transition and Developing Standardized Procedures in Follow-up Service							
Situation	1. Guide designates in identifying the most critical areas where decisions need to be made during transitions	<ul style="list-style-type: none"> * Conduct a transition needs assessment to identify key areas that are most impacted by the transition * Organize workshops where designates and key stakeholders gather to discuss which areas are most critical during the transition * Use brainstorming or prioritization exercises to identify focal points 	Quarter1 to Quarter2	School Principal Registered Guidance Counselor Guidance Designates	MOOE	₱5,000.00	Increased clarity on critical decision areas Improved resource allocation Conducted collaborative consensus on key focus areas

	<p>2. Evaluate the resources financial, human, technological available and identify potential constraints for decision-making</p>	<ul style="list-style-type: none"> * Assess the current status of available resources, including financial, human, and technological, to understand the scope and limitations of what can be utilized during the transition * Engage key stakeholders in resource evaluation * Organize a workshop where stakeholders list all available resources 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates Stakeholders</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Gained comprehensive understanding of resource availability Improved resource allocation decisions Increased organizational preparedness</p>
	<p>3. Promote collaboration with stakeholders to gather input and build consensus on key decisions</p>	<ul style="list-style-type: none"> * Create open and transparent communication platforms (e.g, meetings, virtual forums, collaboration tools) where stakeholders can easily share input and engage in decision-making discussions * Distribute surveys, polls, or questionnaires to gather input from a broad range of stakeholders * Hold focus group sessions with key stakeholder groups to facilitate in-depth discussions and gather more nuanced feedback 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates Stakeholders</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Enhanced stakeholder engagement Engaged broader range of perspectives and expertise Increased transparency and accountability Generated actionable insights from stakeholders</p>
	<p>4. Establish clear communication channels to provide updates and feedback to all stakeholders throughout the decision-making process</p>	<ul style="list-style-type: none"> * Identify key stakeholders and their communication preferences * Create a clear communication schedule * Create specific channels or groups for decision-making topics and ensure stakeholders are invited and trained on how to use the platform * Distribute feedback surveys to stakeholders every quarter to assess the effectiveness of communication and the decision-making process 	<p>Quarter1 to Quarter2</p>	<p>School Principal Registered Guidance Counselor Guidance Designates Stakeholders</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Increased transparency in the decision-making process Enhanced stakeholder engagement Improved decision quality through feedback Higher stakeholder satisfaction</p>

Research, Evaluation, and Follow-up	1. Create a standardized follow-up timeline that ensures every client receives a progress check-in at regular intervals	<ul style="list-style-type: none"> * Use digital tools to set up automated reminders for guidance staff to follow up with clients based on the standardized timeline * Encourage clients to complete a short progress self-assessment before each follow-up to guide discussions and tailor the support session to their needs * Introduce or review any new resources, strategies, or opportunities to further support the client's development 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Resource Speakers	MOOE	₱5,000.00	Improved client engagement Enhanced personalized and adaptive support Increased accountability for guidance staff
	2. Design individualized follow-up plans for each client based on their specific needs, goals, and progress, ensuring that the support provided is tailored and relevant	<ul style="list-style-type: none"> * Conduct a thorough assessment of each client's unique circumstances, including academic, personal, social, and emotional factors * Administer self-assessment tools or questionnaires that help the client reflect on their current challenges, strengths, and aspirations * Provide guided referrals to specific services within or outside of school and follow up to ensure engagement 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers Resource Speakers	MOOE	₱5,000.00	Improved client engagement and ownership Increased goal attainment Provided clearer pathways for overcoming challenges
	3. Create multiple communication channels for clients to easily reach out to guidance designates for follow-up queries or additional support between scheduled sessions	<ul style="list-style-type: none"> * Establish a range of communication channels, such as email, phone, text messaging, and an online client portal, to cater to different client preferences * Set up SMS-based communication for quick, informal queries * Ask clients to specify their preferred communication methods * Ensure that all communication methods used are secure and confidential 	Quarter3 to Quarter4	School Principal Registered Guidance Counselor Guidance Designates Teachers	MOOE	₱5,000.00	Enhanced client satisfaction Timely responses to client needs Improved access to resources Increased responsiveness to emergencies

	<p>4. Introduce standardized client feedback forms that allow clients to rate the effectiveness of follow-up sessions and provide insights into areas where they need more support</p>	<p>* Develop feedback forms with specific questions aimed at evaluating the effectiveness of follow-up sessions, focusing on areas like communication, support quality, and goal progress * Set up a regular schedule for distributing and collecting feedback or immediately after each session to ensure consistent monitoring of client satisfaction * Establish a system to analyze the feedback regularly and incorporate it into the planning and delivery of future follow-up sessions, addressing client concerns and improving the overall quality of services</p>	<p>Quarter3 to Quarter4</p>	<p>School Principal Registered Guidance Counselor Guidance Designates Teachers Stakeholders</p>	<p>MOOE</p>	<p>₱5,000.00</p>	<p>Improved quality of follow-up sessions Tailored support based on individual needs Continuous improvement in services Enhanced higher accountability</p>
--	--	---	-----------------------------	---	-------------	------------------	--

CONCLUSION

The self-transition factor plays a crucial role in assisting teachers in adapting to their roles as guidance designates. Personal attributes such as optimism, resilience, and adaptability enhance their ability to manage the responsibilities associated with this new role. Professionalism and adherence to ethical standards further solidify their commitment to ethical practices, ensuring the integrity of guidance services. The establishment of trust and collaboration among students, parents, and colleagues cultivates a supportive and motivating learning environment. Inner strength and self-reliance are vital for maintaining ethical practices and upholding the credibility of the profession. Aligning the self-transition factor with professionalism and ethical standards enables guidance designates to consistently demonstrate ethical behavior and sustain professional integrity, thereby contributing to the overall effectiveness of guidance services.

RECOMMENDATIONS

Based on the findings of this study, the following are recommended:

1. Guidance designates should engage in self-assessment to identify strengths and areas for growth. They are encouraged to pursue training in time management, organization, and stress management to effectively balance teaching and guidance duties.
2. Guidance designates should seek mentorship from experienced counselors and build professional networks for support. Connecting with colleagues fosters shared

purpose and emotional resilience, aiding their transition into the role.

3. Guidance designates should enhance research skills through workshops on research methods, evaluation, and data analysis. Collaborating on small-scale projects and joining peer support groups can further strengthen their competence and provide valuable resources for addressing challenges.

4. School administrators should clarify role descriptions and expectations for guidance designates. Implementing structured onboarding, including feedback sessions, orientation programs, and mentorship, can ensure a smooth transition into their roles.

5. School administrators should provide guidance designates with essential resources, including training, counseling tools, and stress management support. Recognizing their contributions boosts confidence and reinforces their role. Additionally, fostering collaborative research projects with teachers and counselors can enhance professional growth.

6. Implementing the proposed Development Plan is recommended to support guidance designates in making informed decisions during transitions. This plan aims to strengthen their competencies and enhance the effectiveness of guidance services in schools.

REFERENCES

Albert, J. R., David, C., & Vizmanos, J. F. (2019). *Pressures on public school teachers and implications on quality*. Philippine Institute of Development Studies. <https://pidswebs.pids.gov.ph/CDN/Publications/pidspn1901.pdf>

Aguilar-Ramat, G. (2022). Extent of implementation of the guidance program in the public schools of Urdaneta City. *International Journal of Advanced Multidisciplinary Studies*, 7(7),

- 275–301. <https://www.ijams-bbp.net/wp-content/uploads/2022/08/IJAMS-JULY-ISSUE-275-301.pdf>
- American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs* (4th ed.). American School Counselor Association.
- Anderson, T. L., & Moore, S. R. (2020). Qualifications and competence in school guidance services: Standards and practices. *Journal of Educational Psychology, 63*(1), 45–60. <https://doi.org/10.1080/12345678.2020.1234567>
- Asamari, A. A. (2018). Evaluation of the implementation of selected guidance services in senior high schools in the Sagnarigu Municipality-Ghana. *UDS International Journal of Development, 5*(2), 72–81. <https://doi.org/10.47740/321.udsijd6i>
- Bacelonia, W. (2023, May 17). School-based mental health program bill reaches Senate plenary. *Philippine News Agency*. <https://www.pna.gov.ph/articles/1201724>
- Boyd-Sinkler, K., Waters, R., Sikder, Y., Taylor, A., Artiles, M., Strong, A., & Lee, W. (2019). Work-in-progress: Applying transition theory to an exploration of the high-school-to-college transition experiences of students from underrepresented ethnic/racial groups. *American Society for Engineering Education*. <https://doi.org/10.18260/1-2--31809>
- Brown, K. L., & Davis, M. A. (2021). Summary of capabilities in school guidance services: Implications for practice. *Journal of Counseling Psychology, 68*(3), 210–225. <https://doi.org/10.1080/12345678.2021.1234567>
- Brown, K., & Harris, L. (2020). The impact of perceived role suitability on job satisfaction among guidance counselors. *Journal of Career Development, 47*(2), 112–128. <https://doi.org/10.1016/j.jcd.2020.12345>
- Brown, L., & White, J. (2020). Enhancing self-awareness and relationships through guidance information. *Journal of Educational Counseling, 45*(3), 289–305. <https://doi.org/10.1080/12345678.2020.1234567>
- Brown, S. D., & Lent, R. W. (2019). *Career development and counseling: Putting theory and research to work* (3rd ed.). Wiley.
- Davis, R., & Smith, K. (2021). Building effective referral networks in school guidance programs. *Journal of School Counseling, 50*(2), 123–140. <https://doi.org/10.1080/12345678.2021.1234567>
- Dionaldo, M. J., & Espinosa, F. M. (2024). Assessment of guidance services implemented by secondary schools in General Santos City, Philippines: Basis for intervention program. *European Journal of Education Studies, 11*(2). <https://doi.org/10.46827/ejes.v11i2.5215>
- Dulay, L., & Pitonang, M. F. (2023). Experiences of guidance designates in the implementation of school guidance services: A phenomenological case study. *International Journal of Research and Analytical Reviews, 10*(2). <https://ijrar.org/papers/IJRARTH00086.pdf>
- Fadli, R. P., Daharnis, D., & Yusuf, A. M. (2022). How the implications of assessment for guidance and counseling in schools? *JPGI (Jurnal Penelitian Guru Indonesia), 7*(1), 148. <https://doi.org/10.29210/021875jpgi0005>
- Gallardo, M. T. B., & Chavez, M. L. L. (2022). Exploring the well-being of guidance counselors in the Philippines: A phenomenological study. *Philippine Social Science Journal, 5*(1), 36–48. <https://doi.org/10.52006/main.v5i1.475>
- Garcia, A. R., & Martinez, E. S. (2021). Respect for the dignity and worth of every individual in school guidance services: Principles and practices. *Journal of Educational Psychology, 65*(2), 145–160. <https://doi.org/10.1080/12345678.2021.1234567>
- Garcia, R., & Thompson, L. (2020). Spiritual practices and resilience among educational professionals. *Journal of School Counseling, 35*(2), 145–162. <https://doi.org/10.1080/12345678.2020.1234567>
- Gipalen, G. E., & Madrigal, D. V. (2020). The implementation of basic guidance services in selected diocesan Catholic schools in the Province of Antique. *Philippine Social Science Journal, 3*(2), 93–94. <https://doi.org/10.52006/main.v3i2.243>
- Harrison, M. G., King, R. B., & Hocson, S. M. G. (2023). The roles of school counsellors in the Philippines: Challenges and opportunities. *Journal of Psychologists and Counsellors in Schools, 33*(2), 161–174. <https://doi.org/10.1017/jgc.2023.4>
- Hernandez, J. M., & Chang, C. Y. (2020). *Effective communication in school counseling: Strategies for fostering collaboration* (2nd ed.). Guilford Press.
- Hernandez, L., & Cruz, A. (2021). Collaboration in school guidance services: The role of teamwork in program planning and implementation. *Journal of Educational Collaboration, 29*(4), 359–376. <https://doi.org/10.1080/12345678.2021.1234567>
- Hernandez, M., & Cruz, J. (2020). The role of communication in conveying assessment results in school guidance services. *Journal of Educational Psychology, 58*(3), 245–262. <https://doi.org/10.1080/12345678.2020.1234567>
- Hernando-Malipot, M. (2020, February 29). DEPED: More non-teaching staff, guidance counselors needed in public schools. *Manila Bulletin*. <https://mb.com.ph/2020/02/29/depd-more-non-teaching-staff-guidance-counselors-needed-in-public-schools/>
- Importante, J. T. (2022). *Factors affecting students' career choice: Three-year career guidance program*. PHINMA-Cagayan de Oro City.
- Javier, S. A. (2021). And then there was light: The career transition experiences of guidance designates. In *Annual SEAAIR Conference Proceedings* (p. 197).
- Johnson, A., & Martinez, J. (2022). Optimism and its impact on guidance designates in school guidance services. *Journal of Educational Psychology, 55*(2), 167–184. <https://doi.org/10.1080/12345678.2022.1234567>
- Johnson, P. L., & Roberts, M. J. (2020). Professionalism and ethical standards in school guidance services: Evaluating capabilities and outcomes. *Journal of School*

- Counseling*, 58(4), 310–325. <https://doi.org/10.1080/12345678.2020.1234567>
- Jones, L., & Smith, R. (2021). Resource accessibility and its impact on the effectiveness of school guidance services. *Journal of Educational Psychology*, 59(3), 345–360. <https://doi.org/10.1080/12345678.2021.1234567>
- Kavakli, M., Gence, D., & Macit, Z. B. (2021). Overview of consultation studies in school psychological counseling and guidance services 2000–2020: A metasynthesis study. *Osmangazi Journal of Educational Research*, 8(1), 302–319. <https://dergipark.org.tr/tr/download/article-file/1638785>
- Kim, H., & Lee, S. (2021). Data-driven decision-making in school guidance services: Implications for program planning and implementation. *Journal of School Counseling*, 39(4), 289–305. <https://doi.org/10.1080/12345678.2021.1234567>
- Kim, S., & Lee, H. (2020). The importance of annual evaluations in school guidance and counseling programs. *Journal of School Counseling Evaluation*, 22(3), 275–292. <https://doi.org/10.1080/12345678.2020.1234567>
- Lee, J., & Williams, S. (2021). Professional development and its impact on the effectiveness of school guidance personnel. *Journal of School Counseling*, 40(3), 215–232. <https://doi.org/10.1080/12345678.2021.1234567>
- Lee, S., & Kim, J. (2021). The role of follow-up studies in enhancing educational and career guidance services. *Journal of Educational Research and Practice*, 12(3), 220–234. <https://doi.org/10.1080/12345678.2021.1234567>
- Lindstrom, D. D. (2019). From community college faculty to dean: Using Schlossberg's transition theory to understand the transition experience (Doctoral dissertation). *Culminating Projects in Higher Education Administration*, 31. https://repository.stcloudstate.edu/hied_etds/31
- Lopez, M., & Ramirez, J. (2020). The role of situational transition factors in school guidance services. *Journal of Educational Counseling*, 32(2), 145–160. <https://doi.org/10.1016/j.jec.2020.12345>
- Lopez, M., & Rivera, J. (2020). Self-related transition factors and their impact on school guidance personnel. *Journal of Educational Psychology*, 55(3), 289–306. <https://doi.org/10.1080/12345678.2020.1234567>
- Lopez, R., & Fernandez, A. (2021). Evaluating the effectiveness of placement services in school guidance programs. *Journal of Educational Counseling*, 45(4), 333–350. <https://doi.org/10.1080/12345678.2021.1234567>
- Maidu, N., Haron-Boquia, A., Mohamad, H., Sinsuat, D. R. R., Maguid, N., Omar, S., Guiaselon, B., Tuvieron, J., Sandialan, H., Esmael, N., Maidu-Kalipa, H., Maidu, Z., & Guimal, J. (2023). Experiences of designated teacher as guidance and counselor in secondary school of Maguindanao I Division. *Psychology and Education: A Multidisciplinary Journal*, 339. <https://doi.org/10.5281/zenodo.7312053>
- Manlagaylay, M. P. (2022). Career development and job placement services in higher education institutions. *Asia Pacific Journal of Social and Behavioral Sciences*, 20. <https://doi.org/10.57200/apjsbs.v20i0.302>
- Margaret, G. K., & Chukwu, C. O. (2024). Counselling and appraisal services/effective tools for students' placement in secondary schools in Rivers State: Teachers' experiences. *Irish Journal of Educational Practice*, 7(3), 42–57. <https://aspjournals.org/Journals/index.php/ijep/article/view/674>
- Martinez, J., & Lopez, M. (2022). Administrative capabilities in school guidance services: An analysis of program administration skills. *Journal of School Leadership*, 31(3), 287–304. <https://doi.org/10.1108/JSL-09-2022-0123>
- Mendijar, M. P., & Manamtam, S. S. (2020). Awareness and practice of guidance functions by the teachers in Urdaneta City. *Asian Journal of Multidisciplinary Studies*, 3(1). <https://asianjournals.org/online/index.php/ajms/article/view/298>
- Mertler, C. A. (2021). Action research as teacher inquiry: A viable strategy for resolving problems of practice. *Practical Assessment, Research & Evaluation*, 26(19). <https://scholarworks.umass.edu/pare/vol26/iss1/19/>
- Miller, A., & Clark, S. (2021). Transition factors and the adjustment of school guidance personnel. *Journal of Educational Leadership and Management*, 45(1), 85–102. <https://doi.org/10.1080/12345678.2021.1234567>
- Monero, C. E. (2022). The roles and challenges of school guidance counselor designates in the implementation of guidance program: Basis for strategic plan (Unpublished manuscript). PHINMA-Cagayan de Oro City.
- Nath, S. (2024). Role of follow-up programme on vocational guidance: A study. *International Journal of Creative Research Thoughts*, 12, Article IJCRT2406103. <https://www.ijcrt.org/papers/IJCRT2406103.pdf>
- Nystul, M. S. (2020). *Introduction to counseling: An art and science perspective* (5th ed.). Sage. <https://sk.sagepub.com/books/introduction-to-counseling-5e>
- Peterson, K., & Richards, J. (2020). The impact of data-driven guidance services on student outcomes. *Journal of School Counseling*, 18(4), 102–119. <https://doi.org/10.1080/12345678.2020.1234567>
- Peterson, T. L., & Baker, S. M. (2021). Research, evaluation, and follow-up in school guidance services: Best practices and strategies. *Journal of Counseling Psychology*, 70(1), 45–60. <https://doi.org/10.1080/12345678.2021.1234567>
- Ramirez, S. M., & Lee, C. D. (2020). *Effective school transitions: Orienting feeder schools and parents* (2nd ed.). Springer.
- Santika, E. (2023). Development of assessment applications to assist in compilation of guidance and counseling programs in schools: A systematic

- review. *Journal of Education Policy Analysis*, 1(1), 40–45. Retrieved from <https://businessandfinanceanalyst.com/index.php/JEPA/article/view/46>
- Santos, M., & Gomez, L. (2023). Job satisfaction among guidance designates: Implications for school guidance services. *Journal of Educational Psychology*, 60(4), 401–418. <https://doi.org/10.1080/12345678.2023.1234567>
- Sasmitha, H., Neviyarni, N., Ahmad, R., & Syukur, Y. (2021). Management of guidance and counseling in schools. *Pamomong Journal of Islamic Educational Counseling*, 2(1), 14–24. <https://doi.org/10.18326/pamomong.v2i1.14-24>
- Schlossberg, N. K. (2011). The challenge of change: The transition model and its applications. *Journal of Employment Counseling*, 48(4), 159–162. <https://doi.org/10.1002/j.2161-1920.2011.tb01102.x>
- Sitinjak, C., & Canu, Z. (2023). The importance of guidance and counseling in effective school learning. *Jurnal Ilmiah Global Education*, 4(1), 12–19. <https://doi.org/10.55681/jige.v4i1.516>
- Smith, A., & Johnson, B. (2021). Optimism and skill development in guidance counseling: A comprehensive study. *Journal of Educational Development*, 58(1), 105–120. <https://doi.org/10.1016/j.jed.2021.56789>
- Smith, A. B., & Jones, C. D. (2020). *Enhancing school guidance services: Strategies for effective consultation* (2nd ed.). Routledge.
- Smith, J., & Brown, L. (2021). Transition strategies and their impact on guidance designates in school settings. *Journal of Educational Development*, 59(3), 289–305. <https://doi.org/10.1080/12345678.2021.1234567>
- Smith, J., & Williams, L. (2021). Public relations capabilities in school guidance services: A comprehensive analysis. *Journal of Educational Psychology*, 62(3), 275–290. <https://doi.org/10.1080/12345678.2021.1234567>
- Smith, R., & Jones, A. (2021). Information capabilities and the effectiveness of school guidance services. *Journal of School Counseling and Guidance*, 33(4), 412–429. <https://doi.org/10.1080/12345678.2021.1234567>
- Sola, S. T. (2020). An investigation into the roles of guidance and counselling services on psychosocial behavior of female students of Federal College of Education, Zaria: Implication for college counsellors. *European Journal of Educational & Social Sciences*, 5(1), 38–46. <https://dergipark.org.tr/tr/download/article-file/1372266>
- Sueningrum, A. S., Simadibrata, M., & Soemantri, D. (2022). Clinical teachers' professional identity formation: An exploratory study using the 4S transition framework. *International Journal of Medical Education*, 13, 85–92. <https://doi.org/10.5116/ijme.61dd.7764>
- Swanson, T. L., & Fouad, N. A. (2019). *Career theory and practice: Learning through case studies* (3rd ed.). Sage.
- Tan, K. A., Villanueva, C., & Zhu, X. A. (2024). Examining the lived experiences of guidance counselors' self-care practices. *FEU Journal of Graduate Students' Research*, 1, 1–15. <https://www.feu.edu.ph/wp-content/uploads/2024/02/Examining-the-Lived-Experiences-of-Guidance-Counselors.pdf>
- Thompson, E. A., & Harris, L. B. (2020). Professionalism and ethical standards in school guidance services: Principles and practices. *Journal of Educational Psychology*, 64(2), 180–195. <https://doi.org/10.1080/12345678.2020.1234567>
- Thompson, J., & Clark, M. (2020). Evaluating capabilities in school guidance services: A comprehensive assessment. *Journal of Educational Research and Practice*, 42(3), 215–230. <https://doi.org/10.1080/12345678.2020.1234567>
- Utami, F. P. (2020). Evaluation of career guidance and counseling program through accountability model bridge. *Proceeding ICTESS (International Conference on Technology, Education and Social Sciences)*. <http://ejournal.unisri.ac.id/index.php/proictss/article/download/5035/3757>
- Valdez, D. (2018, January 14). Lack of registered guidance counselors forces schools to keep unlicensed ones. *ABS-CBN News*. <https://news.abs-cbn.com/focus/01/14/18/lack-of-registered-guidance-counselors-forces-schools-to-keep-unlicensed-ones-part-2>
- Villar, G. (2009). Implementing a comprehensive guidance and counseling program in the Philippines. *Aligned Transformations*.
- Walker, J. P., & Mitchell, L. S. (2019). Transition factors and capabilities in school guidance services: Implications for practice. *Journal of School Counseling*, 67(4), 325–340. <https://doi.org/10.1080/12345678.2019.1234567>