Strategic Development of Online Guidance Services for UMAK Toward a Competitive Global Reach

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Abstract — The study aimed to determine the level of implementation of online guidance and counseling services among university students and their experiences on receiving online counseling services from academic guidance counselors towards the development of an innovative guidance and counseling strategic development framework in the University of Makati. The respondents of the study were 2562 students from the University of Makati and were selected using stratified random sampling. The research instruments that were utilized for the quantitative part are standard survey questionnaires adopted from NACADA (2017) and Teh et al. (2014). For the qualitative part, a focus group discussion facilitated by an interview guide adopted from Fernandez (2021) was used to capture the experiences of university students on receiving online guidance and counseling services. Data were analyzed using percentage, weighted mean, One Way Analysis of Variance, and thematic analysis. Findings revealed that in terms of age, the majority of the students are under 21 – 22 years old or at the age of starting adulthood which is crucial for decision-making. The implementation of innovative guidance and counseling strategic development framework in higher education provides opportunities for students to develop themselves, improve academic achievements, and prepare to achieve their careers in the future as well as to counter the various issues and challenges in the implementation of online guidance and counseling services.

Keywords — Online Guidance and Counseling Services; University Students; Guidance Counselors; Innovative Guidance and Counseling Strategic Development

I. Introduction

Effective teaching and learning, as well as the development of students' capacity for lifelong learning, are at the heart of schools in the 21st century. As a result, this shared objective presents a golden chance to rethink and reform not just the teachers' but also the school guidance counselors' job, as well as the counseling skills, strategies, and approaches they use with their students.(Adler, 2022). In the Philippines, guidance counseling is one of the most challenging helping professions in the school context. School guidance counselors, as outlined by Arrieta, Valeria, & Belen (2021), are responsible for assisting students in effectively resolving their psychological difficulties and discomfort. In addition, they hope to address a wide range of issues and difficulties that students face, such as bullying, tardiness, and class cutting; issues involving parents, such as parental separation, academic pressure, and overseas work; suicide, peer pressure, and gender issues; substance abuse, including alcohol, tobacco, and drug use; and so on. There is a real need for excellent counseling abilities and strategies to be able to help the thousands of students in public students who are facing the same difficulties and challenges as one teacher-

guidance counselor. Many people find great satisfaction in working as guidance counselors, but many others see it as the most difficult job possible, especially if they work in a large school, where the stress of dealing with hundreds or thousands of students can have a negative effect on their mental health. Despite the challenges that come with the territory of teacher-guidance counselors' jobs, there is evidence that many of them have developed effective counseling skills, techniques, and approaches (Ahmed & Firdous, 2020). Since the arrival of the coronavirus, school counselors have typically been at the center of problem-solving efforts because protecting students' mental, emotional, and physical well-being is at the core of what they do. To ensure students had the resources they needed to participate in online classes, they called homes to double-check that everything was in order, assist with technological issues, connect families in need with gift cards and community resources, address teachers' concerns about students' absences, reassure worried parents, and instruct households on how to establish a routine conducive to online learning. While also figuring out how to keep providing academic guidance, emphasizing students' emotional and social development, and helping those with unique needs at school (Geiger and Oehrtman, 2020). Student access to online education and training activities during the COVID-19 epidemic has exacerbated the impact of the issue. Negative psychological events, including anxiety and fear, can have an impact on students' well-being, and social and physical distance are two factors that might contribute to these feelings (Dhawan, 2020). Because they were thrust into distance learning activities without prior preparation or support, students have been found to be among the groups experiencing the greatest psychological strain during this time. Students are quite dissatisfied as a result of this. Children's difficulty adapting to the circumstances and learning challenges following COVID-19 contributed to their already high levels of anxiousness. Schools offer a wide variety of support services, including those related to students' physical and mental health, nutrition, and learning (Callo and Yazon, 2020).

The COVID-19 pandemic prompted adjustments to the teaching methodology and educational methods. All members of society, including educators, were impacted by these shifts. Educators have made efforts to adapt to the changing classroom landscape. The school counselors at my school are also going above and above to assist the students right now. This new circumstance will also necessitate exploration on the part of counselors, whose job descriptions are typically based on in-person interactions. However, they won't let this get in their way because school counselors are committed to helping students succeed (Baloran, 2020). Suggestions offered to families, educators, and mental health experts can lessen the severity and frequency of students' behavioral, cognitive, and emotional responses throughout the COVID-19 period, and prevent or eliminate behavioral and adaptational difficulties. When people have others they can lean on during a pandemic, they feel less stressed emotionally and are more likely to reach out for aid. Students were stressed out and in need of psychological support during the pandemic, according to a study by Al-Rabiaah et al. (2020). Professional counselors and other mental health workers are needed following traumatic events including epidemics, natural disasters, and health crises.

As a means of helping students cope with the difficulties they've encountered due to the Covivirus 19 epidemic, online counseling services have been made available. Students' ability to adjust to life during the Covid-19 pandemic. The main option to in-person therapy amid the Covid-19 pandemic is an online counseling service that uses media and technology to help patients relax. Online counseling using platforms like WhatsApp, Facebook, and Instagram, as well as virtual rooms via tools like Zoom, Google Hangouts, and Google Meetings. School counselors can also communicate with students via email and Google forms. In this age of globalization and the Covid-19 epidemic, media counselling can assist school counselors respond to the problems and potential of providing counselling services through a digital medium (Suryahadikusumah & Nadya, 2020). Villareal-Davis, Sartor, & McLean (2020) state that guidance counselors need to be familiar with the variables and principle involved in the use of digital technology in the delivery of counseling services. Recommendations for counseling services during times of crisis, with an emphasis on the situation in response to the Covid-19 outbreak, that utilize electronic media or social media as a medium for healing in the face of worries, rehabilitation efforts, and post-crisis interventions. The use of digital media technology in counseling services as a method of aiding troubled students amid the Covid-19 pandemic. Counselors in schools must be proficient in using social media to provide counseling services. While face-to-face counseling is ideal, the spread of the Covid-19 pandemic necessitated a new record for school counselors: the use of social media as a counselling medium as a record for mastering and utilizing technology. During the Covid-19 pandemic, cyber counseling has emerged as a professional option for school counselors (Fernandez, 2021).

Literature Review

This section presented the review of related literature and studies both local and foreign which are relevant in studying the level of implementation of online guidance and counseling services among university students and their experiences on receiving online counseling services from academic guidance counselors. It was divided into two sections including (a) The Guidance and Counseling in the Philippines, and (b) The Concept of Online Guidance and Counseling services; (c) The Perceptions and Experiences of Students on receiving online counseling services from academic guidance counselors. The following literature and studies aided the researcher in developing a deeper understanding of the topic at hand, in locating additional sources of relevant information, and in comparing his own findings to those of other researchers who have conducted similar studies, all of which contributed to the development of the generalizations and concepts that constitute the study's contributions regarding the implementation of online guidance and counseling services.

The Guidance and Counseling in the Philippines

Socioeconomic conditions and the historical development of psychology and counseling as scientific disciplines have both influenced the growth of the counseling profession in the Philippines. It was under American colonial control in the Philippines that the counseling profession got its start, along with other educational and social reforms. As in the United States,

the origins of counseling in Australia can be traced back to the growth of vocational guidance (1913–1934) and the incorporation of these services into the educational system (1935-1945). It echoes converging trends in American education, such as the rise of student personnel psychology and the accompanying guidance and mental health renaissances. The initial growth of the counseling profession in the Philippines can be traced back to three developments from the period after World War II until the late 1960s: 1) the introduction of counselor education programs in the country; 2) the establishment of professional counseling organizations; and 3) the provision of guidance and counseling services in local schools (Yanez, 2020).

The provision of CPD for practitioners was prioritized during the 1970s and the 1980s. General and specialized counselor training was available from a variety of professional groups in the areas of counseling, program creation, psychological evaluation, research, and professional development. Local professionals saw the need to improve their counseling skills to meet the demands of an increasingly varied clientele. In other instances, professionals were faced with challenges for which they were not well trained. As a result, groups dedicated to counseling offered CPD courses to help therapists get the training they needed to effectively serve their clients. Several counseling organizations were founded to meet the diversifying demands for continuing education in the field (Garcia, 2018).

The Concept of Online Guidance and Counseling Services

Social and economic factors, as well as the evolution of psychology and counseling as academic fields, have all had an impact on the growth of the counseling profession in the Philippines. The United States of America introduced the counseling profession to the Philippines as part of its educational and social reform during its colonial administration. The origins of counseling in Australia may be traced back to the same time period (1913-1934) as the origins of guidance and counseling in the United States: the integration of guidance and counseling services into the educational setting (1935-1945). Similar trends may be found in the creation of student personnel psychology in educational institutions and the guidance and mental health movements in the United States. The Philippines' counseling profession saw its earliest stages of development from the immediate aftermath of World War II until the late 1960s (Yanez, 2020). There was a strong focus on offering CPD to working professionals throughout the 1970s and 1980s. General and specialized counselor training in areas including counseling, program design, psychological evaluation, research, and professional development were made available through a variety of professional groups. In order to adapt to the requirements of an increasingly varied clientele, local professionals recognized the importance of bolstering their counseling skills. The pros had to cope with certain things they weren't trained to manage. Thus, counseling organizations provided CPD for professionals to better equip them to meet the needs of their clients. Various counseling organizations, each specializing in a specific area of professional development, sprang up in response to the growing demand (Garcia, 2018).

Counseling in the 1980s saw a shift toward greater cultural sensitivity, influenced in part by Filipino psychological theory. Western ideas were challenged and supported, and new indigenous formulations of the psychological functioning of Filipinos were developed through collaboration between local and international scholars. There was an acknowledgement of the necessity of developing counseling methodologies and practices that are culturally competent, client-centered, and compatible with the worldviews of Filipinos. Researchers and practitioners alike have recently stressed the need of local counselors grounding their work in research and theory (Amodia, 2018).

Synthesis of Literature Review

Counseling and educational demands must be harmonized with digital technology as an alternative to conventional counseling, as evidenced by the review literature and research. In view of recent fast developments, the emphasis on innovation presents a challenge for guidance counselors operating in the digital age. To achieve this goal, one must put in much effort and show a serious dedication to creating novel approaches that enhance academic tasks. A better school climate, increased academic success, and support for students as they work through obstacles are all ways to accomplish this goal. It is ideal for e-counseling services to have educational elements that will focus on and establish a distinguished academic school culture, in addition to ethical considerations that represent the expertise of the educational counselor. All professionals in the field of education now have an urgent need to understand the directing role played by the school counselor in offering his or her services in light of digital learning. Therefore, the purpose of this research is to investigate academic guidance counselors' and students' perceptions on online guidance and counseling services in the context of digital learning.

Theoretical Framework

The framework of the study was anchored from the Academic Advising Core Competencies (AACC) Model developed by National Academic Advising Association (NACADA) and the Technology Acceptance Model or TAM.

Incorporating training and best practices into academic counseling is the goal of the Academic Advising Core Competencies (AACC) model. Primary role advisors, academic advisors, advising administrators, advising supervisors, managers, and mentors, and learning professionals, trainers, and researchers are all encouraged to utilize this paradigm (NACADA, 2017). Academic advisors, advisor education, and advising programs can all benefit from using this framework to evaluate their performance and develop their own objectives. The term academic adviser will be used throughout this section because it is the term used by NACADA to characterize academic advising as a whole.

Academic Advising Core Competencies (AACC) Model supports the professionalization of the advising profession by showing the role of an academic advisor/counselor versus the theory used by academic counselors to perform their professional duties. This is an important distinction

as the focus in academic counseling training programs is on the theory counselors use in the profession (e.g., person-centered therapy, cognitive-behavioral therapy, or transition theory) versus how to professionalize the academic counseling profession.

This model comprises of six components: (1) Advising/counseling is an academic endeavor; (2) Advising/counseling enhances learning and at its core is a locus of learning and not merely a signpost to learning; (3) The learning that happens in advising/counseling is integrative and helps students make meaning out of their education as a whole; (4) The student must be an active rather than a passive participant in this process; (5) Advising/counseling is transformative, not transactional; and (6) Advising/counseling is central to achieving the learning goals of any college or university. (The Theory of Advising as Integrative Learning section).

Conceptual Framework

Assessing the Academic Advising Core Competencies (AACC) Model developed by National Academic Advising Association (NACADA) and the Technology Acceptance Model or TAM as the theories of the study layout on how the university students perceive the level of implementation of online guidance and counseling services given by the university guidance counselors. The theory helped the study to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of guidance counseling to student development, progress, and success.
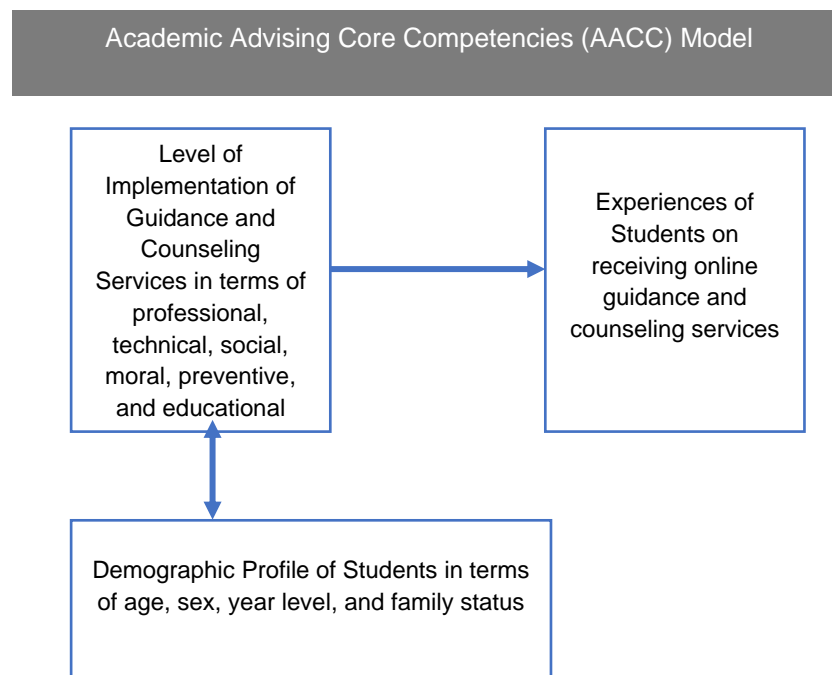

Figure 1: Conceptual Framework

Hypotheses

For the purpose of obtaining the desired results of the study, the herein null hypotheses were tested at .05 level of significance:

1. There is no significant difference on the respondents' assessment on the level of implementation of online guidance and counseling services given by the university guidance counselors when grouped according to their profile.

2. There is no significant relationship between the profile of the respondents and the level of implementation of online guidance and counseling services given by the university guidance counselors.

II. Methodology

Research Design

To address the aforementioned research questions, this study employed the use of mixed method utilizing descriptive comparative and descriptive correlational and case study design methodology.

Mixed methods approach was chosen within the case study design to collect data and to maximize the benefits of both qualitative and quantitative. According to Lopez-Fernandez and Molina, Azorin (2016), to obtain relevant and precise information regarding the current status of a problem with respect to one or more variables and, where possible, draw valid general conclusions from the facts discovered, a mixed method survey is a method of collecting information by interviewing or administering a questionnaire to different categories of people simultaneously. The information gathered from surveys is also used for analysis, pattern identification, and comparative purposes. It is the most common method for gathering data about people's thoughts, feelings, and actions on a wide range of topics. Since a survey was used to gather information about school administrators' levels of leadership and management skill, a mixed-methods approach was suitable for this study. This allowed for a comprehensive comprehension of the topic being investigated.

The research will employ a descriptive correlational design to paint static representations of circumstances and determine the causality between variables. The study's approach is well-suited to identifying the factors that contribute to the association between online professional development training and the competence with which public school teachers educate. A descriptive-correlational research accurately interprets study results based on the data collected. This research technique also places an emphasis on the actual situations that exist (Calderon, 2012).

Population, Samples and Sampling Technique

The respondents of the study were students from the University of Makati. The respondents were selected using stratified random sampling. In stratified sampling, researcher divided the subjects into subgroups called strata based on characteristics that they share (Creswell, 2013).

Based from the evaluation among the respondents, there were total of 2562 respondents.

Table 1 : Respondents of the Study

Colleges	Population	Number of Respondents
College of Arts and Letters	453	209
College of Business & Financial Sciences	3110	343
College of Computer Science	1323	298
College of Construction Sciences and Engineering	361	187
College of Governance and Public Policy	532	224
College of Human Kinesthetics	275	161
College of Allied Health Studies	609	236
College of Education	324	177
College of Science	473	213
College of Tourism and Hospitality Management	1032	281
College of Technology Management	588	233
TOTAL	**9592**	**2562**

Note. List of Colleges and Population are based from the record of UMAK Registrar A.Y. 2022 - 2023

Research Instrument

The research instrument in this study was divided into two major parts to answer the aforementioned research questions, the quantitative part and qualitative part.The research instruments that were utilized for the quantitative part is standard survey questionnaires adopted from NACADA (2017) and Teh et al. (2014). The research instruments that were used in this study consist of three parts which are as follows: (a) questions on demographic profile; (b) questions on the implementation of online guidance and counseling services; and (c) the practices of online guidance and counseling services.

A five-point Likert scale as a rating system was used to assess the use of online guidance and counseling services which includes 5 as Highly Evident; 4 as Evident; 3 as Somewhat Evident; 2 as Not Evident; and 1 as Highly Not Evident.

Data Gathering Procedure

After the approval of the title and reading literature and studies about the online guidance and counseling services, the researcher prepared the survey questionnaires that were adopted from NACADA (2017) and Teh et al. (2014) and interview guide from Fernandez (2021). Permission from the university was obtained from all respondents before administering the survey questionnaire and interview guide. Respondents provided the necessary information by completing the survey on Google Forms. All respondents used the aforementioned platform, and it took the researcher over three weeks to retrieve the questionnaire. After waiting three weeks, the researcher finished tallying the answers and analyzed the data.

Statistical Treatment and Data Analysis

Data analysis, defined by Merriam (2009) as the process of making sense out of data was performed using a mixed-method approach in this study. The research questions were answered by a systematic and deliberate study of the data. The following procedures were applied on the data:

Percentage. The simple percentage was used to determine the size and magnitude of one variable to another.

Weighted Mean. This will be computed to denote the measure of central tendency of quantitative or continuous variable. To interpret the weighted mean, the following was used for the results of survey questionnaire:

Table 2: Weighted Mean Description of Survey Questionnaire

Quantitative Description	Qualitative Description	Interpretation
4.26 - 5.00	Highly Evident	Distinguished
3.51 – 4.25	Evident	Highly Proficient
2.51 – 3.50	Somewhat Evident	Proficient
1.26 – 2.50	Not Evident	Beginning
1.25	Highly Not Evident	Poor

One Way Analysis of Variance (ANOVA). This was used to assess if there is significant difference on the assessment of the students on the implementation and practices of online guidance and counselling services when grouped according to their profile.

III. Results and Discussion

This chapter presents, analyzes and interprets the results of the study. The findings of the study are organized in seven parts, based on the problems posed in Chapter 1.

Part 1 assess the level of implementation of online guidance and counseling services given by the university guidance counselors in terms of conceptual component; informational component; and relational component.

Part 2 compares the significant difference on the respondents' assessment on the level of implementation of online guidance and counseling services given by the university guidance counselors when grouped according to their profile.

Part 3 compares the significant relationship between the profile of the respondents and the level of implementation of online guidance and counseling services given by the university guidance counselors.

Part 4 presents the respondents' significant experiences on receiving online counseling services from academic guidance counselors.

Part 5 shows the proposed innovative guidance and counseling strategic development framework for university students.

In terms of professional domain, statement 1 (*a written mission statement exists and is used as a foundation by all counselors*) yielded with the highest mean of 3.18 and interpretation of partially implemented while statement 2 (*online services are organized so that all students are well served and have access to them*) yielded with the lowest mean of 2.96 and interpretation of partially implemented. In general, professional domain yielded with over-all mean of 3.03 and interpretation of partially implemented.

Results revealed that the students believed that the guidance counselors are greatly doing his tasks written in his mission statement. However, the students agreed that there is partial organization in the online guidance services of the university that needs to be enhanced by the guidance and counselling office. This can be attributed to the fact that online guidance services are its early years of implementation and has been implemented in the university since the start of opening of classes after Covid-19 pandemic hit the education sector. In the study of Ahmed and Firdous (2022), some students are hesitant to seek counsellor assistance. Students explained that some counsellors occasionally make students' issues public, leaving those affected disillusioned because confidentiality, a critical skill in counselling, is not followed by such counsellors. Students expressed concern about being labeled negatively. As a result, students with counseling issues were afraid that lecturers would use them as examples when teaching. As a result, the majority of students do not seek or use the guidance and counselling office's services. In the study of Hanley (2021), Given the global crisis caused by COVID-19, the pandemic's devastating consequences on

virtually every aspect of society have become clear. It was an unexpected occurrence that caught many people off guard. It meant a drastic shift in the way we all live our lives, with the usage of ICTs replacing face-to-face presence in order to go on with our lives and job duties. For many, this represented a fundamental shift in educational institutions. Our education system is predicated on students being in the classroom, and online education has never been an option in schools or colleges, so it was a development that most educational institutions were not prepared for, but that students gradually began to accept and adapt to.

Over-all, professional domain yielded with mean of 3.03 and interpretation of partially implemented, technical with 3.21 and partially implemented, social with 3.52 and partially implemented, moral with 3.52 and partially implemented, preventive with 3.55 and partially implemented and educational with 3.67 and fully implemented. In general, the level of implementation of online guidance and counseling services given by the university guidance counselors yielded with composite weighted mean of 3.42 and interpretation of partially implemented. Results revealed that educational has been the strongest domain in the implementation of online guidance and counselling services in the university while professional domain as the weakness of the program. The level of implementation of online guidance and counseling services given by the university guidance counselors when grouped according to their profile yielded with .000 significant value and interpretation of significance. Thus, rejecting the null hypothesis.

Results revealed that age, sex, year level and family status are good predictors of level of implementation of online guidance and counseling services among tertiary students.

In the study of Suarez et al. (2019), students' age, year level, and family situation, as well as school internal stakeholders' age, educational attainment, and technical expertise, are strong indicators of the effectiveness of the deployment of online guidance and counseling services. Students, parents, subject instructors, homeroom teachers, and principals who are able to use management information systems and identify needs can help to finalize the implementation of guidance and counseling programs. While implementing school counselors, it can be concluded that they are able to use management information systems to process and evaluate needs, as well as create complete guidance and counseling plans with the assistance of management information systems. This implementation demonstrates the benefit of the product being suitable for use by school counselors in planning comprehensive guidance and counseling programs, allowing them to identify needs and compile programs efficiently, and school counselors to provide appropriate counseling services based on the results of identifying student needs and environmental needs. After all data collection pieces were collected and transcribed among the participants from the focus group discussions, significant statements were identified. Each of those significant statements were coded, and from the codes, one major theme emerged - issues and challenges in the implementation of online guidance and counselling services. To understand the implementation of online guidance and counselling services, the issues and challenges in its

implementation amidst pandemic was a theme which emerged from among the data. This theme did not simply emerge from answering the questions. It was evident on their shared experiences.

This theme consists of five subthemes including gender of guidance counselor, social mistrust, lack of confidentiality among guidance counselors, lack of immediate solutions and perceptions of the students.

Sub-theme 1: Gender of Guidance Counselor

The majority of students listed the gender of the guidance counselor as a major factor why students do not seek counseling services.

P2 shared "*nahihiya ako magshare ng mga personal problems ko sa mga babaeng guidance counselors. Feeling ko hindi nya ako maiintindihan.*" P5 divulged "*mas gusto ko magshare sa same sex na guidance counselors. Mas legit ung sharing and understanding sa mga problems ko.*" P6 mentioned "*hindi ako comfortable pag lalaki ang guidance counselors.*"

Male students do not seek help from female therapists for manly concerns for fear of being perceived as weak or unable of dealing with issues. This is due to their socialization process, in which males are indoctrinated to feel they are powerful. This study discovered a gender difference in attitudes regarding accessing counseling services among university students, with the female student being more favorable than the male student, which validated previous findings.

Sub-theme 2: Social Mistrust

Findings revealed that social distrust is the second most common cause for university students not seeking counseling services.

P1 shared "*medyo reluctant ako share sa mas matanda sa akin yung mga personal problems ko.*" P3 noted "*medyo malayo lang minsan yung mga suggestions nila sa mga problems kaya feeling ko waste of time magconsult.*" P8 mentioned "*Mas hindi ako kampante sa mga professionals at baka kasi ishare nila sa klase, nakakahiya.*"

Some students thought that getting help from counsellors was a waste of time because they had their own ways of dealing with challenges. According to Pruit (2022), the lack of trust between counselors and students stems from a lack of common knowledge of expectations and duties. The heterogeneous structure of the educational setting imposed structural limits that exacerbated this mistrust.

Sub-theme 3: Lack of confidentiality among guidance counselors

Counseling relies heavily on confidentiality. This implies that no one outside the therapy center is normally provided any information. Confidentiality is vital because it allows the client to

believe that their revelations to the therapist will be kept private, and it improves the therapeutic relationship.

P1 mentioned "*may experience kasi ako na ginawa akong example sa klase. Alam kong yun, kaya ayaw ko na umulit.*" P7 shared "*nawala kung confidence ko sa mga guidance counselors nung malaman kong ginawa akong example sa kakilalako na same kami ng case. Medyo nakakahiya.*" P8 mentioned "*Mas hindi ako kampante sa mga professionals at baka kasi ishare nila sa klase, nakakahiya.*"

Students explained that some therapists occasionally make students' difficulties public, leaving those impacted disillusioned since confidentiality, a critical quality in therapy, is not followed by such counsellors. Students expressed concern about being labeled negatively. As a result, students with counseling concerns were concerned about being used as "examples" by lecturers when instructing.

In the study of Rahiem (2020) found that the view of school counselors that it was ethical to violate confidentially and disclose risk-taking behaviors rose when the severity, frequency, and length of the behaviors increased.

Sub-theme 4: Lack of immediate solutions

Lack of immediate solutions for some problems such financial issues was cited as a reason why some students could not seek counselling services.

P2 shared "*most of us, hindi naman talaga mental and social problems ang dala e, majority samin, of couse the financial problems which is hindi naman kayang bigyan ng solution ng guidance di ba?*" P4 mentioned "*Medyo matagal ung reservation for counseling service, tapos hindi naman ganun kabilis ung response nila sa certain problems mo.*" P7 divulged "*medyo mabagal ung action nila sa mga querries and problems ko. Kaya ako na lang gumagawa ng paraan.*" P8 cited "*matagal na process at sobrang daming kailangan daan par magpapirma.*"

Because there were no quick remedies, people either sought alternate solutions or kept their troubles to themselves. A brief term of counseling is typically enough to bring students "back on track" when it is provided at the right moment. If they have to wait too long for assistance, they will give up and withdraw. As a result, Supriyanto et al. (2020) underline that counselling services that are available when students desire and need them are significantly more likely to be beneficial than those that are available weeks later.

Sub-theme 5: Perception of the Students

Perceptions of a phenomena can have an impact on its practice and success. Perception is the identification and interpretation of information in order to comprehend a problem in the environment. The school climate, teacher counselor credentials, and availability of resources all

play an important influence in improved effectiveness as a counselor. Students' attitudes regarding counseling are therefore important for continuous seeking of advice and counseling services.

P1 shared "*feeling ko kasi hindi ko masyado kailangan or hindi ko feel humingi ng advices from them*". P2 mentioned "*wala sya as coping mechanism ko to survive. I tried pero hindi talaga nagwork or I have certain issues lang with the office.*" P3 divulged "*hindi kasi ako yung type ng tao na willing magshare ng personal details ng buhay ko. Ayaw ko kasing majudge ng ibang tao.*" P4 cited "*hindi ako sobrang knowledgable sa process at also, matagal talaga yung process.*" P5 shared "*hindi ko maisingit sa schedule ko. Pero willing naman ako.*" P6 mentioned "*ako, mas gusto ko na lang sa kaibigan kesa sa mga professionals. Mas prefer ko kaedad ko.*" P7 cited "*medyo formal kasi pag sa guidance. I prefer sa mga kaibigan na lang.*" P8 divulged "*Hindi ko talaga ako tiwala sa guidance office. SInasabi lang nila na confidential pero hindi naman talaga.*"

Another issue was that some students believed that counselling was just for lower-level students, not university students. Other causes for students' underutilization of university counselling services connected to perception included perceived self-sufficiency, denial as a coping technique, unwillingness to disclose personal concerns, and a lack of awareness about counselling services. According to Wilson et al. (2017), advice and counseling still confront many unfavorable impressions in today's society. It is mentioned that awareness and usage of guidance and counseling services remains low, as indicated by the small number of students who come to the counseling room and meet with counseling professors to seek aid in addressing difficulties.

The innovative guidance and counseling strategic development framework includes (1) Guidance and counseling as an hybrid program; (2) The online guidance and counseling program is developmental and comprehensive; (3) The online guidance and counseling program features a team approach; (4) Online guidance and counseling programs are developed through a systematic process of planning, design, implementation, evaluation, and development.

Guidance and counseling as an hybrid program

The educational profession is always evolving. New digital technologies provide a plethora of options for designing and constructing new learning environments. Customers' methods of obtaining new information, skills, and competency are continually evolving. Learning processes must be built in novel ways to meet ever-changing demands. Guidance and guidance counselling are always evolving as new methods of generating counselling services become available. As a result, the educational approach and procedures in guiding and guidance counselling require revision. Customers today prefer to acquire their counseling services personally and, in many cases, online. In guidance counselling, there is an ongoing need and need for innovation, creativity, and fresh thinking. As a result, guidance counsellor education must evolve to give new tools, skills, and competencies to future guidance counsellors. In addition to the educational competence of guidance counselors, the hybrid approach need technological assistance from online professionals. To put the program into operation, two pedagogical manuals are required: one for persons

attending online and one for students going face-to-face at the institution. The hybrid model differs from standard online programs in that the entire entity is based on the notion of equitable participation. Counseling services, guiding sessions, and other GCO services are delivered in a way that engages each participant. Students believe that, regardless of style of involvement, genuine engagement between all individuals is possible in all domains.

The online guidance and counseling program is developmental and comprehensive The development and implementation of comprehensive developmental guidance and counseling programs that are designed to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that every student can achieve academic, career, and personal/social development success. The school guidance and counseling program is comprehensive in scope, developmental in character, and is offered to every student by counselors, both individually and in conjunction with other professionals, as well as through programs and activities. Developmental school guidance and counseling are for all students, have an organized and planned curriculum, are sequential and flexible, are an integrated part of the overall educational process, involve all school personnel, help students learn more effectively and efficiently, and include counseling that integrates developmental perspectives that are both age appropriate and issue specific. The advocacy campaign through creative form of delivery is a component of this developmental school guidance and counseling. When paired with counseling-related administrative duties, clerical counseling activities such as data entry, filing of student records and forms, and duplication of papers and materials for distribution should not exceed 25% of the counselor's time. Individual therapy, small group counseling, crisis counseling, consultation, peer facilitation, or outside referral are some of the ways responsive services can be provided. Peer pressure, conflict resolution, family connections, personal identity challenges, sorrow and loss, suicide, child abuse, substance misuse, school dropout prevention, and motivation and success concerns are examples of responsive services.

Summary of the Findings

After analyzing the data, the researcher came up with the following key findings: With regard to the assessment of assessment on the level of implementation of online guidance and counseling services given by the university guidance counselors, professional domain yielded with mean of 3.03 and interpretation of partially implemented, technical with 3.21 and partially implemented, social with 3.52 and partially implemented, moral with 3.52 and partially implemented, preventive with 3.55 and partially implemented and educational with 3.67 and fully implemented. Data shows that respondents' assessment on the level of implementation of online guidance and counseling services given by the university guidance counselors when grouped according to their profile yielded with .000 significant value and interpretation of significance. Results revealed that there is high relationship between the level of implementation of online guidance and counseling services given by the university guidance counselors and age, slight relationship with sex, high relationship with grade level and high relationship with family status.

The students experiences on receiving online counseling services from academic guidance counselors are characterized by various issues and challenges including gender of guidance counselor, social mistrust, lack of confidentiality among guidance counselors, lack of immediate solutions and perceptions of the students. The process of learning activities and social and mental issues in higher education differs from those in primary and secondary schools, which is causing problems for students that can affect the way they learn and have an impact on their learning outcomes and future careers.

IV. Conclusion

The following are the conclusions of the study based from the findings: With regard to the assessment of assessment on the level of implementation of online guidance and counseling services given by the university guidance counselors, results revealed that educational has been the strongest domain in the implementation of online guidance and counselling services in the university while professional domain as the weakness of the program. Results revealed that age, sex, year level and family status are good predictors of level of implementation of online guidance and counseling services among tertiary students. Results revealed that age, year level and family status of the students are good predictors of the level of implementation of online guidance and counseling services given by the university guidance counselors. As the age and year level increases, their engagement on online guidance and counseling services increases too. In addition, being married as their parents' status increases also their engagement on online guidance and counseling services. This can be attributed to the fact that most of the students in higher year level are educationally stress and having higher tendency of anxiety and suicidal tendency. This study showed that during the course of the implementation of online guidance and counseling services given by the university guidance counselors, the students unveiled the different issues and challenges such as gender of guidance counselor, social mistrust, lack of confidentiality among guidance counselors, lack of immediate solutions and perceptions of the students. These issues and challenges mostly characterized their lived experiences that the school administrators should look and take an action by using it as basis for school guidance and counselling improvement plan. And if this will not be addressed properly, the same experiences will be experienced by the guidance students and guidance counselors and worst, these challenges and problems will cause a total failure of the program. The implementation of innovative guidance and counseling strategic development framework in higher education provides opportunities for students to develop themselves, to improve academic achievements, and to prepare to achieve their careers in the future as well as to counter the various issues and challenges in the implementation of online guidance and counseling services. To ensure the success of the innovative guidance and counseling strategic development framework process, the implementation of the strategy must be in accordance with the curriculum, all parties involved are ready and each environmental factor is of concern.

V. Recommendations

In light of the foregoing findings and conclusions, the following recommendations are offered: For university administrator, they should devise an action plan to counter the issues and challenges being encountered by the students in accessing the online guidance and counselling services including gender of guidance counselor, social mistrust, lack of confidentiality among guidance counselors, lack of immediate solutions and perceptions of the students. For guidance counselors, a training program is a must for retooling and upskilling the skills in the implementation of online guidance and counselling services in a bigger learning environment. Based from the methodological limitations of the study, if other researchers will conduct the same study, the researcher suggests to add more participants for the focus group discussion, observation and diary aside from interview for the instrument to capture more lived experiences from the participants. For future research, the researcher recommends to study the attitudes, perceptions and experiences of guidance counselors in the implementation of online guidance and counselling services in the locale of the study to determine their side and insights about implementation of these online services.

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