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Navigating Student Issues: Guidance Designates' Experiences, Self-Efficacy, and Skill Development

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Abstract — This study explores the experiences, self-efficacy, and skill development of 50 guidance designates—primarily women from Quezon and Laguna. They show strong capabilities in handling personal and social issues, with notable strengths in empathy and communication. However, challenges persist in adapting family-centered interventions and using digital tools. Self-efficacy, shaped by experience and encouragement, plays a key role in their effectiveness. Demographics have a minimal impact, while experience and confidence are closely linked to competency. The study recommends mentorship, stress management, and digital skills training to support their growth.

Keywords — Self-Efficacy, Skill Development, Guidance Designates

I. Introduction

Self-efficacy is crucial to student growth, as it fosters resilience and effective problem-solving. In the Philippines, guidance designates teachers to handle counseling roles, filling critical support gaps. This study examines their backgrounds, confidence, and skills to highlight areas for improvement.

Objectives of the Study

This study examines the experiences, self-efficacy, and skills of Guidance Designates, analyzing their demographics and the key challenges they face. It examines the influences on self-efficacy and core skills, such as communication, empathy, and problem-solving, aiming to strengthen their competence through targeted strategies.

II. Methodology

This study employed a descriptive correlational design to investigate the relationships between the profiles, experiences, self-efficacy, and skills of 34 guidance counselors from Tayabas

City and nearby schools. Participants were purposively selected due to the limited number available. Data were gathered using a validated questionnaire and analyzed through Pearson's r (α = 0.05) and descriptive statistics.

III. Results and Discussion

Table 1
Age Profile

Age Profile	Frequency	Percentage
31 to 40 years old	20	40
41 to 50 years old	15	30
less than 30 years old	4	8
more than 50 years old	11	22
TOTAL	**50**	**100**

The respondents' ages are distributed as follows: 40% are between 31 and 40 years old, 30% are between 41 and 50 years old, 8% are under 30 years old, and 22% are over 50 years old. Most respondents (70%) are middle-aged, which relates to the survey topic.

Table 2
Number of Years as Guidance Designates

Number of Years	Frequency	Percentage
6 years to 10 years	10	20
less than 5 years	27	54
more than 10 years	13	26
TOTAL	**50**	**100**

The survey of 50 guidance designates shows that most have less than five years of experience, highlighting a need for training and support. Experienced professionals provide stability and encourage mentoring.

Table 3
Civil Status

Civil Status	Frequency	Percentage
Married	44	88
Single	5	10
Widow(er)	1	2
TOTAL	**50**	**100**

Most respondents (88%) are married, indicating that marital responsibilities affect work-life balance and support needs. A smaller percentage are single (10%) or widowed (2%). This suggests the need for tailored policies, such as flexible hours and family-friendly benefits..

Table 4
Sex Profile

Sex Profile	Frequency	Percentage
Male	7	14
Female	43	86
TOTAL	**50**	**100**

The survey shows a significant gender imbalance among guidance designates, with 86% female respondents. This may reflect societal norms and flexible work conditions, while barriers exist for male candidates. Addressing these gender dynamics is essential for creating an inclusive educational environment.

Table 5
Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree	5	10
Bachelor's degree, with MA/MS units	2	4
Master's degree (MA/MS)	18	36
With Doctorate units	1	2
With MA/MS units	24	48
TOTAL	**50**	**100**

The respondents' educational attainment indicates a strong emphasis on advanced education, with 48% possessing MA/MS units (suggesting ongoing pursuit of a master's degree) and 36% holding a master's.

Out of 50 participants, the majority (48%) have taken master's level courses but have not completed the degree, while 36% have already earned a master's degree. A smaller portion—10%—holds only a Bachelor's degree, and an even smaller group—4%—has a bachelor's degree with some graduate coursework. Only 2% have pursued doctoral studies. Overall, this indicates that most Guidance Designates have advanced educational backgrounds, with a strong inclination toward graduate-level training

Table 6
Place of Residence

Residence	Frequency	Percentage
TAYABAS AREA		
Angustias Zone 3	1	2
BRGY. BANILAD TAYABAS CITY	1	2
Brgy. Ibabang Palale Tayabas City	1	2
Brgy. Ila. Palale tayabas, City	1	2
Brgy. Mateuna Tayabas City	1	2
Mateuna Tayabas City	1	2
Brgy. Potol Tayabas City	1	2
Brgy. Silangan Palale Tayabas City	1	2
Brgy.Ilaya Ilasan Tayabas City	1	2
Brgy. Kanlurang Palale Tayabas, City	1	2
Brgy. Kanlurang Palale	1	2

Brgy Isabang Tayabas City	1	2
Brgy Isabang Tayabas	1	2
Calmar, Brgy. Wakas, Tayabas City	1	2
Calumpang	1	2
Camaysa	1	2
Dapdap	1	2
Happy Village Brgy. Camaysa Tayabas City	1	2
Lawigue	1	2
Opias Tayabas city	1	2
Mateuna, Tayabas City	1	2
San Isidro	1	2
Wakas	1	2
QUEZON AREA		
Brgy Progreso Gumaca, Quezon	1	2
Brgy. Progreso Gumaca Quezon	1	2
Brgy. Alupay Sampaloc, Quezon	1	2
Brgy. Bagupaye Mulanay, Quezon	1	2
Brgy.Tambak Pagbilao,Quezon	1	2
Brgy. Ilayang Yuni Mulanay Quezon	1	2
CABATANG, TIAONG, QUEZON	1	2
CONCEPCION 1	1	2
Lusacan	1	2
Mapagaong, Pagbilao	1	2
Poblacion, San Antonio,Quezon	1	2
Quipot Tiaong ,Quezon	1	2
Talisay,Tiaong,Quezon	1	2
Brgy. 10. Catanauan Qquezon	1	2
LUCENA CITY		
Brgy Gulang Gulang Lucena	1	2
Brgy Mayao Parada Lucena City	1	2
Brgy. Bocohan Lucena City	1	2
Brgy. Isabang Lucena City	1	2
Brgy7 Lucena City	1	2
Dalahican Lucena City	1	2
Ibabang Talim Lucena City	1	2
Mayao Crossing	1	2
LAGUNA		
Brgy. Kanluran, Calauan, Laguna	**1**	2
Dayap laguna	**1**	2
BRGY. PATIMBAO laguna	**1**	2
Brgy. San Francisco, San Pablo City	**1**	2
Brgy.Lewin Laguna	**1**	2
TOTAL	**50**	**100**

Table 6 indicates that all 50 respondents come from various towns in Quezon Province and parts of Laguna, particularly Tiaong, Pagbilao, San Antonio, Gumaca, and Lucena. This diversity enriches the research, but it also poses challenges for accessing resources and training. The Department of Education (DepEd) must ensure equitable support for all.

Table 7
Perceived Experience in terms of Family Concern

Statements	Mean	SD	VI
1. Cultural sensitivity and awareness of diverse family backgrounds	3.40	0.95	*Moderately Experienced*
2. Seeking support for family-related problems such as abuse, financial difficulties, and relational issues.	3.26	1.08	*Moderately Experienced*
3. Avoid making assumptions based on stereotypes	3.18	1.08	*Moderately Experienced*
4. Conducting a functional behavior assessment to understand the underlying causes	3.28	0.99	*Moderately Experienced*
5. Crafting/tailoring interventions to meet the unique needs of each family	3.04	1.05	*Moderately Experienced*
Overall	**3.23**	**0.89**	***Moderately Experienced***

Legend:
4.50 - 5.00 (Extremely Experienced) 3.50 - 4.49 (Very Experienced) 2.50 - 3.49 (Moderately Experienced) 1.50 - 2.49 (Somewhat Experienced) 1.00 - 1.49 (Not Experienced)

The average score for family concerns is 3.23, showing moderate feelings. Cultural sensitivity is good, with a score of 3.40; however, further training is needed to provide improved support. Counselors often struggle to balance work and family, which helps them develop essential skills but limits their ability to meet families' needs effectively. Personal experiences of counselors are important, and culturally aware methods are recommended. Financial worries have a score of 2.67, with some help in finding scholarships (2.78) but less experience in budgeting workshops (2.50). Improvements are possible.

Table 8
Perceived Experience in terms of Financial Concern

Statements	Mean	SD	VI
1. Assisting students in identifying scholarships that match their academic achievements, extracurricular activities, and career goals	2.78	1.22	*Moderately Experienced*
2. Collaborating with organizations or partnering with local businesses, community organizations, and educational institutions to create scholarship opportunities and provide additional support to students	2.72	1.25	*Moderately Experienced*
3. Referring students to social services or financial counseling	2.54	1.09	*Moderately Experienced*
4. Organizing workshops and providing resources on budgeting, saving, and managing expenses	2.50	1.07	*Moderately Experienced*
5. Engaging with parents to understand their financial challenges and work together to find solutions.	2.82	1.06	*Moderately Experienced*
Overall	2.67	1.03	*Moderately Experienced*

Legend:
4.50 - 5.00 (Extremely Experienced) 3.50 - 4.49 (Very Experienced) 2.50 - 3.49 (Moderately Experienced) 1.50 - 2.49 (Somewhat Experienced) 1.00 - 1.49 (Not Experienced)

Research indicates that counselors' personal experiences with family issues significantly influence their practice. Key studies emphasize the importance of empathy, cultural sensitivity, and family-focused strategies, while also highlighting the need for training to address resource and cultural challenges.

Table 9
Perceived Experience in terms of School Concern

Statements	Mean	SD	VI
1. providing academic counseling, helping students develop study plans, and connecting them with tutoring resources	3.38	1.10	*Moderately Experienced*
2. Addressing behavioral problems like attendance problems, dealing with the reasons behind frequent absences, and working on strategies to improve attendance	3.82	1.06	*Very Experienced*
3. providing mental health awareness to students, by inviting a mental health professional as a resource speaker/facilitator	3.30	1.20	*Moderately Experienced*
4. assisting students in exploring career options, understanding the educational requirements, and preparing for college or vocational training	3.40	1.28	*Moderately Experienced*
5. Addressing issues related to bullying and helping students develop healthy peer relationships	3.84	1.02	*Very Experienced*
Overall	3.55	1.01	*Very Experienced*

Legend:
4.50 - 5.00 (Extremely Experienced) 3.50 - 4.49 (Very Experienced) 2.50 - 3.49 (Moderately Experienced) 1.50 - 2.49 (Somewhat Experienced) 1.00 - 1.49 (Not Experienced)

Guidance counselors manage various school-related issues, including academics and mental health, and report high levels of experience (mean score of 3.55). This expertise enhances their problem-solving and adaptability, fostering a supportive environment.

Table 10
Perceived Experience in terms of Societal Concern

Statements	Mean	SD	VI
1. Providing support by connecting students with resources such as free meal programs, school supplies, and financial aid for extracurricular activities	3.22	1.07	*Moderately Experienced*
2. Conducting forums related to issues such as parental separation, domestic violence, and single-parent households, and assisting both parents and students on techniques that can help them cope with such concerns.	2.80	1.14	*Moderately Experienced*
3. Helping increases awareness of mental health issues among students and promotes positivity in dealing with them.	3.52	1.05	*Very Experienced*
4. Helping students with their issues about poverty and economic hardships	3.38	1.12	*Moderately Experienced*
5. Teaching students about the risks of substance abuse	3.40	1.29	*Moderately Experienced*
Overall	3.26	1.02	*Moderately Experienced*

Legend:
4.50 - 5.00 (Extremely Experienced) 3.50 - 4.49 (Very Experienced) 2.50 - 3.49 (Moderately Experienced) 1.50 - 2.49 (Somewhat Experienced) 1.00 - 1.49 (Not Experienced)

Guidance practitioners engage with societal issues affecting their professional development, reporting a mean score of 3.26 in navigating these challenges. While this indicates moderate experience, there is still room for growth, particularly in areas such as trauma and family dynamics.

Table 11
Perceived Experience in terms of Peer Concern

Statements	Mean	SD	VI
1. Implementing anti-bullying programs, mediating conflicts, and providing support to victims of bullying	3.76	1.06	*Very Experienced*
2. Assisting the students to develop resiliency and make independent, healthy choices in coping with the struggles.	3.66	1.04	*Very Experienced*
3. Provide social skills training and create opportunities for students to interact in positive ways, such as through group activities and clubs since peer conflicts can disrupt the school environment	3.34	1.12	*Moderately Experienced*
4. Teaching conflict resolution skills to mediate disputes to help students resolve their differences peacefully and promoting an inclusive environment where all students feel accepted is crucial	3.56	0.99	*Very Experienced*
5. Organizing activities and discussions that celebrate diversity and encourage mutual respect among students to create peer support groups where students can share their experiences and support each other which can be very effective	3.44	1.11	*Moderately Experienced*
Overall	3.55	0.97	*Very Experienced*

Legend:
4.50 - 5.00 (Extremely Experienced) 3.50 - 4.49 (Very Experienced) 2.50 - 3.49 (Moderately Experienced) 1.50 - 2.49 (Somewhat Experienced) 1.00 - 1.49 (Not Experienced)

Guidance designates Excel in anti-bullying efforts (M = 3.76) but needs improvement in teaching social skills (M = 3.34). Strengthening peer interaction strategies could enhance inclusivity and student success.

Table 12
Perceived Self-Efficacy in Terms of Mastery Experiences

Statements	Mean	SD	VI
1. Complete tasks to boost self-efficacy	4.04	0.64	*Agree*
2. Continue professional development	4.16	0.71	*Agree*
3. supported by the school by allocating resources and facilities	3.88	0.72	*Agree*
4. have sufficient background information	3.86	0.70	*Agree*
5. flexible and offer creative solutions, which are crucial for mastery in follow-up services	3.98	0.68	*Agree*
Overall	3.98	0.60	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

The study underscores the importance of self-efficacy for guidance designates, who report feeling confident (mean score 3.98) due to past successes. They value professional development (4.16) but note resource allocation is lacking (3.88). Vicarious experiences from peers significantly boost their confidence (4.06), enhancing their effectiveness in supporting students.

Table 13

Perceived Self-Efficacy in terms of Vicarious Experiences

Statements	Mean	SD	VI
1. Observe others succeed and enhance belief in your abilities	4.08	0.67	*Agree*
2. Cooperate with others on issues like parents' work schedules	4.20	0.64	*Agree*
3. learn from peers' experiences in follow-up strategies	4.24	0.66	*Agree*
4. master's units enhance consultation skills	3.92	0.88	*Agree*
5. difficulties conducting assessments due to insufficient information	3.88	0.82	*Agree*
Overall	4.06	0.58	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

The highest-rated item (M = 4.24) highlights the value of learning from peers' follow-up strategies, emphasizing the role of collaboration in boosting self-efficacy. However, assessment challenges (M=3.88) reveal the need for better data collection and training.

Table 14

Perceived Self-Efficacy in terms of Social Persuasion

Statements	Mean	SD	VI
1. Appreciate encouragement from others, which can strengthen self-efficacy	4.24	0.74	*Agree*
2. Consider how social persuasion experiences can significantly impact their effectiveness	4.14	0.70	*Agree*
3. Face difficulties due to insufficient knowledge about individual inventory services	3.82	0.80	*Agree*
4. Accept that multitasking is a challenge because overlapping responsibilities may hinder effective implementation.	3.88	0.85	*Agree*
5. Try to support gap experiences because of insufficient support, which may affect their confidence	3.82	0.69	*Agree*
Overall	3.98	0.60	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

Social persuasion is crucial for enhancing self-efficacy among guidance counselors, with strong support from colleagues and positive feedback significantly boosting confidence. The data show high agreement on its effectiveness (M = 3.98). While encouragement is crucial (M = 4.24), challenges exist in understanding services (M = 3.82), indicating a need for improved training.

Table 15

Perceived Self-Efficacy in Terms of Emotional and Physiological States

Statements	Mean	SD	VI
1. Positive emotions and a healthy physical state can improve self-efficacy	4.44	0.64	*Agree*
2. Guidance designates often feel empathy toward students, parents, and colleagues, and they try to connect emotionally with others' experiences	4.32	0.65	*Agree*
3. They feel satisfied after successfully helping students or resolving family concerns, bringing a sense of accomplishment	4.54	0.65	*Strongly Agree*
4. Long hours of emotional demands and multitasking can lead to physical fatigue	4.06	0.87	*Agree*
5. High-pressure situations (e.g., crisis intervention) activate adrenaline responses.	4.08	0.83	*Agree*
Overall	4.29	0.57	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

Emotional and physiological well-being strongly influence guidance designates' self-efficacy (M = 4.29), with the highest-rated item (M = 4.54) highlighting the fulfillment derived from helping students. Positive emotions and empathy also play a crucial role, although stress and fatigue from long hours remain significant challenges.

Table 16

Perceived Skills in terms of Effective Communication

Statements	Mean	SD	VI
Use language the students can understand to make them feel comfortable	4.54	0.54	*Strongly Agree*
Develop effective communication skills for essential collaboration in teamwork and for enhancing strong problem-solving abilities	4.46	0.58	*Agree*
Create a safe space for discussions where students can express their feelings	4.56	0.54	*Strongly Agree*
Foster open communication, encouraging students to express their thoughts and feelings without fear of judgment, and this can be achieved through regular check-ins	4.52	0.54	*Strongly Agree*
Overall	**4.52**	**0.52**	**Strongly Agree**

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree)1.00 - 1.49 (Strongly Disagree)

Guidance professionals exhibit strong communication skills (M=4.52), particularly in creating safe spaces (M=4.56), using clear language (M=4.54), and fostering inclusive dialogue (M=4.52).

Table 17
Perceived Skills in terms of Problem-Solving

Statements	Mean	SD	VI
develop strategies to help students navigate academic and personal challenges	4.26	0.69	*Agree*
stay accessible to make sure students know how and when they can reach out for help. Being available and responsive to their needs is crucial	4.36	0.60	*Agree*
manage time and resources efficiently to provide timely support	4.36	0.66	*Agree*
utilize digital tools and platforms to connect with and support students effectively	4.18	0.77	*Agree*
Overall	4.29	0.60	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

Guidance designates demonstrate strong problem-solving skills (M=4.29), particularly in accessibility (M=4.36) and strategy development (M=4.26), though some face challenges with digital tools (M=4.18).

Table 18
Perceived Skills in terms of Empathy

Statements	Mean	SD	VI
1. Understand and share the feelings of students to provide better support	4.40	0.67	*Agree*
2. Listen attentively and empathetically to students' concerns	4.56	0.58	*Strongly Agree*
3. Being aware of and sensitive to the diverse backgrounds and experiences of students	4.50	0.58	*Strongly Agree*
4. Teach resilience by equipping students with coping strategies to handle stress and setbacks, which can include mindfulness practices, stress management techniques, and promoting a growth mindset.	4.40	0.64	*Agree*
Overall	4.47	0.57	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree)1.00 - 1.49 (Strongly Disagree)

The results show that guidance designates generally demonstrate strong empathy and sensitivity toward students, with the highest ratings on attentive listening and cultural awareness. They also effectively support emotional resilience, though there's still room for growth.

Table 19
Perceived Skills in terms of Observation Skills

Statements	Mean	SD	VI
1. Use tools like interest inventories and strength assessments to help students understand their preferences and abilities, to observe the situation of the students	4.10	0.74	*Agree*
2. Guide students in their career choices and help them understand their strengths and interests	4.32	0.68	*Agree*

3. Stay informed by keeping up to date with the latest trends in various industries and job markets to provide relevant advice	4.12	0.80	*Agree*
4. Set realistic goals to help students set achievable short-term and long-term career goals	4.30	0.76	*Agree*
Overall	4.21	0.66	*Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

Guidance designates demonstrate strong observation skills (M=4.21), particularly in career guidance (M=4.32) and goal setting (M=4.30). Their ability to track job trends (M=4.12) and use assessment tools (M=4.10) improves student support.

Table 20
Perceived Skills in terms of Trustworthiness

Statements	Mean	SD	VI
Establish a trusting relationship using the language the students can understand to make them feel comfortable sharing their aspirations and concerns	4.54	0.58	*Strongly Agree*
Build strong relationships by developing trust and rapport with students by showing genuine interest in their lives and being approachable	4.50	0.58	*Strongly Agree*
Ensure that all students feel valued and included, regardless of their background or abilities. This can involve celebrating diversity and addressing any instances of discrimination or bullying promptly	4.56	0.58	*Strongly Agree*
Involve parents and guardians and engage with students' families to create a support network. Regular communication with parents and guardians can help reinforce the support students receive at school.	4.54	0.58	*Strongly Agree*
Overall	4.54	0.56	*Strongly Agree*

Legend:
4.50 - 5.00 (Strongly Agree) 3.50 - 4.49 (Agree) 2.50 - 3.49 (Moderately Agree) 1.50 - 2.49 (Disagree) 1.00 - 1.49 (Strongly Disagree)

Trustworthiness is a standout skill among guidance designates, with strong agreement across all statements (M=4.54). They foster inclusive, respectful environments, communicate clearly, and build strong connections with both students and families.

Table 21
Test of Correlation between Guidance Designates' Profiles and Skills Development

Profile	Skills Development				
	EC	PS	E	OS	T
Age	-.138	-.147	-.201	-.173	-.118
Number of Years	-.162	-.106	-.139	-.006	-.153
Civil Status	-.159	-.087	-.111	-.093	-.158
Sex Profile	.012	.070	.051	.003	.027
Educational Attainment	-.021	-.043	-.018	-.029	-.061
Place of Residence	.015	.059	.002	-.124	-.050

Note: NO SIGNIFICANT CORRELATION EXISTS

The data shows that demographic factors like age, gender, and education have minimal impact on skill development among guidance designates. Correlation values were weak (below ±0.20), with no significant trends.

Table 22
Test of Correlation between Guidance Designates' Experiences and Skills Development

Guidance Designates Experiences	Skills Development				
	EC	PS	E	OS	T
Family Concern	.461**	.568**	.545**	.458**	.503**
Financial Concern	.360*	.389**	.386**	.448**	.356*
School Concern	.411**	.350*	.485**	.386**	.460**
Societal Concern	.567**	.542**	.535**	.413**	.530**
Peer Concern	.512**	.567**	.533**	.365**	.473**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 22 reveals strong correlations between guidance designates' experiences and skill development. Addressing societal (r=0.567), peer, and family concerns enhances emotional competence, problem-solving, and trustworthiness, demonstrating how real-world engagement drives professional growth.

Table 23
Test of Correlation between Self-Efficacy and Skills Development

Self-Efficacy	Skills Development				
	EC	PS	E	OS	T
Mastery Experiences	.640**	.594**	.476**	.540**	.627**
Vicarious Experiences	.556**	.620**	.401**	.512**	.537**
Social Persuasion	.535**	.602**	.494**	.593**	.524**
Emotional and Physiological States	.620**	.717**	.690**	.706**	.649**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 23 reveals strong, statistically significant correlations between self-efficacy and all skill areas, particularly emotional and physiological states, which show the highest correlations across emotional competence (r = 0.620), problem-solving (r = 0.717), and empathy (r = 0.690). Mastery experiences, vicarious learning, and social persuasion also positively impact skill development.

IV. Conclusion and Recommendations

The study of 34 guidance workers in Tayabas found that most are experienced female teachers serving as unofficial counselors. They face challenges such as heavy workloads, limited training, and inadequate institutional support.

Key factors for effectiveness include confidence, experience, and emotional readiness, while demographics play a minor role. The study recommends training, mentorship, stress support, and digital skills workshops, along with stronger institutional backing to improve and sustain guidance services.

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