

The Influence of Guidance Services and Academic Self-Efficacy on the College Readiness of Students

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ABSTRACT

This study aimed to determine the influence of guidance services and academic self-efficacy on the college readiness of students. Specifically, it examined the relationship between guidance services and academic self-efficacy and whether these variables significantly predict students' college readiness. The study employed a quantitative correlational-regression research design and utilized an adopted survey instrument to gather responses from 319 first-year college students at the Monkayo College of Arts, Sciences, and Technology (MonCAST). The data were analyzed using mean scores, standard deviation, Pearson r correlation, multiple linear regression analysis, and the Sobel z-test. The findings revealed that students demonstrated a high level of guidance services, particularly in terms of orientation services, appraisal services, information services, educational services, placement services, referral services, and follow-up services. Likewise, the level of academic self-efficacy among students was found to be high, specifically in perceived control, competence, persistence, and self-regulated learning, indicating that these factors are important in preparing students for college. Furthermore, the results indicated that guidance services and academic self-efficacy have a significant relationship with students' college readiness. Regression analysis revealed that both variables significantly predict college readiness, highlighting their important role in enhancing students' preparedness for higher education. The study concludes that strengthening guidance services and promoting academic self-efficacy can help improve students' readiness for college and support their academic success.

Keywords: guidance services, academic self-efficacy, college readiness, first-year college students, regression analysis

INTRODUCTION

Background of the Study

College readiness is a crucial goal of secondary education, as it prepares students to meet the academic, social, and emotional demands of higher education. College-ready students are more likely to succeed academically and adjust effectively to college life. However, some students still struggle due to limited preparation, low confidence, and a lack of support. Guidance services help students develop decision-making skills, career preparedness, and academic adjustment, while academic self-efficacy strengthens students' confidence, persistence, and self-regulated learning.

According to Albert Bandura (1997), self-efficacy refers to an individual's belief in their ability to accomplish tasks. Recent studies revealed that students with strong academic self-efficacy and effective school support are more likely to demonstrate higher levels of college readiness (Komarraju & Nadler, 2013; Wilkins-Yel et al., 2022). Therefore, this study aims to determine the influence of guidance services and academic self-efficacy on students' college readiness.

These factors help students prepare for the academic, social, and emotional demands of higher education. However, many students still struggle to adapt to college expectations due to low confidence, poor preparation, and limited school support. In the United States, St. Cyr, Alana, et al. (2023) emphasized that guidance services

and academic self-efficacy are crucial in enhancing students' college readiness. Their study found that counseling, academic advising, and career support enhance students' motivation, confidence, and preparation for higher education, ultimately leading to improved academic performance and a more successful adjustment to college life.

Locally, at Monkayo College of Arts, Sciences, and Technology in the Davao Region, students frequently encounter challenges in selecting suitable courses and exhibit low levels of college readiness and academic self-efficacy. These challenges may negatively affect their academic performance and increase the risk of shifting courses or dropping out. Therefore, providing effective guidance services, skill development programs, and academic support is essential to enhance students' self-efficacy, assist them in making informed academic decisions, and improve their overall readiness for college.

This situation highlighted the urgent need for effective guidance services and the development of academic self-efficacy to address these challenges and improve students' college readiness. Therefore, this study was conducted to investigate the influence of guidance services and academic self-efficacy on the college readiness of students. By identifying the relationship between these variables, the study aimed to provide insights that could help improve guidance programs, strengthen students' academic confidence, and support their successful transition to higher education.

Statement of the Problem

This study aimed to determine the level and significant relationship between guidance services and academic self-efficacy towards college readiness of students of Monkayo College of Arts, Science, and Technology in the Municipality of Monkayo, Davao de Oro. Specifically, it sought to answer the following questions:

1. What is the level of guidance services in terms of:
 - 1.1 orientation services impact;
 - 1.2 appraisal services impact;
 - 1.3 information Services impact;
 - 1.4 educational services Impact
 - 1.5 placement services impact;
 - 1.6 referral services impact; and
 - 1.7 follow-up services impact?
2. What is the level of academic self-efficacy of the students in terms of:
 - 2.1 perceived control;
 - 2.2 competence;
 - 2.3 persistence; and
 - 2.4 self-regulated learning?
3. What is level of college readiness of the students in term of:
 - 3.1 cognitive strategies;
 - 3.2 content knowledge;
 - 3.3 academic behaviors; and
 - 3.4 contextual skills and awareness?

4. Is there a significant relationship between guidance services and college readiness of the students?
5. Is there a significant relationship between academic self-efficacy and college readiness of the students?
6. Can the dimensions of guidance services predict college readiness of students?
7. Can the dimensions of students' academic self-efficacy predict college readiness of students?

METHODOLOGY

Research Respondents

The respondents of this study were first-year college students taking up Bachelor of Secondary Education (BSED), Bachelor of Elementary Education (BEED), Bachelor of Science in Agriculture (BSA), and Bachelor of Business Administration (BSBA) programs at MonCAST who were enrolled during the second semester of the 2025-2026 school year, with a total of 1,872 students. To select the participants, the researchers utilized the Raosoft sample calculator, which involved dividing the total population across the different programs. Furthermore, the study had a sample size of 319. The sampling technique used to select research respondents was universal sampling. This method involved all members of a defined population in the study, ensuring that every individual meeting the inclusion criteria was part of the sample. Table 1 below shows the distribution of the respondents per program.

Respondents of the Study

Program/Course	Population	Respondents
BSBA- Marketing Management	359	61
BSBA- Financial Management	469	80
BSBA- Human Resource Management	522	89
BSED- English	111	19
BSED- Mathematics	147	25
BSED- Social Studies	111	19
BEED- Generalist	59	10
BSA- Agriculture	94	16
Total	1,872	319

Data Collection Procedure

Seeking Permission to Conduct the Study. Before conducting the study, the researcher first secured an Ethics Certificate from the Ethics Review Committee and an endorsement letter from the Dean of the Graduate School. Following this, a formal letter of permission was sent to the Monkayo College of Arts, Sciences and Technology to seek approval for the study. Once approval was obtained, the researcher sent a similar request to Monkayo College of Arts, Sciences and Technology. Once confirmation had been received, the administration of the survey questionnaire to the research respondents was followed.

Distribution of Survey Questionnaires. The questionnaire was directly distributed to the research respondents and thoroughly explained by the researcher to guide the students. Respondents are given enough time to answer.

Retrieval of Questionnaires. After completing the questionnaire, the researcher will immediately collect the instrument.

Data Gathering and Confidentiality. The collected data were encoded and analyzed based on the research problems. The researcher observed confidentiality in handling the data collected. The data were submitted to the school's statistician for computation. Afterward, the researcher interpreted the results and made conclusions based on the findings.

Data Analysis Plan

This research is a quantitative-correlational research design. The research instrument used in conducting the study was a survey questionnaire adopted from Ngozi (2019), for Guidance Services, and Dullas (2017) for Academic Self-Efficacy, and Nicolas et al. (2023) for College Readiness.

The following tools were used in the analysis and interpretation of the collected data.

Mean. This employed to measure the overall academic performance of the students by computing the average scores from their responses.

Pearson r. This was used to determine the significant relationship between selected variables in the study, such as the relationship between students' self-efficacy, career development services, and their college readiness.

Multiple Linear Regression. This was used to determine the influence of guidance services and academic self-efficacy on students' college readiness.

RESULTS AND DISCUSSION

This part presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems. This presents the Level of Guidance Services on the College Readiness of Students, Level of Academic Self-efficacy on the college readiness of students, and Level of College Readiness of the Students, Relationship between the Level of Guidance Services and Students' College Readiness, Relationship between the Level of Academic Self-efficacy and Students' College Readiness, Regression Analysis of Guidance Services Predicting College Readiness of Students, Regression Analysis of Academic Self-efficacy Predicting College Readiness of Students

This section presents the results from the first statement of the problem that examines the Level of Guidance Services in terms of orientation services impact, appraisal services impact, information services impact, educational services impact, placement services impact, referral services impact, follow-up services impact.

Orientation Services Impact. Table 2 presents the result of the Level of Guidance Services in terms of Orientation Services Impact.

Table 2 Orientation Services Impact

Indicators	Means	Description
New students are not given orientation on the general ethics of the institution.	2.07	Low
The orientation is designed to help students adjust during their critical transition period	3.25	Very High
Truancy and malingering in school are due to lack of orientation culture.	2.73	High
Students' orientation performs dual functions of arousing students' interest in secondary school.	3.04	High
Overall Mean	2.77	High

Specifically, the table shows that orientation services obtained an overall mean of 2.77, described as High. This indicates that guidance services in terms of orientation services were manifested among the respondents. The statement, "The orientation is designed to help students adjust during their critical transition period," obtained the highest mean of 3.25, while the statement, "Students are not given orientation on the general ethics of the institution," obtained the lowest mean of 2.07. This means that the respondents generally perceived orientation services as beneficial in helping them adjust to the school environment and understand institutional policies and academic expectations.

Appraisal Services Impact. Table 3 presents the result of the level of guidance services in terms of appraisal services impact.

Indicators	Means	Description
Despite discouragement from peers, I still continue to study hard.	3.38	Very High
In spite of pressures in school, I continue to maintain my good grades.	3.11	High
I manage to pull through even when others think there is no hope in passing a subject.	3.18	High
Overall Mean	3.22	High

Table 3 Appraisal Services Impact

The table shows that appraisal services obtained an overall mean of 2.95, described as High. This indicates that guidance services in terms of appraisal services were manifested among the respondents. Specifically, appraisal services helped in evaluating students personal-social data and in understanding their abilities. Generally, the result implies that appraisal services supported informed decision-making, student guidance and learner development.

Table 4 Information Services Impact

Indicators	Means	Description
It is used to evaluate personal social data	3.03	High
School counsellors' lack of appraisal data in their relationships with students negatively affects students' career choices.	2.77	High
Appraisal helps a counsellor to understand students' ability better.	3.05	High
Overall Mean	2.95	High

Information Services Impact. Table 4 presents the result of the level of guidance services in terms of information services impact.

Table 4 Information Services Impact

The table shows that information services obtained an overall mean of 3.22, described as High. This indicates that guidance services in terms of information services were manifested among the respondents. Specifically, the statement, "Despite discouragement from peers, I still continue to study hard," obtained the highest mean of 3.38, described as Very High. This implies that the respondents remained academically motivated and persistent despite negative influences from their peers.

Educational Services Impact. Table 5 presents the result of the level of guidance services in terms of educational services impact.

Table 5 Education Services Impact

Indicators	Mean	Description
It gives students the ability to select and utilize opportunities in their job choice.	3.14	High
It helps movement of students from one level of academic pursuit to another.	3.01	High
Teachers collect bribes from students for wrong placement.	2.70	High
Overall Mean	2.95	High

The table showed that all indicators obtained high mean scores, with an overall mean of 3.13, described as High. This indicated that the indicators were highly manifested among the respondents. The result implied that the learners demonstrated good self-regulation skills, which helped them manage academic challenges, study independently, and support their continuous learning and personal growth.

Placement Services Impact. Table 6 presents the result of the level of guidance services in terms of placement Services impact.

Table 6 Placement Services Impact

Indicators	Means	Description
I can adjust whenever there are hard activities in class	3.03	High
I can study on my own	3.23	High
Overall Mean	3.13	High

The table showed that the statement, “It gave students the ability to select and use opportunities in their job choice,” obtained the highest mean of 3.14, while “Teachers collected bribes from students for wrong placement” obtained the lowest mean of 2.70. However, all indicators received a high description. The overall mean of 2.95 also indicated that all indicators were highly manifested. This meant that the indicators under this area were strongly observed by the respondents.

Referral Services Impact. Table 7 presents the result of the level of guidance services in terms of referral services impact.

Table 7 Referral Services Impact

Indicators	Mean	Description
I can remember the presented discussions in class.	2.83	High
When a student is referred to the wrong counsellor whom the client does not want, it discourages career choice.	2.74	High
Counsellors encourage professionalism by referring clients to specialists.	2.98	High
Overall Mean	2.85	High

The table showed that all indicators obtained high mean scores, with an overall mean of 2.99, described as High. This indicated that the indicators under referral services impact were highly manifested. This suggested that referral services played an important role in supporting students by connecting them with the right professionals and helping address their needs more effectively.

Follow-up Services Impact. Table 8 presents the result of the level of guidance services in terms of follow-up services impact.

Table 8 Follow-up Services Impact

Indicators	Mean	Description
School counsellors develop a systematic plan for maintaining contact with former students, which promotes career choice.	3.10	High
A school counsellor’s failure to follow up with clients to assess how well they are coping in school or after leaving school can hinder their career choices.	2.83	High
Counsellors' ability to remain in constant contact with their former clients promotes career choice.	3.04	High
Overall Mean	2.99	High

The table showed that all indicators received a high rating, with an overall mean of 2.99. The highest mean was 3.10, while the lowest was 2.83. The results suggest that follow-up services played an important role in supporting students' career choices through continuous guidance and communication.

Level of Academic Self-efficacy on the college readiness of students

This section presents the results from the first statement of the problem that examines the Level of Guidance Services Academic self-efficacy on the college readiness of students in terms of perceived control, competence, persistence and self-regulated learning.

Perceived Control. Table 9 presents the results of the level of academic self-efficacy on the college readiness of students in term of perceived control.

Table 9 Perceived Control

Indicators	Mean	Description
I will succeed because I can improve my study habits.	3.13	High
I will be able to finish Senior High School because I am smart enough to do so.	3.10	High
When I am called in recitations, I give the correct answer because I pay attention.	2.98	High
Passing a subject depends on how well I perform.	3.23	High
The future depends on what I do now.	3.22	High
My teachers give me high marks because I deserve them.	3.16	High
I learn more because I develop good study habits.	3.14	High
I can successfully control the outcomes of my performance tasks such as group presentations, oral works, multimedia presentations, and research projects.	3.14	High
My teachers see me as a good student.	3.18	High
I believe that I can pass all my subjects because I have the ability to do so.	3.19	High
I am able to effectively manage and influence the outcomes of my written academic assessments, including quizzes, unit tests, and long tests.	3.11	High
Overall Mean	2.99	High

Specifically, the table showed that perceived control obtained an overall mean of 2.99, described as High. This indicated that academic self-efficacy on the college readiness of students in terms of perceived control was manifested among the respondents. The results showed that the respondents generally perceived control as beneficial in helping them adjust to the school environment and understand institutional policies and academic expectations. Overall, the results imply that the respondents have a positive sense of control over their learning and are confident that consistent effort and effective study habits can lead to academic success.

Competence. Table 10 presents the results of the level of academic self-efficacy on the college readiness of students in term of competence.

Table 10 Competence

Indicators	Mean	Description
In whatever I do, I strive to attain excellence.	3.08	High
I do things creatively, and it helps me to get good marks.	3.10	High
I can perform very well in any field I get into.	2.97	High
During exams, I do not feel anxious because I know I can pass the test with high marks.	2.71	High
I do not feel nervous during on-the-spot recitations because I am able to answer them well.	2.63	High
My teachers see me as one of the best students in class.	2.66	High
I am convinced that I can master the concepts and topics taught in my class.	2.76	High

I consider my academic abilities stronger compared to my classmates.	2.66	High
I can do an excellent job in my subjects.	2.93	High
I do not worry about the tasks assigned to me in class.	2.88	High
I can get good grades in my written works such as quizzes, unit tests, or long tests.	2.94	High
I can perform my academic tasks such as group presentations, oral work, multimedia presentations, and research projects.	2.96	High
Overall Mean	2.85	High

The table shows that competence obtained an overall mean of 2.85, which was described as High. Moreover, all indicators were also described as high. This indicates that academic self-efficacy in terms of competence was evident among the respondents and contributed to their college readiness. The results show that the respondents were generally competent and confident in their ability to perform academic tasks, meet college-related expectations, and handle challenges associated with higher education.

Table 11 Persistence

Persistence. Table 11 presents the results of the level of academic self-efficacy on the college readiness of students in term of persistence.

Indicators	Mean	Description
Despite discouragement from peers, I still continue to study hard.	3.07	High
In spite of pressures in school, I continue to maintain my good grades.	3.15	High
I manage to pull through even when others think there is no hope in passing a subject.	3.13	High
When I'm having a hard time understanding the lesson, I never stop trying.	3.27	High
Regardless of obstacles, I keep moving toward my goal.	3.29	High
If I do not give up, I can figure out difficult homework.	3.28	High
If I try really hard, I can get through even the most difficult subject.	3.11	High
I know how to help myself, and that is by persistently working hard.	3.05	High
I persistently solve problems related to my academic subjects.	3.17	High
I consistently figure out how to do the most difficult classwork.	2.94	High
If I do not give up, I can do almost all hard tasks in school.	3.10	High
Even if there are many obstacles, I can learn it.	3.17	High
I work hard despite difficulties to get good grades in written academic work such as quizzes, unit tests, or long tests.	3.14	High
Despite obstacles, I am able to accomplish performance tasks such as group presentations, oral work, multimedia presentations, and research projects.	3.12	High
Overall Mean	3.14	High

The Table shows that all fourteen indicators under persistence were rated High, with an overall mean of 3.14. This indicates that persistence was strongly manifested among the respondents. The results suggest that students continued to exert effort in their studies despite experiencing pressure, difficulties, and discouragement. This further implies that they remained determined, focused, and motivated to achieve their academic goals despite the challenges they encountered.

Self-Regulated Learning. Table 12 presents the results of the level of academic self-efficacy on the college readiness of students in term of self-regulated learning.

Table 12 Self-Regulated Learning

Indicators	Mean	Description
I can adjust whenever there are hard activities in class.	3.02	High
I can study on my own.	3.11	High

Whenever there are suggestions regarding my negative study habits, I welcome them and make changes.	3.13	High
I can monitor my learning development.	3.05	High
I can submit my requirements before the deadlines.	3.03	High
I organize my schoolwork.	2.97	High
I plan my school activities.	2.96	High
I can remember the presented discussions in class.	3.00	High
I can apply lessons learned from textbooks.	3.01	High
I can focus on studying.	3.07	High
I arrange my study room to learn without distractions.	3.05	High
I can motivate myself to do schoolwork and assignments.	3.18	High
I can motivate myself to learn.	3.20	High
I am motivated to pass all my subjects.	3.16	High
When I commit mistakes, I am willing to adjust my behavior.	3.07	High
I believe I perform at my best in written academic work such as quizzes, unit tests, or long tests.	2.98	High
I organize and plan proficiently to succeed in performance tasks such as group presentations, oral work, multimedia presentations, and research projects.	2.99	High
I am motivated to excel in my quarterly academic assessments such as periodical examinations.	3.01	High
Overall Mean	3.06	High

Table 12 shows that all eighteen items under self-regulated learning received an overall weighted mean of 3.06, which is classified as High. This means that students generally display strong self-regulation in their learning. They are able to manage their study habits, remain motivated, and make necessary adjustments to enhance their academic performance. Students actively engage in monitoring and improving their learning, contributing to their success in academic tasks. These findings reinforce the importance of self-regulated learning in academic achievement, as students demonstrate the ability to plan, organize, and motivate themselves to succeed, even when faced with challenges.

Level of College Readiness of the Students

This section discusses the results related to the third statement of the problem, which assessed the level of college readiness among the respondents in terms of cognitive strategies, content knowledge, academic behaviors, and contextual skills and awareness. These dimensions were evaluated to determine how prepared the students are to meet the academic and social demands of higher education. Cognitive strategies refer to the students' ability to think critically, solve problems, and apply knowledge effectively, while content knowledge focuses on their mastery of essential academic concepts. Academic behaviors include study habits, time management, self-discipline, and motivation, whereas contextual skills and awareness involve understanding the college environment, adapting to new situations, and utilizing available support systems.

Cognitive Strategies. Table 13 presents the results of the level of college readiness of the students in term of cognitive strategies.

Table 13

Indicators	Mean	Description
I practice my analytical thinking by participating in recitations and teacher discussions.	3.13	High
I apply critical thinking to make sound decisions while analyzing case studies.	3.10	High
I gain knowledge through real-life scenarios introduced by teachers, which helps me apply it in everyday life and prepare for college.	3.10	High

I position my mindset and academic preparation so that they are sufficient to enter the unfamiliar terrain of college.	3.12	High
I benefited from the activities and practicum during senior high school in acquiring practical knowledge that can be used and applied in college.	3.13	High
I do not just memorize lessons for exams; instead, I understand them deeply and use them in actual scenarios that can be applied in college course subjects.	3.09	High
I tend to learn something new and apply it, making sure to process, analyze, and evaluate it.	3.06	High
I practice my cognitive abilities through reading books and other materials that help my memory adapt to new information.	3.17	High
Overall Mean	3.11	High

Cognitive Strategies

The table shows that all indicators under cognitive strategies obtained high mean scores and garnered an overall mean of 3.11, which is interpreted as High. This indicates that the respondents possess strong cognitive abilities that are essential for college readiness, such as critical thinking, problem-solving, decision-making, and the effective application of knowledge in different situations. The results suggest that the students are capable of analyzing information carefully and using appropriate strategies in completing academic tasks and overcoming challenges. Furthermore, the high rating implies that the respondents are mentally prepared to cope with the intellectual demands and learning experiences they may encounter in higher education.

Content Knowledge. Table 14 presents the results of the level of college readiness of the students in term of content knowledge.

Table 14 Content Knowledge

Indicators	Mean	Description
My scientific knowledge is developed enough to face real-world scenarios that can be applied to accounting matters, as accounting is considered both an art and a science through recording, classifying, and summarizing transactions.	3.06	High
The experience gained in the arts, practical research, and feasibility studies is a great way to prepare me for college.	3.11	High
My knowledge of mathematics subjects such as Business Mathematics, General Mathematics, and Accounting Fundamentals provides good practice that can be used in college accounting courses.	3.09	High
Work immersion helped me experience the real business world through field studies and interviews.	3.23	High
Information technology laboratories allow me to practice using Excel, PowerPoint, and Word, which helps me prepare presentations for college courses.	3.16	High
Accounting-related materials helped me learn concepts and theories that aid in solving problems, assignments, and other exercises.	3.18	High
Writing essays, articles, poems, and other compositions helps me organize content properly and use appropriate words.	3.05	High
Subjects such as Marketing, Accounting, Business Ethics, and Financial Management are important because they can be applied in college courses and in the corporate world in the future.	3.02	High
Overall Mean	3.11	High

The table shows that all indicators under content knowledge obtained high mean scores and achieved an overall mean of 3.11, which is described as High. The results indicate that the respondents demonstrate a strong

foundation in essential academic concepts and subject matter necessary for college-level studies. The data suggest that the students have developed the knowledge and understanding needed to accomplish academic tasks effectively and meet the standards of higher education. Moreover, the high result implies that the respondents are academically equipped and able to apply their learning in different educational contexts.

Academic Behavior. Table 15 presents the results of the level of college readiness of the students in terms of academic behaviors.

Table 15 Academic Behavior

Indicators	Mean	Description
I am often able to collaborate and engage in class discussions and maintain a schedule for accomplishing homework and other activities on time.	3.10	High
I engage in bad study habits such as procrastination, not doing homework, not participating in class, and spending excessive time on gadgets, which negatively impact my academic performance.	2.98	High
I learn to manage and use my time efficiently and effectively by employing techniques such as the Pomodoro method and limiting social media use to focus on schoolwork.	3.07	High
I set priorities and goals by listing tasks through a to-do list and formulating strategies to maintain an organized schedule.	3.07	High
I apply note-taking techniques to record essential lessons and improve information retention.	3.11	High
I practice note-taking and benefit from it because it helps prepare me for college.	3.09	High
I regularly participate in collaborative discussions to broaden my knowledge and share perspectives on various topics, which is beneficial for college group work.	2.95	High
I lack the courage to seek assistance from my professors to better understand course topics and discussions.	2.88	High
Overall Mean	3.03	High

Table 15 shows that all items received a weighted mean of 3.03, interpreted as High. This means that students generally exhibit positive academic behaviors such as participating in class discussions, managing their time, setting goals, and using note-taking techniques to support their learning. The results indicate that students possess strong academic behaviors that contribute to their college readiness. However, the findings also suggest that there are still areas that could benefit from further improvement.

Contextual Skills and Awareness. Table 16 presents the results of the level of college readiness of the students in term of academic behaviors.

Table 16 Contextual Skills and Awareness

Indicators	Mean	Description
I lack the courage to seek assistance from my professors to better comprehend course topics and discussions.	2.96	High
I am unfamiliar with college norms and new educational systems, such as university applications, scholarships, school fees, and entrance examinations.	3.03	High
I am not yet prepared to begin a new college degree, particularly an accounting program, because I am unsure whether to pursue it due to new educational policies.	3.10	High
My high school academic experiences helped me cope with and adapt to new environments, such as meeting new people and becoming familiar with facilities and structures.	3.15	High
I am knowledgeable about new subjects, such as advanced accounting, as well as retention policies and grade requirements.	3.20	High

I am ready for college because I am excited to socialize with senior students and be motivated by their experiences.	3.25	High
I consider the possible changes and adjustments related to the new instructors I will have in college.	3.18	High
I am well prepared for the new school environment by reading facts and articles about the school where I plan to enroll, which helps me adapt more easily.	3.28	High
Overall Mean	3.14	High

The table showed that all eight indicators received a high rating, with an overall mean of 3.14. The highest mean was 3.28, while the lowest was 2.96. This finding suggests that contextual skills and awareness are evident among the respondents, indicating that they are generally familiar with the college environment and its expectations. This implies that students are capable of adapting to academic settings, understanding institutional rules, and utilizing available support systems when needed. Overall, it shows that the respondents possess a good level of awareness and adaptability, which are important in successfully transitioning to and thriving in higher education.

Relationship between the Level of Guidance Services and Students' College Readiness. This section presents the results for the fourth statement of the problem that examines the relationship Guidance Services and College Readiness of the Student's.

Table 17 Relationship between the Level of Guidance Services and Students' College Readiness

Variable	P-value	Correlation	Remarks
Guidance Services and College Readiness of the Student's	0.000	.423 (moderate low correlation)	Significant

As presented in the table, there is a significant relationship between guidance services and students' college readiness, with a p-value of 0.000 and a correlation coefficient of 0.423, indicating a moderate positive correlation. This means that as the level of guidance services increases, students' college readiness tends to improve. This suggests that guidance services play an important role in helping students develop the necessary skills, knowledge, and behaviors needed for college. It implies that effective guidance support contributes meaningfully to enhancing students' preparedness for higher education.

Relationship between the Level of Academic Self-efficacy and Students' College Readiness. This section presents the results for the fourth statement of the problem that examines the relationship Academic Self-efficacy and College Readiness of the Student's

Table 18 Relationship between the Level of Academic Self-efficacy and Students' College Readiness

Variable	P-value	Correlation	Remarks
Academic Self-efficacy and College Readiness of the Student's	0.000	.667	Significant

As presented in Table 18, the results show a significant relationship between academic factors and students' college readiness, with a p-value of .000 and a correlation coefficient of .667, indicating a moderately high correlation. The findings reveal that there is a significant relationship between the two variables, which means that academic factors play an important role in students' preparedness for college. Therefore, improving academic performance, study habits, and other related learning skills may help increase students' level of college readiness.

Regression Analysis of Guidance Services Predicting College Readiness of Students. As shown by the regression analysis, guidance services significantly predict students' college readiness, with a p-value of .000. This means that guidance services have an important role in helping students become prepared for college. Therefore, the null hypothesis stating that no indicator of career development significantly predicts students' college readiness was rejected.

Table 19 Regression Analysis of Guidance Services Predicting College Readiness of Students

Independent Variables	Standardized Coefficients	t	Sig	Interpretation
	Beta			
Guidance Services		9.775	.000	
Orientation services	.060	1.111	.267	Not Significant
Appraisal Services	.031	.535	.593	Not Significant
Information Services	.054	.874	.383	Not Significant
Educational Services	.177	2.844	.005	Significant
Placement services	-.045	-.726	.468	Not Significant
Referral services impact	.116	1.874	.062	Not Significant
Follow-up services	.250	4.002	.000	Significant

As shown in Table 19, the regression analysis revealed that academic self-efficacy significantly predicted students' college readiness, with a p-value of .000. Thus, the null hypothesis stating that no indicator of students' self-efficacy significantly predicted college readiness was rejected. The findings further showed that perceived control (.020), competence (.002), persistence (.000), and self-regulated learning (.000) were significant predictors of college readiness. This indicated that students who were confident in their academic abilities, managed their learning effectively, and persisted through challenges were more likely to be ready for college. Therefore, the results suggested that academic self-efficacy played an important role in shaping students' college readiness.

Regression Analysis of Academic Self-efficacy Predicting College Readiness of Students. Among the indicators, educational services (.005) and follow-up services (0.000) were found to be significant predictors of college readiness. This suggests that these services positively contribute to students' preparation for higher education. On the other hand, orientation services, appraisal services, information services, placement services, and referral services did not significantly predict college readiness because their p-values were greater than .05. The findings indicate that not all guidance service indicators have the same effect, but educational and follow-up services play a significant role in improving students' college readiness.

Table 20 Regression Analysis of Academic Self-efficacy Predicting College Readiness of Students

Independent Variables	Standardized Coefficients	t	Sig	Interpretation
	Beta			
Academic Self-efficacy		7.660	.000	
Perceived control	.120	2.344	.020	Significant
Competence	.168	3.504	.002	Significant
Persistence	.368	6.948	.000	Significant
Self-regulated learning	.197	3.537	.000	Significant

As shown in Table 20, the regression analysis revealed that academic self-efficacy significantly predicts students' college readiness, with a p-value of 0.000. The results further indicate that perceived control (0.020), competence (0.002), persistence (0.000), and self-regulated learning (0.000) are all significant predictors of college readiness. This means that each of these factors contributes meaningfully to students' preparedness for

college. Students who believe they have control over their academic outcomes, feel competent in their abilities, consistently persist despite challenges, and actively regulate their own learning processes are more likely to demonstrate higher levels of college readiness. These results further imply that strengthening students' academic self-efficacy may lead to improved preparedness for higher education. When students develop stronger beliefs in their capabilities and learn to manage their academic behaviors effectively, they are more likely to adapt to the demands of college-level learning and perform better academically.

CONCLUSION

Based on the results, it was found that both the level of guidance services and academic self-efficacy on students' college readiness were rated as high, indicating that all indicators were consistently manifested among the students. This suggests that students generally experience strong support services and possess high confidence in their academic abilities. Furthermore, the study revealed a significant relationship between guidance services and academic self-efficacy in relation to students' college readiness. This means that both factors are meaningfully associated with how prepared students are for college.

In addition, the results showed that guidance services and academic self-efficacy significantly predict students' college readiness, indicating that these variables play an important role in shaping students' preparedness for higher education. Overall, the findings imply that strengthening both guidance programs and students' academic self-confidence can further enhance their readiness for college.

RECOMMENDATIONS

Based on the study and findings, the researchers put forth the following:

1. Students are encouraged to actively participate in guidance services and develop positive study habits, time management skills, and self-discipline to further strengthen their college readiness.
2. Teachers may integrate strategies that promote students' academic self-efficacy, such as providing constructive feedback, encouraging goal setting, and using learner-centered approaches that enhance students' confidence in handling academic tasks.
3. Parents may be encouraged to provide consistent emotional, moral, and academic support to their children by monitoring their progress, encouraging positive study habits, and maintaining open communication with both teachers and guidance counselors to help strengthen students' academic self-efficacy and college readiness.
4. Guidance counselors are encouraged to design regular interventions that focus on improving students' academic self-efficacy, such as motivation programs, mentoring, and skills-building activities that develop confidence, persistence, and self-regulated learning.
5. School administrators may continue to strengthen and improve guidance services by providing more comprehensive programs such as career guidance, academic counseling, and college preparation seminars to further enhance students' college readiness.
6. Future researchers may conduct similar studies using different variables or broader populations to further explore other factors that may influence college readiness, such as family support, learning environment, or digital learning engagement.

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