

School Safety Measures, Guidance Services, and Well-Being of Students

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ABSTRACT

This study examined the levels of school safety measures, guidance services, and students' well-being and determined the relationships among these variables among Senior High School learners in a selected high school in Negros Occidental during School Year 2026–2027. A quantitative descriptive-correlational research design was employed. Data were gathered from 143 learners selected through stratified random sampling and were analyzed using mean, standard deviation, and Spearman rank-order correlation. The findings showed that school safety measures were perceived at a very high level ($M = 4.33$, $SD = 0.61$), as were guidance services ($M = 4.27$, $SD = 0.66$) and students' well-being ($M = 4.30$, $SD = 0.61$). School safety measures demonstrated a strong, positive, and statistically significant association with students' well-being ($r_s = 0.645$, $p < .001$). Similarly, guidance services demonstrated a strong, positive, and statistically significant association with students' well-being ($r_s = 0.738$, $p < .001$). The findings indicate that students who reported more favorable perceptions of school safety measures and guidance services also tended to report higher levels of well-being. The study contributes localized evidence on the interconnectedness of school safety, guidance services, and student well-being in a Philippine Senior High School context. However, because the study employed a correlational design, the findings do not establish causal relationships among the variables. The results may provide a basis for reviewing school safety and guidance practices while highlighting areas for further investigation through longitudinal and multi-school research.

Keywords: School Safety, Guidance Services, Student Well-Being, Senior High School Learners, School Environment, Guidance and Counseling

INTRODUCTION

School safety measures involve comprehensive strategies that include physical security, emergency preparedness, anti-bullying programs, disaster preparedness, child protection mechanisms, and the promotion of a positive school climate. Schools that implement safety measures and counseling services may provide learning environments in which students perceive greater security and emotional support. International studies have demonstrated that students' perception of school safety is closely associated with improved mental health, greater school connectedness, and enhanced academic success (Mori et al., 2021).

Equally important are guidance services, which address students' educational, vocational, personal, emotional, and social needs. Guidance counselors provide counseling, psychological assessment, career guidance, crisis intervention, referral services, and preventive programs that assist students in making informed decisions and coping with personal concerns. Effective guidance programs also strengthen students' resilience, emotional regulation, interpersonal relationships, and problem-solving abilities. These services contribute significantly to students' overall well-being and healthy development (Department of Education [DepEd], 2024; Republic Act No. 12080, 2024).

In recent years, educational institutions have recognized that student well-being extends beyond academic achievement. Mental health issues among adolescents, including stress, depression, and anxiety, have increased worldwide. These concerns highlight the importance of integrating school safety initiatives with

comprehensive guidance services to address students' diverse needs effectively. Schools that invest in both safety measures and counseling services are better positioned to create learning environments where students feel secure, motivated, and emotionally supported (Raniti et al., 2022).

Within the Philippine educational context, schools continue to implement various programs under the Department of Education aimed at strengthening learner protection and promoting mental health and psychosocial support (DepEd, 2020). However, differences in school resources, implementation practices, and accessibility of guidance services may influence students' perceptions of safety and well-being. Consequently, there is a need to examine how these variables interact within the local setting.

Although previous studies have examined school safety, school climate, guidance and counseling services, and student well-being as important aspects of the educational environment, fewer studies have examined school safety measures and guidance services simultaneously in relation to students' well-being within a Philippine Senior High School context. Existing literature has generally focused on school safety and mental health, school connectedness, or guidance and counseling as separate areas of student support. The present study addresses this gap by examining the extent to which students' perceptions of school safety measures and guidance services are statistically associated with their overall well-being within the same school context.

The contribution of the present study therefore lies not in establishing that safety measures or guidance services cause better well-being, but in providing localized empirical evidence on the strength and direction of the associations among these variables. By examining physical safety, bullying prevention, emergency preparedness, school security, individual counseling, career guidance, information services, and referral services alongside emotional, psychological, social well-being, and school satisfaction, the study provides a more integrated view of the school-based conditions associated with students' well-being. The findings may serve as a contextual basis for school administrators, teachers, and guidance personnel in reviewing existing student-support practices and identifying areas that may warrant further attention.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the relationship among school safety measures, guidance services, and students' well-being among Senior High School learners in a selected high school in Negros Occidental during School Year 2026–2027. The descriptive component was used to determine the perceived levels of school safety measures, guidance services, and students' well-being, while the correlational component was employed to determine whether significant relationships existed between school safety measures and students' well-being and between guidance services and students' well-being. The design was considered appropriate because the study examined naturally occurring conditions without manipulating the variables. The correlational analysis was intended only to determine the direction and strength of associations among the variables and did not establish causal relationships.

The participants of the study were Senior High School learners enrolled in the selected high school in Negros Occidental during School Year 2026–2027. The total population consisted of 222 learners, comprising 114 Grade 11 learners and 108 Grade 12 learners. The required sample size was determined using Yamane's formula with a 5% margin of error, resulting in 143 respondents. A stratified random sampling technique was used to ensure proportional representation from the two grade levels. Accordingly, 73 respondents were selected from Grade 11 and 70 respondents from Grade 12. After determining the sample size for each stratum, simple random sampling through a lottery method was employed to select the individual respondents, giving eligible learners within each grade level an equal opportunity to participate.

Data were gathered using a researcher-developed questionnaire designed to measure three major variables: school safety measures, guidance services, and students' well-being. The instrument consisted of 60 statements, with 20 items for each variable. Each variable contained four dimensions with five items per dimension. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The school safety measures component covered physical safety, bullying prevention,

emergency preparedness, and school security. The guidance services component assessed individual counseling, career guidance, information services, and referral services, while the students' well-being component covered emotional well-being, psychological well-being, social well-being, and school satisfaction. The development of the instrument was anchored on established frameworks, including the ASCA National Model, the Student Subjective Well-Being Questionnaire (SSWQ), and the WHO–UNESCO Health-Promoting Schools Framework. These frameworks served as conceptual bases for developing and contextualizing the questionnaire items according to the Senior High School setting and the objectives of the study.

The validity and reliability of the research instrument were established before its administration. Five education experts, all holding doctorate degrees, evaluated the questionnaire in terms of relevance, clarity, appropriateness, and alignment with the constructs being measured. The recommendations of the experts were incorporated into the final version of the instrument, resulting in a Content Validity Index (CVI) of 1.00, which indicated excellent content validity.

To establish internal consistency, a pilot test was conducted among 50 participants who were not included in the actual study. Cronbach's alpha was used to determine the reliability of each major scale. The school safety measures scale obtained a Cronbach's alpha coefficient of .958, the guidance services scale obtained .964, and the students' well-being scale obtained .943. These coefficients indicated excellent internal consistency and demonstrated that the items within each scale consistently measured their respective constructs.

Prior to data collection, the researcher secured permission from the appropriate educational authorities and school administration. After approval was obtained, the questionnaire was administered electronically through Google Forms to the selected respondents. The respondents were informed about the purpose and procedures of the study, and participation was voluntary. Appropriate measures were observed to protect the confidentiality and privacy of the information provided by the participants. After the data collection period, the responses were reviewed for completeness, coded, organized, and tabulated. The resulting dataset was analyzed using the Statistical Package for the Social Sciences (SPSS).

Descriptive and inferential statistical techniques were employed to analyze the data. Mean and standard deviation were used to determine the perceived levels of school safety measures, guidance services, and students' well-being, both as overall constructs and according to their respective dimensions. Mean scores were interpreted as follows: 4.21–5.00 as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low.

To determine the relationship between school safety measures and students' well-being, the Spearman rank-order correlation coefficient (Spearman's ρ) was employed. The same statistical procedure was used to determine the relationship between guidance services and students' well-being. The level of significance was set at 0.05. A probability value below .05 was interpreted as indicating a statistically significant relationship, whereas a probability value greater than .05 indicated that the relationship was not statistically significant. The direction and magnitude of the correlation coefficients were also considered in interpreting the results.

Ethical principles were observed throughout the conduct of the study. Participation was voluntary, and respondents were provided with appropriate information regarding the purpose and nature of the research before answering the questionnaire. The anonymity and confidentiality of the respondents were maintained, and the collected data were used solely for academic and research purposes.

The information gathered was securely handled and accessed only by authorized individuals. The study also adhered to applicable institutional research policies and the principles of the Data Privacy Act of 2012 (Republic Act No. 10173). For respondents who were minors, the appropriate parental or guardian consent and learner assent procedures were observed in accordance with institutional and ethical requirements.

RESULTS AND DISCUSSIONS

Level of School Safety Measures

Table 1. Level of School Safety Measures.

Statements	Mean	SD	Interpretation
A. Physical Safety	4.31	0.63	Very High
1. I feel safe while attending classes at school.	4.41	0.76	Very High
2. I can move around the school campus without feeling unsafe.	4.06	0.96	High
3. School facilities are maintained in a way that supports students' safety.	4.38	0.75	Very High
4. I know where to go if I encounter a safety concern in school.	4.27	0.89	Very High
5. I am aware of the safety rules implemented in my school.	4.42	0.79	Very High
B. Bullying Prevention	4.32	0.68	Very High
6. I know the school's procedures for reporting bullying.	4.35	0.77	Very High
7. Students are encouraged to treat one another with respect.	4.48	0.75	Very High
8. I have received information about bullying prevention in school.	4.21	0.87	Very High
9. Students know whom they can approach if bullying occurs.	4.25	0.91	Very High
10. I observe that respectful behavior is encouraged in school.	4.29	0.88	Very High
C. Emergency Preparedness	4.35	0.66	Very High
11. I know the emergency procedures followed by the school.	4.33	0.79	Very High
12. I have participated in emergency drills conducted by the school.	4.28	0.88	Very High
13. Emergency exits are clearly identified in school.	4.38	0.78	Very High
14. I know where to go during an emergency.	4.34	0.91	Very High
15. Emergency instructions are explained to students.	4.44	0.71	Very High
D. School Security	4.33	0.65	Very High
16. Visitors follow school procedures before entering the campus.	4.36	0.74	Very High
17. I notice that school entrances and exits are monitored.	4.34	0.79	Very High
18. School personnel are present during school hours.	4.32	0.79	Very High
19. School security procedures are implemented during school activities.	4.24	0.87	Very High
20. I am aware of the security measures practiced in school.	4.38	0.79	Very High
Community Participation Overall Mean	4.33	0.61	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 1 presents the students' assessment of the level of school safety measures in terms of physical safety, bullying prevention, emergency preparedness, and school security. The overall mean of 4.33 (SD = 0.61) is interpreted as very high based on the established scale. This finding indicates that students generally perceive the safety measures implemented in the school as highly evident, accessible, and effective in promoting a safe and secure learning environment. This finding is consistent with Wilkins et al. (2023), who emphasized the importance of school safety and connectedness in creating a positive school environment.

Their findings indicate that students' perceptions of their school environment are important to their overall sense of safety and well-being.

Among the four dimensions, emergency preparedness obtained the highest mean of 4.35 (SD = 0.66), interpreted as very high. This indicates that students have a high level of awareness of the school's emergency procedures and preparedness measures. The highest-rated indicator under this dimension was "Emergency instructions are explained to students" (M = 4.44, SD = 0.71), followed by "Emergency exits are clearly identified in school" (M = 4.38, SD = 0.78). These findings suggest that the school effectively communicates emergency procedures and provides students with information necessary to respond appropriately during emergencies. The high ratings also indicate that emergency preparedness is a visible component of the school's overall safety practices. The importance of maintaining a safe and supportive school environment is likewise emphasized by the Centers for Disease Control and Prevention (CDC, 2024), which identifies safe school environments and supportive practices as important components of promoting students' engagement, connectedness, and well-being.

Bullying Prevention obtained a mean of 4.32 (SD = 0.68), also interpreted as very high. This result suggests that students perceive the school as actively promoting respectful behavior and implementing measures to prevent and address bullying. The highest-rated statement was "Students are encouraged to treat one another with respect" (M = 4.48, SD = 0.75). This was followed by "I know the school's procedures for reporting bullying" (M = 4.35, SD = 0.77). These findings indicate that the school's bullying-prevention measures emphasize both the promotion of respectful interpersonal relationships and the provision of mechanisms for reporting bullying incidents. Such practices may contribute to a school climate in which students feel supported and encouraged to treat one another appropriately. This finding is supported by Sansait et al. (2023), who examined bullying prevention among secondary school students in the Philippines and emphasized the importance of students' knowledge, awareness, access to advice, and availability of people they can rely on when experiencing bullying. Their findings reinforce the importance of providing students with clear information and support mechanisms for addressing bullying incidents.

School Security obtained a mean of 4.33 (SD = 0.65) and was interpreted as very high. This indicates that students are generally aware of and recognize the presence of security measures within the school. The highest-rated indicators were "I am aware of the security measures practiced in school" (M = 4.38, SD = 0.79) and "Visitors follow school procedures before entering the campus" (M = 4.36, SD = 0.74). These findings suggest that the school maintains visible security practices involving visitor control, monitoring of entrances and exits, and the presence of school personnel. The students' high level of awareness indicates that these measures are noticeable and consistently implemented within the school environment. This is relevant to the findings of Hong et al. (2024), who examined school security measures and perceived school safety among students. Their study highlights the importance of considering school security measures alongside students' perceptions of safety when examining the overall safety environment of schools.

Meanwhile, Physical Safety obtained a mean of 4.31 (SD = 0.63), which is likewise interpreted as very high. The results indicate that students generally feel safe while attending classes and are aware of the physical safety measures implemented by the school. The highest-rated indicator was "I am aware of the safety rules implemented in my school" (M = 4.42, SD = 0.79), followed by "I feel safe while attending classes at school" (M = 4.41, SD = 0.76). These findings suggest that students have a strong awareness of school safety rules and generally experience a sense of security while participating in school activities. This supports the emphasis of the CDC (2024) on maintaining safe and supportive school environments as an important component of promoting students' well-being and positive experiences in school.

However, the indicator "I can move around the school campus without feeling unsafe" obtained the lowest mean in the Physical Safety dimension at 4.06 (SD = 0.96) and was interpreted as high. Although the result remains favorable, it indicates that students' perceptions of safety while moving around the campus are somewhat less positive compared with their perceptions of other physical safety measures. The relatively higher standard deviation also suggests greater variation in students' responses. This finding may warrant further assessment of specific areas or situations within the campus where students may feel less secure. In this regard, Hong et al. (2024) highlight the importance of examining students' perceived safety alongside

the security conditions within the school environment, suggesting that the presence of security measures does not necessarily mean that all students experience safety in the same manner.

Overall, the findings indicate that the level of School Safety Measures is very high, with an overall mean of 4.33 (SD = 0.61). The results demonstrate that students generally perceive the school as implementing comprehensive safety measures covering physical safety, bullying prevention, emergency preparedness, and school security. Emergency preparedness received the highest dimension mean, indicating strong student awareness of emergency procedures and preparedness activities, while Physical Safety received the lowest dimension mean, although it remained within the very high category.

From a research perspective, the findings suggest that the school has established a comprehensive and highly visible school safety system. The consistently high ratings across all four dimensions indicate that safety policies and practices are generally recognized by students. Nevertheless, the lower rating for students' ability to move around the campus without feeling unsafe suggests an area for possible improvement. The school may therefore consider conducting periodic safety assessments of campus areas, strengthening monitoring in locations where students may feel vulnerable, and ensuring that safety procedures remain consistently implemented throughout the school premises.

Overall, the results provide evidence that students perceive the school's safety measures to be at a very high level, which establishes a favorable foundation for promoting students' security, confidence, and well-being within the school environment. These results are supported by Wilkins et al. (2023) and the CDC (2024), which underscore the importance of safe, supportive, and connected school environments in contributing to students' well-being and positive experiences at school.

Level of Guidance Services

Table 2. Level of Guidance Services the School has.

Statements	Mean	SD	Interpretation
A. Individual Counseling	4.31	0.69	Very High
1. I know where the guidance office is located.	4.45	0.79	Very High
2. Information about counseling services is available to students.	4.23	0.83	Very High
3. I am aware that the guidance office provides counseling services.	4.27	0.83	Very High
4. I know how to request assistance from the guidance office.	4.30	0.76	Very High
B. Career Guidance	4.28	0.73	Very High
5. I have attended at least one career guidance activity in school.	4.25	0.97	Very High
6. The school provides information about career opportunities.	4.27	0.81	Very High
7. Career-related activities are available to students.	4.26	0.94	Very High
8. I receive information about educational opportunities after high school.	4.34	0.76	Very High
9. Career information is communicated through school activities.	4.27	0.82	Very High
C. Information Services	4.25	0.73	Very High
10. The guidance office shares information about programs and services.	4.27	0.87	Very High
11. Students are informed about school activities through different channels.	4.32	0.84	Very High
12. Information from the guidance office is understandable.	4.26	0.89	Very High
13. Guidance announcements are accessible to students.	4.22	0.86	Very High
14. I receive information about activities organized by the guidance office.	4.18	0.88	High

D. Referral Services	4.23	0.71	Very High
15. Students who need additional assistance may be referred to appropriate services.	4.29	0.78	Very High
16. I know that the school can refer students to other professionals when necessary.	4.18	0.87	High
17. The guidance office informs students about available support services.	4.20	0.87	High
18. Referral procedures are explained to students when needed.	4.25	0.78	Very High
19. I know whom to approach if additional assistance is required.	4.25	0.86	Very High
Guidance Services as a Whole	4.27	0.66	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 2 presents the level of guidance services as assessed by the students in terms of individual counseling, career guidance, information services, and referral services. The overall mean of 4.27 with a standard deviation of 0.66 is interpreted as very high based on the given scale. This indicates that, in general, students have a very high level of awareness of, access to, and perceived availability of guidance services in the school.

This finding is supported by Dionaldo and Espinosa (2023), who assessed guidance services implemented by secondary schools in General Santos City, Philippines, and identified counseling, educational and occupational information, and referral as among the fundamental functions of school guidance offices. Their findings support the importance of providing accessible and comprehensive guidance services to students.

Among the four dimensions, Individual Counseling obtained the highest mean of 4.31 (SD = 0.69), interpreted as very high. This indicates that students are highly aware of the availability and accessibility of counseling services. The highest-rated indicator was “I know where the guidance office is located” with a mean of 4.45, suggesting that students are highly familiar with the location of the guidance office. The indicators “I know that students may visit the guidance office when needed” and “I know how to request assistance from the guidance office” both obtained a mean of 4.30. These findings suggest that students generally understand that the guidance office is a source of assistance and that they know how to access its services when they encounter personal, academic, or other concerns.

This finding is consistent with Alcayde et al. (2022), who examined the guidance and counseling needs of junior high school students in Iloilo City and identified academic, personal/social, career, and social responsibility as important areas of students' counseling needs. Their study demonstrates the relevance of accessible guidance and counseling services in responding to the varied developmental needs of students.

Career Guidance obtained the second-highest mean of 4.28 (SD = 0.73) and was interpreted as very high. This finding indicates that students are highly exposed to career-related information and activities. The highest-rated indicator was “I receive information about educational opportunities after high school” with a mean of 4.34, suggesting that the school provides students with relevant information about possible educational pathways after graduation. The other indicators, including attendance in career guidance activities, information about career opportunities, availability of career-related activities, and communication of career information through school activities, all received very high ratings. This indicates that career guidance is an established component of the school's student support services.

This finding is supported by Gallarin and Olua (2023), who examined the implementation of the Career Guidance Program in senior high schools under the Schools Division Office of Pangasinan II. Their study found that the career guidance program was implemented in areas including orientation, learning materials, portfolio development, counseling and consultation, and curriculum exit tracking.

Information Services obtained a mean of 4.25 (SD = 0.73), interpreted as very high. The findings indicate

that students generally receive and understand information concerning school activities, programs, and guidance services. The highest-rated indicator was “Students are informed about school activities through different channels” with a mean of 4.32, indicating that multiple communication channels are being used to disseminate important information. However, “I receive information about activities organized by the guidance office” obtained the lowest mean of 4.18, interpreted as High. This suggests that although information services are generally effective, the dissemination of information specifically about guidance-office activities could still be improved.

Dionaldo and Espinosa (2023) similarly identified educational and occupational information as one of the fundamental functions of guidance offices in secondary schools, highlighting the role of information provision within a comprehensive guidance program.

Referral Services obtained the lowest dimension mean of 4.23 (SD = 0.71) but remained within the very high category. This indicates that students generally understand the availability of referral services and know where to seek additional assistance when their concerns require support beyond the school's immediate services. The highest-rated indicator was “Students who need additional assistance may be referred to appropriate services” with a mean of 4.29. Meanwhile, “I know that the school can refer students to other professionals when necessary” and “The guidance office informs students about available support services” both obtained a mean of 4.18 and were interpreted as High. These findings suggest that referral mechanisms are generally recognized by students, although awareness of external professionals and available support services could be strengthened.

The importance of referral is also reflected in Dionaldo and Espinosa (2023), whose assessment of guidance services in Philippine secondary schools included follow-up and referral among the functions of school guidance offices. This supports the interpretation that referral is an important component of guidance services, particularly when students require assistance beyond what can be immediately provided within the school.

Overall, the findings reveal that the level of guidance services is very high, with an overall mean of 4.27 (SD = 0.66). Among the dimensions, individual counseling received the highest rating, followed by career guidance, information services, and referral services. The consistently high ratings demonstrate that students are generally aware of the guidance services available to them and perceive these services as accessible and responsive to their needs. Nevertheless, the relatively lower ratings for specific indicators under information services and referral services suggest areas for further improvement, particularly in ensuring that students are consistently informed about guidance activities, available support services, and referral options. These findings imply that the school has an established and accessible guidance program. However, maintaining a continuous, visible, and student-centered dissemination of information and strengthening students' understanding of referral procedures may further improve the effectiveness and reach of guidance services.

Level of Students' Well-Being

Table 3. Level of Students' Well-Being.

Statements	Mean	SD	Interpretation
A. Emotional Well-Being	4.17	0.75	High
1. I am able to remain calm during most school activities.	4.24	0.90	Very High
2. I can express my feelings appropriately in school.	4.08	0.95	High
3. I am able to manage my emotions during challenging situations.	4.11	0.96	High
4. I can continue participating in class even when I encounter difficulties.	4.24	0.90	Very High
B. Psychological Well-Being	4.32	0.67	Very High
5. I believe I can complete the academic tasks assigned to me.	4.29	0.75	Very High

6. I continue working on school tasks even when they are difficult.	4.25	0.87	Very High
7. I remain motivated to achieve my learning goals.	4.31	0.83	Very High
8. I am confident in learning new concepts taught in class.	4.31	0.81	Very High
9. I believe I can improve through effort and practice.	4.42	0.76	Very High
C. Social Well-Being	4.38	0.62	Very High
10. I interact respectfully with my classmates.	4.38	0.73	Very High
11. I participate in group activities when given the opportunity.	4.41	0.70	Very High
12. I communicate with my classmates during school activities.	4.41	0.76	Very High
13. I can ask my classmates for help when needed.	4.30	0.89	Very High
14. I work cooperatively with others during classroom tasks.	4.42	0.70	Very High
D. School Satisfaction	4.34	0.65	Very High
15. I am satisfied with my learning experiences in school.	4.39	0.75	Very High
16. I look forward to attending school on most days.	4.27	0.82	Very High
17. I am satisfied with the learning opportunities available in school.	4.39	0.73	Very High
18. I feel that my school supports my learning needs.	4.30	0.81	Very High
19. Overall, I am satisfied with my experience as a student in this school.	4.35	0.78	Very High
Students' Well-Being Overall Mean	4.30	0.61	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 3 presents the level of students' well-being in terms of emotional well-being, psychological well-being, social well-being, and school satisfaction. The results show an overall mean of 4.30 with a standard deviation of 0.61, which is interpreted as very high based on the given scale. This finding indicates that, in general, the students experience a very high level of well-being in the school environment. The result suggests that the students generally demonstrate positive emotional and psychological functioning, maintain favorable relationships with their peers, and express satisfaction with their experiences in school.

This finding is consistent with Datu, Mateo, and Natale (2023), who examined 1,287 Filipino high school students and found that school kindness was associated with higher positive emotions and greater well-being, with school belongingness playing an important role in this relationship. Their findings support the importance of positive and supportive school environments in promoting students' overall well-being.

Among the four dimensions, Social Well-Being obtained the highest mean of 4.38 (SD = 0.62) and was interpreted as very high. This indicates that students generally experience positive social relationships and are able to interact, communicate, and cooperate with their classmates. The highest-rated indicators under this dimension were "I work cooperatively with others during classroom tasks" with a mean of 4.42, followed by "I participate in group activities when given the opportunity" and "I communicate with my classmates during school activities," both with a mean of 4.41. These results suggest that students demonstrate a strong capacity for cooperation, communication, and participation in group activities. Such positive social interactions may contribute to a supportive and inclusive school environment.

This finding is consistent with Datu, Mateo, and Natale (2023), who examined 1,287 Filipino high school students and found that school kindness was associated with higher positive emotions and greater well-being, with school belongingness playing an important role in this relationship. Their findings support the importance of positive and supportive school environments in promoting students' overall well-being.

The second-highest dimension was School Satisfaction, which obtained a mean of 4.34 (SD = 0.65) and was interpreted as very high. This finding indicates that students are generally satisfied with their learning experiences and the opportunities and support provided by the school. The statements “I am satisfied with my learning experiences in school” and “I am satisfied with the learning opportunities available in school” both obtained a mean of 4.39, the highest ratings in this dimension. Meanwhile, “I am satisfied with my experience as a student in this school” obtained a mean of 4.35. These findings indicate that the students generally have favorable perceptions of their school experiences and believe that the school provides meaningful opportunities for learning and development.

This finding is consistent with Wu and Becker (2023), who examined the development of life satisfaction and school satisfaction among adolescents and found that school contexts are associated with the development of students’ subjective well-being and school satisfaction. Their study highlights the importance of students’ experiences within the school environment in understanding their well-being and satisfaction.

Psychological well-being obtained a mean of 4.32 (SD = 0.67), also interpreted as very high. This result indicates that the students generally possess confidence, motivation, persistence, and a positive belief in their ability to accomplish academic tasks. The highest-rated statement was “I believe I can improve through effort and practice” with a mean of 4.42. This finding suggests that students generally believe that their abilities can be developed through effort and practice. The statements “I remain motivated to achieve my learning goals” and “I am confident in learning new concepts taught in class” both obtained a mean of 4.31, further demonstrating a strong level of academic confidence and motivation among the respondents.

This finding is consistent with Collie (2022), who found that students’ satisfaction of social-emotional psychological needs, including competence and relatedness, was associated with positive behavioral and emotional well-being outcomes. This supports the interpretation that students’ confidence in their abilities and positive social-emotional experiences may be important aspects of their overall well-being.

In contrast, emotional well-being obtained the lowest dimension mean of 4.17 (SD = 0.75) and was interpreted as high. Although this dimension received the lowest mean among the four areas, the result remains favorable. The findings indicate that students generally feel emotionally comfortable and are able to cope with the demands of school activities. The statements “I am able to remain calm during most school activities” and “I can continue participating in class even when I encounter difficulties” both obtained a mean of 4.24, interpreted as Very High. However, “I can express my feelings appropriately in school” received the lowest mean of 4.08, while “I am able to manage my emotions during challenging situations” obtained 4.11. These results suggest that emotional expression and emotional management during challenging situations may be areas where students could benefit from additional guidance and support. The relatively higher standard deviation for some emotional well-being indicators, particularly “I am able to manage my emotions during challenging situations” (SD = 0.96) and “I can express my feelings appropriately in school” (SD = 0.95), indicates some variation in the students’ responses. This suggests that while the overall assessment of emotional well-being is favorable, students may differ in their ability to express and regulate their emotions. Thus, school-based interventions focusing on emotional regulation, coping strategies, communication skills, and help-seeking behaviors may further strengthen this aspect of students’ well-being.

This finding is supported by Eriksen and Bru (2022), who examined social-emotional competencies among lower secondary school students and found links between emotional regulation, emotional well-being, and academic engagement. Their findings indicate that emotional regulation is an important component of students’ emotional well-being and school functioning.

Overall, the findings reveal that students’ well-being is at a very high level, with an overall mean of 4.30 (SD = 0.61). The highest-rated area, social well-being, demonstrates that students generally maintain positive relationships and cooperate effectively with their peers. Psychological well-being and school satisfaction likewise obtained very high ratings, indicating strong academic confidence, motivation, satisfaction, and positive perceptions of the school environment. Although emotional well-being obtained a

high rather than very high rating, it remains favorable and represents an area that can be further strengthened. Therefore, the findings suggest that the school is generally providing an environment conducive to students' overall well-being, while continued attention to emotional support and students' capacity to manage and express emotions may further enhance their holistic development.

Relationship between School Safety Measures and Students' Well-being

Table 4. Relationship between Level of School Safety Measures and the Level of Students' Well-Being.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
School Safety Measures vs. Students' Well-Being	0.645**	<0.001	Reject H_0	Significant

Table 4 presents the relationship between school safety measures and students' well-being. The analysis yielded a Spearman rank-order correlation coefficient of $r_s = 0.645$ with a p-value of $< .001$. This indicates a strong, positive, and statistically significant association between students' perceptions of school safety measures and their well-being. In other words, students who reported more favorable perceptions of school safety measures also tended to report higher levels of well-being. The statistically significant result provides sufficient evidence to reject the null hypothesis of no significant relationship between the two variables.

The finding is consistent with Mori et al. (2021), whose systematic review found that perceptions of feeling unsafe at school were associated with mental health difficulties among children and adolescents. The present finding extends this perspective by showing that, within the sampled Senior High School context, favorable perceptions of multiple school safety dimensions—including physical safety, bullying prevention, emergency preparedness, and school security—were associated with higher reported well-being. This suggests that students' perceptions of safety may be an important component of their broader experience of the school environment.

The result also agrees with Griffiths et al. (2021), who emphasized the interdependence of school safety, school climate, and student mental health. The present study provides localized empirical evidence consistent with this perspective, particularly because the safety construct included both physical and psychosocial aspects such as bullying prevention and students' awareness of procedures for seeking assistance. Thus, the association observed in this study may reflect the broader role of a supportive and predictable school environment in students' perceptions of their well-being.

Recent evidence further supports the relevance of perceived safety to students' broader school experiences. Dudaité et al. (2026), using PISA 2022 evidence, reported that students who feel safe at school tend to report greater life satisfaction and stronger school belonging. This is relevant to the present findings because students' well-being in this study included social well-being and school satisfaction. The convergence of these findings suggests that safety should be considered not only as protection from physical or interpersonal harm but also as part of the school conditions within which students develop positive social and emotional experiences.

However, the correlational nature of the present study requires cautious interpretation. The coefficient of $r_s = 0.645$ demonstrates a substantial association, but it does not establish that school safety measures directly cause higher student well-being. Other factors not examined in the study, such as family environment, peer relationships, individual characteristics, prior experiences of bullying, socioeconomic conditions, or access to support outside the school, may also be related to students' well-being. Therefore, the result should be interpreted as evidence of a significant association rather than a causal effect.

The findings nevertheless provide a useful basis for school-level reflection. The very high overall perception of school safety ($M = 4.33$, $SD = 0.61$) indicates that safety practices are generally recognized positively by students, while the relatively lower rating for moving around the campus without feeling unsafe ($M = 4.06$, $SD = 0.96$) suggests that perceptions of safety may vary across situations or locations. Periodic safety

assessments, student feedback mechanisms, and monitoring of areas where learners may feel less secure may therefore be considered as possible areas for program improvement.

Relationship between Guidance Services and Students' Well-Being

Table 5. Relationship between the Level of Guidance Services and the Level of Students' Well-Being.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Guidance Services vs. Students' Well-Being	0.738**	<0.001	Reject H_0	Significant

Table 5 presents the relationship between guidance services and students' well-being. The analysis yielded a Spearman rank-order correlation coefficient of $r_s = 0.738$ with a p-value of $< .001$. This indicates a strong, positive, and statistically significant association between students' perceptions of guidance services and their reported well-being. Students who perceived guidance services more favorably also tended to report higher levels of well-being. Since the p-value is below the 0.05 level of significance, the null hypothesis of no significant relationship is rejected.

The strength of this association is notable because guidance services in the present study encompass individual counseling, career guidance, information services, and referral services. The result suggests that students' overall perceptions of these forms of support are closely related to their reported emotional, psychological, social, and school-related well-being. This finding is consistent with Villares et al. (2022), who described school counseling programs as encompassing counseling, consultation, coordination, and curriculum-related services addressing students' academic and social-emotional needs. The present study provides local evidence that students' perceptions of such comprehensive support services are significantly associated with their well-being.

The finding is also supported by Karadaş et al. (2026), who reported positive associations between perceived school counselor support and psychological resources such as resilience, general mattering, and self-esteem among high school students who had used counseling services. The similarity between the present finding and this recent evidence suggests that students' perceptions of supportive guidance personnel and accessible counseling services may be related to positive psychological experiences. However, the present study examined guidance services more broadly rather than counselor support alone, indicating that information, career, counseling, and referral functions may collectively represent an important component of students' perceived support within the school.

The findings should also be considered in light of Dionaldo and Espinosa (2023), who identified counseling, educational and occupational information, and referral as fundamental functions of guidance offices in Philippine secondary schools. In the present study, individual counseling obtained the highest dimension mean, while referral services obtained the lowest dimension mean, although both were still interpreted as very high. This pattern suggests that while students generally recognize the availability of guidance support, greater attention may be warranted toward strengthening awareness of referral procedures and external support options.

At the same time, Harrison et al. (2023) provide an important contrasting perspective by identifying role ambiguity and organizational constraints among Filipino school counselors. This suggests that the favorable perceptions observed in the present study should not automatically be interpreted as evidence that guidance services are uniformly effective or that they directly produce higher well-being. Differences in counselor workload, service accessibility, organizational support, service quality, and students' actual utilization of services may influence the observed relationship.

Because the present study employed a correlational design, the significant coefficient of $r_s = 0.738$ should be interpreted as an association rather than a causal effect. The result does not establish that stronger guidance services cause higher student well-being. It is possible that students with higher well-being are also more

likely to perceive school support positively, or that other factors influence both perceptions of guidance services and well-being. Longitudinal and multivariable studies may therefore provide stronger evidence regarding the direction and mechanisms underlying this relationship.

Despite this limitation, the strong association observed in the present study highlights the value of maintaining accessible, visible, and responsive guidance services. Particular attention may be given to information dissemination and referral mechanisms, which received comparatively lower ratings, to ensure that students know how and where to obtain additional support when their needs extend beyond the school's immediate services.

Taken together, the findings indicate that students' perceptions of school safety measures and guidance services are both positively associated with their reported well-being. The stronger association observed for guidance services ($r_s = 0.738$) compared with school safety measures ($r_s = 0.645$) suggests that, within the present sample, students' perceptions of available counseling, career, information, and referral support were more strongly related to their overall well-being than their perceptions of safety measures. This difference should not be interpreted as evidence that guidance services have a greater causal effect on well-being because the study was correlational and did not test causal pathways.

The findings are nevertheless consistent with a broader body of recent research emphasizing that students' well-being is shaped within supportive school environments. Research has linked perceived school safety with mental health and positive school experiences (Mori et al., 2021; Griffiths et al., 2021), while studies of school counseling have emphasized the role of accessible support in students' psychological and developmental needs (Villares et al., 2022; Karadaş et al., 2026). The present study contributes to this literature by examining safety measures and guidance services together within a Philippine Senior High School setting. The results therefore provide localized evidence that these two areas of school support are significantly associated with students' well-being, while also indicating specific areas—particularly emotional well-being, information dissemination, referral awareness, and perceived safety in some campus areas—that may warrant continued attention.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The school has effectively implemented comprehensive safety measures, as evidenced by the very high overall assessment of students. Emergency preparedness, school security, bullying prevention, and physical safety were all positively perceived, indicating that students generally feel safe and secure within the school environment. However, the lower rating for safety while moving around the campus suggests the need for continued monitoring and improvement of specific areas to ensure consistent safety for all students.

The school provides very high levels of guidance services, with students demonstrating strong awareness and access to counseling, career guidance, information, and referral services. Individual counseling was perceived as the strongest component, while referral services received the lowest, although still very high, rating. Thus, the school's guidance program is generally accessible and responsive to students' needs, but continuous improvement in information dissemination and referral awareness is recommended.

Students generally demonstrate a very high level of well-being, particularly in their social relationships, school satisfaction, and psychological functioning. Although emotional well-being was rated high, its comparatively lower result indicates a need for continued attention to students' emotional expression and regulation. Overall, the school provides a positive environment that supports students' well-being and development, while further strengthening emotional support may enhance their overall school experience.

School safety measures were significantly and positively associated with students' well-being ($r_s = 0.645$, $p < .001$). This indicates that students with more favorable perceptions of school safety measures also tended to report higher levels of well-being. The finding demonstrates a statistically significant association between the two variables but does not establish that school safety measures cause changes in students' well-being.

Guidance services were significantly and positively associated with students' well-being ($r_s = 0.738$, $p < .001$). This indicates that students who reported more favorable perceptions of guidance services also tended to report higher levels of well-being. The result demonstrates a strong statistical association but does not establish a causal effect of guidance services on students' well-being.

LIMITATIONS OF THE STUDY

The findings of the study should be interpreted in consideration of several limitations. First, the study employed a descriptive-correlational research design; therefore, the significant relationships identified between school safety measures, guidance services, and students' well-being cannot be interpreted as causal relationships. The findings only describe the direction and strength of the associations among the variables.

Second, the study was conducted among 143 Senior High School learners from a selected high school in Negros Occidental. Consequently, the findings may reflect the specific institutional, social, and educational context of the participating school and may not be generalized to all Senior High School learners or schools in other settings.

Third, the data were based on students' self-reported perceptions. Such responses may be influenced by students' individual experiences, expectations, understanding of the items, or social desirability. The study therefore reflects perceived levels of school safety measures, guidance services, and well-being rather than independently observed or objectively measured conditions.

Fourth, the study examined school safety measures and guidance services in relation to students' well-being but did not include other factors that may also be associated with well-being, such as family environment, peer relationships, socioeconomic circumstances, academic workload, previous experiences of bullying, or students' use of support services outside the school. These unexamined factors may help explain variations in students' well-being.

Finally, the cross-sectional nature of the data provides information about the variables at a particular point in time. It does not allow the researchers to determine whether the observed relationships remain stable over time or whether changes in school safety measures and guidance services are followed by corresponding changes in students' well-being.

RECOMMENDATIONS

Based on the findings and limitations of the study, future researchers may consider the following:

Future studies may employ longitudinal research designs to examine whether the associations among school safety measures, guidance services, and students' well-being remain consistent over time and to better understand the temporal patterns among the variables.

Researchers may include additional variables such as family support, peer relationships, socioeconomic status, academic workload, school connectedness, bullying experiences, and help-seeking behavior to provide a more comprehensive explanation of factors associated with students' well-being.

Future research may involve respondents from multiple public and private schools and from different geographical areas to increase sample diversity and improve the transferability of findings across school contexts.

Mixed-methods studies may be conducted to complement quantitative findings with students' qualitative experiences regarding school safety, guidance services, emotional support, and help-seeking. Such approaches may provide deeper explanations for why students perceive particular safety and guidance services more favorably than others.

Future researchers may examine the individual dimensions of school safety and guidance services separately to determine which specific aspects demonstrate the strongest associations with particular dimensions of students' well-being.

Researchers may also consider collecting data from other stakeholders, such as guidance personnel, teachers, school administrators, and parents, to provide multiple perspectives on the implementation and accessibility of school safety and guidance services.

Future studies may examine whether students' actual utilization of guidance services, rather than only their perceptions of service availability, is associated with well-being. This may provide additional insight into the extent to which students engage with available school-based support.

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