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Management of Guidance Services and its Relationship with Perceived School Support: Students' Perspectives at Bagahanglad National High School

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ABSTRACT

This study examined the extent of guidance services management and its relationship with perceived school support among students at Bagahanglad National High School, San Jacinto, Masbate, and identified priorities for service improvement. A quantitative descriptive-correlational design involved 60 Grade 7–10 students selected through proportionate stratified random sampling. Data were gathered using a researcher-made, four-point Likert-scale questionnaire and analyzed using frequencies, percentages, weighted means, and Pearson correlation. Students rated all four guidance management dimensions favorably, with communication receiving the highest mean (M = 3.56) and monitoring and follow-up the lowest (M = 3.46). Perceived school support was similarly positive, led by school belonging (M = 3.69), followed by emotional support (M = 3.66) and academic support (M = 3.64). A moderate positive correlation was reported between guidance management and perceived support (r = .536). Inclusive school activities (M = 3.58), additional academic assistance (M = 3.55), and referral contact support (M = 3.53) emerged as leading improvement priorities. These findings suggest that favorable guidance management perceptions coexist with stronger perceived school support. The school should prioritize inclusion, targeted academic assistance, coordinated referrals, and consistent follow-up. Findings were limited to students' self-reported perceptions within one school, while confirmation of the correlation using paired respondent-level scores remains necessary. The study offers school-specific priorities for strengthening guidance services and sustaining supportive learning environments.

Keywords: *Academic Support, Emotional Support, Guidance Services Management, Perceived School Support, Referral Coordination, School Belonging, Student Perceptions*

1. INTRODUCTION

1.1. Background and Context of the Study

Schools are expected to support students' learning while maintaining environments in which learners can obtain assistance, develop constructive relationships, and experience safety and acceptance. The World Health Organization and United Nations Educational, Scientific and Cultural Organization (WHO & UNESCO, 2021) emphasized the integration of health and well-being into school policies and everyday practices. Similarly, the United Nations Children's Fund (UNICEF, 2021) identified schools, families, and communities as important environments influencing children's and adolescents' mental health. These perspectives establish the importance of school-based assistance that recognizes academic, personal, and social concerns as interconnected aspects of learners' development. In the Philippines, the Department of Education (DepEd, 2021) provided guidelines for Homeroom Guidance during the crisis period, addressing academic, personal-social, and career development. Within broader school support arrangements, guidance services require clear communication, accessible points of contact, coordinated referrals, and appropriate follow-up. However, service availability does not necessarily mean that students understand how to seek assistance or feel comfortable doing so. Radez et al. (2021) identified individual, social, and service-related factors influencing young people's access to professional help. The Organisation for Economic Co-operation and Development (OECD, 2023) likewise reported associations between teacher support and students' well-being, including school belonging, across many education systems. Although guidance management and teacher support are distinct, both contribute to understanding students' experiences within the school environment. At Bagahanglad National High School in Barangay Bagahanglad, San Jacinto, Masbate, the present inquiry focuses on students' assessments of how guidance assistance is communicated, accessed, coordinated, and sustained. It examines these management dimensions alongside students' perceived emotional support, academic support, and school belonging. The central concern is how the organization of school guidance services relates to the support learners perceive in their everyday school experiences.

1.2. Research Problem

Guidance services may be formally available without being consistently understood, approached, or experienced as supportive by their intended beneficiaries. Parikh et al. (2021) found that classroom-based sensitization increased referrals to school counseling in the Indian schools they investigated, underscoring the importance of understandable service information. In a Philippine senior high school context, Garcia and Reserva (2025) reported a significant relationship between awareness of guidance services and engagement in guidance activities, while also identifying misconceptions that associated guidance with disciplinary concerns. These findings indicate that communicating the purpose and procedures of assistance merits attention alongside providing services. Management challenges extend beyond initial contact. Orbon (2024) described Filipino school counselors' experiences of adjusting delivery arrangements, responding to changing needs, and organizing services during the COVID-19 pandemic. Republic Act No. 12080 (2024) subsequently established a national framework for strengthening school-based mental health programs, referral processes, and learner support arrangements. These sources provide important context but do not determine students' experiences at Bagahanglad National High School. The unresolved issue is whether students' assessments of communication, accessibility, referral coordination, and monitoring and follow-up are related to their perceived emotional support, academic support, and sense of school belonging.

1.3. Research Gap

Previous studies have examined guidance-service engagement and different dimensions of student support, but their findings do not directly answer the present school-level question. Garcia and Reserva (2025) focused on students' awareness of and participation in guidance activities. Granziera et al. (2022) investigated teacher support in relation to academic buoyancy, engagement, and academic skills, while Allen et al. (2022) reviewed interventions designed to improve adolescents' sense of school belonging. These investigations illuminate relevant practices and experiences, yet they address different outcomes and research settings. The specific gap concerns the relationship between students' assessments of guidance services management and their perceived school support at Bagahanglad National High School. In particular, the combined examination of communication, accessibility, referral coordination, and monitoring and follow-up against emotional support, academic support, and school belonging remains the issue addressed by this inquiry. The study also translates students' priority ratings into proposed, school-specific improvement measures without assuming that findings from other populations apply directly to this setting.

1.4. Purpose and Objectives of the Study

This study aimed to determine the extent of guidance services management and its relationship with perceived school support among 60 student-respondents from Grades 7 to 10 at Bagahanglad National High School. It sought to describe respondents according to age, sex, and grade level; assess guidance management through communication of services, accessibility of assistance, coordination of referrals, and monitoring and follow-up; and determine perceived emotional support, academic support, and school belonging. It also aimed to test whether a significant relationship existed between the two principal variables and identify students' priorities among proposed measures for strengthening guidance services management and enhancing perceived school support.

1.5. Significance and Practical Contribution of the Study

The study provides school-specific evidence that may help administrators and guidance personnel review how students experience available assistance. Its findings may inform clearer service information, more approachable contact arrangements, better referral coordination, and more consistent follow-up. Teachers and class advisers may also draw on students' perceptions when considering emotional support, academic assistance, and inclusive classroom relationships. For education officials, the study offers contextual information that may inform technical assistance and planning, while future researchers may use its approach to examine comparable school environments. The proposed measures reflect student-identified priorities rather than interventions whose effectiveness has already been evaluated, and the observed relationship does not establish causation.

1.6. Sustainable Development Goals (SDG) Alignment

The study is directly aligned with Sustainable Development Goal 3 (Good Health and Well-Being) because it considers arrangements through which learners can communicate concerns, access assistance, receive referrals, and obtain follow-up relevant to emotional well-being. It also supports Sustainable Development Goal 4 (Quality Education) by examining students' perceptions of academic assistance and school belonging, both of which are relevant to inclusive, supportive learning environments. These connections are consistent with the United Nations Department of Economic and Social Affairs' (2025) framework for monitoring progress toward the Sustainable Development Goals. By identifying student-prioritized improvements, the study contributes school-level information pertinent to these goals without claiming that the proposed measures have already improved health or educational outcomes.

2. METHODOLOGY

2.1. Research Design

The study employed a quantitative descriptive-correlational design to examine guidance services management and perceived school support at Bagahanglad National High School. The descriptive component summarized respondents' age, sex, and grade level, assessed the two principal variables, and identified priorities for improvement. The correlational component examined the relationship between students' assessments of guidance services management and perceived school support. Consistent with quantitative nonexperimental research (Creswell & Creswell, 2023), questionnaire responses were analyzed without manipulating variables or interpreting associations as causal effects.

2.2. Research Locale, Population, and Participants or Respondents

The study was conducted at Bagahanglad National High School with 60 enrolled student respondents. They supplied demographic information and assessed guidance services management, perceived school support, and proposed improvement measures. Demographic characteristics included age, sex, and grade level. Guidance services management covered communication of services, accessibility of assistance, referral coordination, and monitoring and follow-up of concerns. Perceived school support encompassed emotional support, academic support, and school belonging. Students' assessments reflected their experiences during the school year and supported the analyses.

2.3. Sampling Technique and Sample Determination

Proportionate stratified random sampling was employed to select 60 respondents. Students were grouped by grade level, with sample allocations determined proportionately from the enrollment of each group. The official enrollment list served as the sampling frame, and students were randomly selected within their respective strata. This approach maintained representation across grade levels and gave students within each stratum an equal opportunity for selection, consistent with principles of stratified probability sampling (Lohr, 2022).

2.4. Research Instrument and Development

A researcher-made questionnaire, developed from the statement of the problem, comprised four sections. The first recorded age, sex, and grade level. The second contained 16 guidance services management indicators across four dimensions, while the third contained 12 perceived school support indicators across three dimensions; each dimension had four indicators. Both sections used a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The fourth section presented eight improvement measures rated from Not a Priority (1) to High Priority (4). Panel recommendations from the proposal defense informed questionnaire revisions. Measurement guidance emphasizes careful alignment between indicators and constructs (DeVellis & Thorpe, 2021).

2.5. Data Gathering Procedure

The researcher presented the proposal to examiners and incorporated their recommendations. Following proposal approval and revisions, permission was obtained from the appropriate education authorities and the school head. An enrollment list was used to select respondents, who received questionnaires with explanations of instructions and rating scales. Students answered based on their experiences and could omit items concerning referrals or follow-up when inapplicable. Retrieved questionnaires were reviewed, coded, tabulated, and verified. Findings were subsequently presented during the final oral defense, and panel recommendations were incorporated before submission.

2.6. Data Analysis and Statistical Treatment

Frequency and percentage described respondents' demographic characteristics. Weighted means summarized assessments of guidance services management, perceived school support, and improvement priorities; standard deviations described variability in composite scores. Pearson's product-moment correlation assessed the direction and strength of association between the two composite scores, subject to checks of linearity, influential outliers, and relevant assumptions (Field, 2024). Spearman's rank-order correlation was the specified alternative if Pearson's assumptions were unsuitable. Hypotheses were tested at the 0.05 significance level, with the null hypothesis rejected when $p \leq .05$. Improvement measures were ranked by weighted mean, with ties assigned equal ranks.

2.7. Ethical Considerations

Respondents were informed of the study's purpose, voluntary participation, and confidentiality arrangements. They could leave questions unanswered or discontinue participation without consequences for grades or access to school services. Missing and inapplicable responses were recorded separately without assumed values. Anonymous respondent codes linked questionnaire sections during analysis, and findings were reported in aggregate form. These protections aligned with educational research ethics guidance (British Educational Research Association, 2024).

3. RESULTS AND DISCUSSION

3.1. Demographic Characteristics of the Respondents

The 60 respondents were distributed across five age categories. The largest group comprised 34 students aged 14–15 years (56.67%), followed by 24 students aged 12–13 years (40.00%). One respondent (1.67%) was 11 years old or younger, and another (1.67%) was aged 16–17 years. No respondent (0.00%) was 18 years old or older. The 14–15-year-old group ranked first and the 12–13-year-old group ranked second, while the two categories represented by one respondent each shared rank 3.5. The concentration of respondents between 12 and 15 years of age indicates that the findings primarily represent the perspectives of students in early to middle adolescence. This is relevant because students' understanding of available assistance and their expectations of support may be considered within their developmental and educational contexts. Ulmanen et al. (2023) documented different trajectories of perceived teacher support among primary and lower-secondary students, indicating the importance of studying support experiences across school stages. These findings provide developmental context but do not establish age-related differences within the present sample. In terms of sex, 39 students (65.00%) were female and 21 (35.00%) were male, placing female respondents first and male respondents second in frequency. Female respondents outnumbered male respondents by 18. Both groups contributed to the assessments, but the descriptive distribution does not show whether their perceptions of guidance management or school support differed. Allen et al. (2024) reported associations between adolescent school belonging and later mental health outcomes that were broadly similar across genders. Their findings reinforce the relevance of attending to different students' school experiences without attributing particular guidance needs or assessments to the sex composition of this sample. Grade-level representation was equal: Grades 7, 8, 9, and 10 each contributed 15 students, corresponding to 25.00% of the respondents per grade and tied ranks of 2.5. Consequently, every junior high school grade level contributed an equal number of perspectives to the overall descriptive findings. Equal sample representation, however, should not be interpreted as evidence that the four grade levels had identical experiences or mean ratings, since the reported results did not include grade-level comparative tests. Taken together, the demographic findings define the respondent population represented in the study and provide

the context for interpreting the subsequent assessments of guidance services and school support.

3.2. Students' Assessments of Guidance Services Management

Students evaluated guidance services management in four dimensions: communication of guidance services, accessibility of guidance assistance, coordination of student referrals, and monitoring and follow-up of concerns. All four dimensions were described as Strongly Agree. Communication received the highest grand mean (3.56), followed by accessibility (3.51), coordination of referrals (3.47), and monitoring and follow-up (3.46). The narrow spread of these means indicates consistently favorable perceptions, although their ordering identifies aspects of the service process that received comparatively lower ratings. These numerical differences were interpreted descriptively because statistical comparisons among the four dimension means were not presented. Communication of guidance services obtained a grand mean of 3.56 (Strongly Agree). Students assigned the highest mean to the school's clear explanation of available guidance services (M = 3.78, rank 1). Information about whom to contact for guidance assistance and the clarity of instructions for requesting assistance each received M = 3.50 and shared rank 2.5. Announcements about guidance activities reaching students before the activities took place received the lowest rating (M = 3.47, rank 4), although this indicator was also interpreted as Strongly Agree. These results suggest that students generally recognized and understood the services offered, with advance communication of planned activities emerging as a relative area for strengthening. Parikh et al. (2021) found that classroom-based sensitization could increase demand for school counseling, while Garcia and Reserva (2025) examined the association between awareness of guidance services and engagement in guidance activities among Philippine senior high school learners. These studies support clear, accessible explanations of assistance and timely dissemination of information. However, the present mean ratings reflect perceived communication quality rather than actual attendance or counseling uptake. Accessibility of guidance assistance yielded a grand mean of 3.51 (Strongly Agree). The availability of assistance at times when students could seek help ranked first (M = 3.62), followed by the ease of the process for requesting assistance (M = 3.53, rank 2). Privacy arrangements for guidance appointments received M = 3.47 (rank 3), while timely responses to requests for assistance obtained the lowest mean (3.43, rank 4). The findings indicate favorable overall accessibility, alongside a comparatively weaker assessment of response timeliness and appointment privacy. McPhail et al. (2024), in a systematic review of help-seeking related to targeted school-based mental health services, identified access-related conditions, stigma concerns, and characteristics of the school setting as influences on students' help-seeking processes. This literature supports attention to practical response arrangements and privacy. The present results, however, do not measure the elapsed time between a request and a response, nor do they establish rates of service utilization. Coordination of student referrals received a grand mean of 3.47 (Strongly Agree). Clear explanations of the reason for referral were rated highest (M = 3.60, rank 1). Informing students about the person or office that would provide further assistance received M = 3.48 (rank 2), followed by consistency of instructions among personnel involved in the referral (M = 3.43, rank 3). Assistance from school personnel in arranging contact with the receiving person or office received the lowest mean (3.37, rank 4). This pattern suggests that explaining the purpose and destination of a referral was perceived more favorably than helping students make the next practical connection. Nygaard et al. (2024) examined coordination practices for school mental health care and highlighted the importance of communication and organized transitions among providers. Their findings are consistent with

the implication that an effective referral process includes not only clear information but also coordinated assistance in reaching the appropriate office or professional. In the present study, respondents assessed the referral process; completed referral outcomes were not separately evaluated.

Monitoring and follow-up of student concerns obtained a grand mean of 3.46 (Strongly Agree), the lowest of the four guidance-management dimensions while remaining favorable. School personnel checking on students' progress after providing assistance received the highest mean (3.53, rank 1). Opportunities for students to explain remaining difficulties during follow-up received M = 3.47 (rank 2), while asking whether the assistance addressed the concern received M = 3.45 (rank 3). Arranging additional assistance when a concern remained unresolved obtained the lowest rating (M = 3.38, rank 4). The ratings suggest that routine follow-up was recognized more strongly than subsequent action for concerns requiring additional support. Hatch and Hartline (2021) emphasized using counseling information to plan services, evaluate responses, and identify students who may need further intervention. In the Philippine context, Orbon (2024) described school counselors' efforts to respond to students' changing needs and prioritize pressing concerns. These sources support strengthening procedures for reviewing unresolved concerns and arranging suitable continuing assistance, without treating students' assessments as a direct measure of intervention effectiveness. Viewed together, the four dimensions suggest that communicating what guidance services provide was the most positively assessed aspect of management, whereas continuity of assistance after an initial encounter received slightly lower ratings. In particular, the relatively lower item means for advance announcements (3.47), timely responses (3.43), arranging referral contact (3.37), and further assistance for unresolved concerns (3.38) identify points along the service pathway that may deserve closer administrative attention. The findings support a coordinated approach in which students receive information promptly, can request assistance privately, are helped through referrals, and remain supported when their concerns persist. Such recommendations follow the pattern of reported perceptions and do not imply that any particular service weakness was independently observed.

3.3. Students' Perceptions of School Support

Perceived school support was examined through emotional support, academic support, and school belonging. Each dimension obtained a grand mean interpreted as Strongly Agree. School belonging received the highest grand mean (3.69), followed by emotional support (3.66) and academic support (3.64). These findings indicate consistently positive perceptions across the three domains. The differences among their means are descriptive and were not subjected to reported tests of significance. Emotional support obtained a grand mean of 3.66 (Strongly Agree). Students gave the highest mean to teachers listening when they shared concerns (M = 3.75, rank 1), followed by teachers trying to understand their situations during difficulties (M = 3.72, rank 2). Receiving encouragement when discouraged obtained M = 3.67 (rank 3), while teachers taking students' feelings seriously received the lowest mean (3.52, rank 4). Although all four indicators remained in the Strongly Agree category, the pattern suggests that listening and understanding were particularly visible expressions of care, whereas recognition of students' feelings was comparatively less strongly endorsed. Whitehead et al. (2023) found that early adolescents associated caring teachers with kindness, clear communication, and calm interactions. Romano et al. (2021) reported longitudinal associations between perceived teacher emotional support and dimensions of school burnout. The present results are consistent with the significance of responsive teacher–student interactions, but they do not establish an effect of emotional

support on students' psychological outcomes. The practical implication is to sustain attentive listening while strengthening sensitivity to the emotional importance students attach to their concerns. Academic support received a grand mean of 3.64 (Strongly Agree). Additional explanations when lessons were difficult and suggestions for better study habits each obtained the highest mean (3.65) and shared rank 1.5. Useful feedback that helped improve schoolwork received M = 3.63 (rank 3), whereas help in planning how to catch up after falling behind obtained M = 3.62 (rank 4). The narrow interval between the highest and lowest means suggests that respondents viewed the assessed forms of academic support similarly favorably. Nevertheless, the ranking indicates a possible opportunity to complement explanations and study-habit advice with individualized recovery plans for learners facing academic difficulties. Granziera et al. (2022) found that instrumental teacher support was positively associated with students' academic buoyancy, with subsequent relationships involving engagement and academic skills. This literature provides a relevant basis for interpreting instructional explanations, feedback, and study planning as forms of practical support. The present study measured students' perceptions of assistance, not changes in grades or other indicators of achievement.

School belonging obtained the highest support-dimension grand mean (3.69, Strongly Agree). Feeling accepted as a member of the school ranked first (M = 3.77), followed by inclusion in school activities (M = 3.70, rank 2). Feeling respected regardless of background received M = 3.65 (rank 3), while feeling that personal contributions to the school were valued obtained the lowest mean (3.63, rank 4). This pattern indicates that students generally perceived an accepting and inclusive environment, with recognition of individual contributions representing a comparatively lower-rated aspect. Allen et al. (2024) reported that stronger adolescent school belonging was associated with fewer mental health symptoms in young adulthood. In a systematic review, Štremfel et al. (2024) identified multiple individual and contextual predictors of belonging and emphasized the relevance of inclusive educational environments. These findings support sustained school participation opportunities, respect, and meaningful acknowledgment of students' contributions. They do not imply that the present study measured mental health outcomes or tested the long-term consequences of belonging. Across the three domains, students' perceptions reflected emotional availability from teachers, classroom assistance, and a sense of acceptance in the wider school community. The highest-rated individual indicators—school acceptance (3.77), teacher listening (3.75), and additional explanations and study-habit guidance (3.65 each)—demonstrate the different ways support was recognized by respondents. The lowest-rated indicators within each domain—taking feelings seriously (3.52), catch-up planning (3.62), and valuing contributions (3.63)—remain positively assessed but offer specific starting points for improvement. Ulmanen et al. (2023) also emphasized the relevance of maintaining teacher support across school stages. Accordingly, maintaining perceived school support may involve not only preserving positive teacher relationships but also ensuring that students feel heard, receive actionable learning assistance, and can contribute meaningfully to school life.

3.4. Relationship Between Guidance Services Management and Perceived School Support

The study examined the association between students' assessments of guidance services management and their perceived school support using the reported Pearson product–moment correlation. The reported Pearson correlation coefficient was r = .536, indicating a moderate positive linear association between guidance services management and perceived school support. The analysis reported 58 degrees of freedom, a one-tailed p-value of 0.000005, and a

one-tailed critical r-value of 0.214 at the 0.05 level of significance. Since the computed r-value exceeded the reported critical value and the p-value was below 0.05, the stated statistical decision was to reject the null hypothesis. The reported calculation suggests a statistically significant, moderate positive association between the two study variables among the 60 respondents, subject to confirmation using paired respondent-level scores. The direction of the correlation indicates that students who rated the management of guidance services more positively also tended to report higher perceived school support. The coefficient does not indicate perfect correspondence and should not be interpreted as evidence that one construct caused an increase in the other. Likewise, the overall correlation does not determine which specific management dimension—communication, accessibility, referrals, or follow-up—was most strongly related to emotional support, academic support, or belonging. The composite-level correlation analysis did not identify which individual dimensions of guidance services management were most strongly associated with the dimensions of perceived school support. The finding is consistent with a broader literature in which supportive school relationships and access to assistance are associated with more favorable student experiences. Allen et al. (2024) identified associations between school belonging and later mental health outcomes, while Štremfel et al. (2024) described the multiple social and institutional conditions associated with students' sense of belonging. McPhail et al. (2024) likewise emphasized the role of accessible school-based support in adolescent help-seeking. These studies do not test the identical pair of constructs used in the present analysis; rather, they provide contextual support for examining guidance management and perceived school support together. The statistical finding directly addresses the study's relationship objective by showing that more favorable assessments of guidance management were associated with stronger perceptions of school support, without establishing causation or extending the result beyond the respondents represented.

3.5. Student-Rated Priorities for Strengthening Guidance Services and School Support

Respondents assessed eight proposed measures for improving guidance services management and perceived school support. The overall grand mean was 3.49, verbally interpreted as High Priority, and every proposed measure received the same High Priority description. The most highly rated measure was organizing inclusive activities to strengthen school belonging (M = 3.58, rank 1). Providing additional academic assistance to students experiencing learning difficulties ranked second (M = 3.55), while helping students contact the appropriate person for additional support ranked third (M = 3.53). These rankings indicate that inclusion, academic assistance, and practical connections to further help were especially prominent in students' improvement priorities. Two measures shared rank 4.5: conducting follow-up checks after students received guidance assistance and strengthening teachers' sensitivity when responding to emotional concerns (M = 3.50 each). Gathering student feedback to improve guidance services received M = 3.48 (rank 6). Explaining available guidance services and the steps for requesting help obtained M = 3.42 (rank 7), while providing guidance schedules that students could conveniently attend received the lowest mean (3.35, rank 8). Although the latter measures were ranked comparatively lower, both remained classified as High Priority. Thus, differences in the ranking indicate relative preferences within a uniformly favorable set of proposed measures rather than rejection of any measure. The leading priority on inclusive activities corresponds with the favorable but differentiated school-belonging results, particularly the comparatively lower rating for feeling that students' contributions were valued (M = 3.63). Štremfel et al. (2024) emphasized that school belonging is shaped by interconnected personal and contextual conditions, while Allen et al. (2024) highlighted the longer-term relevance of students' sense of connection to school. The

priority for additional academic assistance is consistent with respondents' assessment of catch-up planning as the lowest-rated academic-support indicator (M = 3.62), and with Granziera et al.'s (2022) evidence regarding the relevance of instrumental teacher support. Likewise, the high priority attached to assistance in contacting appropriate personnel corresponds to the lower referral-coordination rating for arranging such contact (M = 3.37). Nygaard et al. (2024) and McPhail et al. (2024) provide complementary support for coordinated access and clear referral pathways. The remaining priorities reinforce the value of continuity and responsiveness in student support. Follow-up checks and emotionally sensitive teacher responses address concerns reflected in the monitoring and emotional-support dimensions, while feedback-gathering offers a means of refining services in accordance with student experiences. Hatch and Hartline (2021) described how counseling programs can use collected information to guide planning and improvement, and Garcia and Reserva (2025) highlighted the relevance of awareness in students' engagement with guidance activities. Based on the study's descriptive results, school administrators and guidance personnel may consider inclusive activities, practical academic assistance, better-supported referrals, systematic follow-up, and student feedback as mutually reinforcing areas for program improvement. These measures were proposed and rated by respondents; their implementation and effectiveness were not evaluated in this study. Overall, the findings point toward a student-centered approach that links favorable perceptions of existing services with specific, evidence-informed opportunities for strengthening them.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings demonstrated that junior high school students at Bagahanglad National High School generally assessed guidance services management and perceived school support favorably. Communication emerged as the strongest dimension of guidance services management, reflecting students' understanding of available assistance and procedures for requesting help. However, monitoring and follow-up received the lowest relative assessment, highlighting opportunities to strengthen timely responses, referral coordination, and continued assistance for unresolved concerns. Students also expressed favorable perceptions of emotional support, academic assistance, and school belonging, particularly regarding acceptance within the school community and teachers' responsiveness. The study identified a reported moderate positive association between guidance services management and perceived school support, with statistical significance remaining subject to confirmation using paired respondent-level scores. All proposed improvement measures received high-priority ratings, particularly inclusive activities, additional academic assistance, and practical referral support. Overall, the findings emphasized the importance of sustaining established strengths while improving continuity and responsiveness in student support services.

Based on the findings, Bagahanglad National High School should sustain effective communication of guidance services while strengthening areas that received comparatively lower student assessments. The school head and guidance personnel should improve the timing of announcements, establish more responsive procedures for handling assistance requests, and strengthen coordination between students and appropriate referral personnel. Regular follow-up should be conducted to determine whether students' concerns have been addressed and whether additional assistance is necessary. Teachers should maintain supportive interactions by listening attentively to learners' concerns, providing constructive academic guidance, and assisting students who experience difficulties completing schoolwork. Inclusive school activities should receive priority to strengthen participation, recognition, and students' sense of belonging. The school should develop a feasible improvement plan incorporating additional academic

assistance, practical referral support, and consistent follow-up procedures. Regular student feedback should guide the assessment and refinement of these initiatives to maintain responsive guidance services and supportive school experiences.

The study was limited to 60 junior high school students from Grades 7–10 at Bagahanglad National High School, restricting the generalizability of the findings to other educational settings. Its quantitative descriptive-correlational design and researcher-made questionnaire captured students' perceptions rather than independently measured guidance service outcomes. Consequently, the findings did not establish actual response times, referral completion, or changes in academic performance. Additionally, the reported correlation calculation requires confirmation using paired individual respondent scores before its statistical significance can be established. Future studies may involve additional schools and respondents, examine actual service outcomes, and evaluate the proposed improvement measures after implementation.

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