

Teachers' Use of the Phrase 'Ipa-Guidance Ka' and The Stigmatization of Guidance Offices Among Filipino Teachers in The Philippines and Abroad

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ABSTRACT: This study examined the level of stigmatization associated with the guidance office, the frequency of teachers' use of the phrase "Ipa-Guidance Ka," and the challenges encountered in referring students to guidance services among Filipino teachers in the Philippines and the United States. It specifically determined whether perceptions of the guidance office differed according to selected respondent characteristics and whether the frequency of using the phrase was significantly related to guidance-office stigmatization. The study employed a quantitative descriptive-comparative-correlational research design. The respondents consisted of 80 Filipino teachers, with 40 from a public school district in Arizona, USA, and 40 from Jimalalud, Negros Oriental, Philippines, selected through purposive sampling and total enumeration of eligible respondents. Data were gathered using a literature-informed, structured questionnaire covering respondent profile, perceptions of the guidance office, frequency of using "Ipa-Guidance Ka," and challenges in making guidance referrals. Data were analyzed using frequency, percentage, mean, standard deviation, independent-samples t-test, one-way analysis of variance, and Spearman's rank-order correlation. The findings revealed that respondents perceived the guidance office at a high level as a disciplinary space ($M = 2.94$, $SD = 0.82$), a supportive counseling service ($M = 3.46$, $SD = 0.53$), and a referral resource for student development ($M = 3.32$, $SD = 0.63$). The phrase "Ipa-Guidance Ka" was used often ($M = 2.61$, $SD = 0.89$), while challenges in referring students to the guidance office were encountered to a great extent ($M = 2.66$, $SD = 0.71$). Significant differences were found in selected perceptions according to years of teaching experience, type of school, and country of teaching, whereas no significant differences were found according to age and sex. Spearman's correlation revealed a strong positive relationship between the frequency of using "Ipa-Guidance Ka" and the perception of the guidance office as a disciplinary space ($p = .702$, $p < .001$), as well as a weak negative relationship with its perception as a supportive counseling service ($p = -.242$, $p = .031$). No significant relationship was found between phrase use and the perception of the guidance office as a referral resource for student development ($p = .109$, $p = .334$). Based on the findings, Project GABAY (Guidance Awareness, Better Referral Practices, and Youth Support) was proposed to strengthen the supportive and developmental identity of the guidance office, promote constructive referral language, clarify referral procedures, and reduce guidance-office stigma.

KEYWORDS: Guidance Office, Stigmatization, "Ipa-Guidance Ka," Teacher Referral Practices, School Counseling, Filipino Teachers, Student Development

I. INTRODUCTION

Guidance and counseling services in educational institutions are an important aspect of providing adequate support for students' holistic development. There are many acts relating to guidance and counseling in the Philippines. One such act is Republic Act No. 9258, which defines the practice of professional psychology, and the other is Republic Act No. 11036, which improves the delivery of mental health services in the country. Besides, there are many acts concerning the interaction between discipline, child protection, and positive discipline. For instance, according to the Department of Education Order No. 40, s. In 2012, guidance programs should not be used to bully or humiliate students (Department of Education, 2012; Republic Act No. 9258, 2004; Republic Act No. 11036, 2018).

However, despite the aforementioned regulations, several obstacles prevent the efficient implementation of guidance in the Philippines. According to Harrison et al. (2023), major problems in the field of guidance include role confusion and a lack of empowerment. Also relevant to this research are studies on guidance and teaching, as well as the personal experiences of

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guidance providers in the Philippine educational sector (Iglesia, 2025; Sison & Yambao, 2025). Role ambiguity about the distinction between guidance and discipline functions may lead to the perception of the guidance office as a disciplinary entity.

One element that may contribute to perceptions of guidance is the cultural meaning of making referrals for guidance. According to Sarempaa & Wa-Mbaleka (2021), *hiya* refers to feelings of embarrassment, the importance of behaving properly and respecting social conventions, and others' judgments of one's actions. It appears that Filipino children may feel ashamed and stigmatized when seeking help, and the result may be certain psychological consequences (Tan et al., 2025). Thus, excessive guidance referrals as punishment may discourage children from seeking help at the guidance office.

Another element affecting the perception of guidance, referrals, and services offered is language. For instance, the term "Ipa-Guidance ka" is commonly used by teachers when addressing misconduct (Department of Education, 2012). Although in some cases this expression may serve to improve students' behavior, it fosters a negative image of the guidance program and may turn the guidance office into a place that students with behavior problems visit. One such quantitative study on factors that motivate teachers to make guidance referrals will be discussed in Chapter 4 (Chui et al., 2026; Lee & Shim, 2024).

It is possible to identify an existing gap in the study's rationale: the need to compare Filipino teachers who operate in different educational systems in the Philippines and the US. While Filipino teachers in the Philippines work in educational systems where guidance referrals are sometimes related to discipline issues, teachers in the US might work in systems where the ASCA sets specific guidelines that distinguish counseling from discipline in professional school counseling. According to the ASCA National Model, school counselors predominantly deliver extensive services that facilitate students' academic success, job Preparedness, and social-emotional growth, but student discipline is often overseen by school administrators. This differentiation underscores the distinct professional functions of school counselors within the U.S. educational framework and may influence educators' views on guidance services and referral methods. (American School Counselor Association [ASCA], 2025a, 2025b). Comparison of these teachers' practices can help identify how different factors influence perception of the guidance office.

Such a comparison is critical because reducing guidance office stigma can help make the guidance office a place of support, counseling, and student development rather than punishment. The following study is intended to address the gap and examine the level of guidance office stigmatization, teachers' use of the phrase "Ipa-Guidance ka," and referral problems experienced by Filipino teachers in the Philippines and abroad. These findings will inform the development of an intervention program for schools.

Research Question

The purpose of the study was to determine the level of stigmatization associated with the guidance office, the frequency of teachers' use of the expression "Ipa-Guidance ka," and the challenges encountered in referring students to the guidance office among Filipino teachers in the Philippines and abroad.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 years of teaching experience;
 - 1.4 type of school; and
 - 1.5 Country of teaching?
2. What is the level of stigmatization associated with the guidance office among Filipino teachers in terms of the perception of the guidance office as a:
 - 2.1 disciplinary space;
 - 2.2 supportive counseling service; and
 - 2.3 referral resource for student development?
3. What is the frequency of teachers' use of the phrase "Ipa-Guidance ka" in managing student behavior?
4. What challenges do teachers encounter in referring students to the guidance office?
5. Is there a significant difference in the level of stigmatization associated with the guidance office when respondents are grouped according to age, sex, years of teaching experience, type of school, and country of teaching?
6. Is there a significant relationship between the frequency of teachers' use of the phrase "Ipa-Guidance ka" and the level of stigmatization associated with the guidance office?
7. Based on the findings of the study, what school-based intervention program may be proposed to reduce the stigmatization of guidance offices and promote constructive guidance referral practices?

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II. Scope and Limitation of the Study

The proposed research seeks to measure the level of stigmatization of the guidance office, establish the frequency of use of the phrase "Ipa-Guidance ka" among teachers, and discover the hindrances to sending referred students for guidance. Variations in stigmatization across respondents' profile variables and the relationship between the term and stigmatization will be explored.

A total of 80 Filipino teachers will be used in the study. Of this number, 40 respondents (50%) will be from a public school in Arizona, USA, and the remaining 40 (50%) will be from Jimalalud, Negros Oriental, Philippines, based on the set inclusion and exclusion criteria.

Arizona, USA, and the district selected in Negros Oriental, Philippines, will constitute the two learning environments. In the proposed study, "abroad" refers to Filipino teachers working in a public school district in Arizona, USA.

Data will be gathered during the agreed period for the dissertation paper.

Both places will be used to compare the two settings in relation to the problem under investigation. The objective is to determine how differences in educational settings affect Filipino teachers' perceptions of the guidance office. The findings will help develop an intervention program that would reduce stigma and improve referrals from the guidance office.

This research uses a descriptive-comparative-correlational survey design. A structured questionnaire will be used to gather data for analysis. It should be noted that neither the interview method nor the focus group technique is utilized in the research, as no qualitative approaches are used. As purposive sampling is planned for selected schools, districts, and regions, no generalizations can be made about teachers in the Philippines, both local and international.

Framework

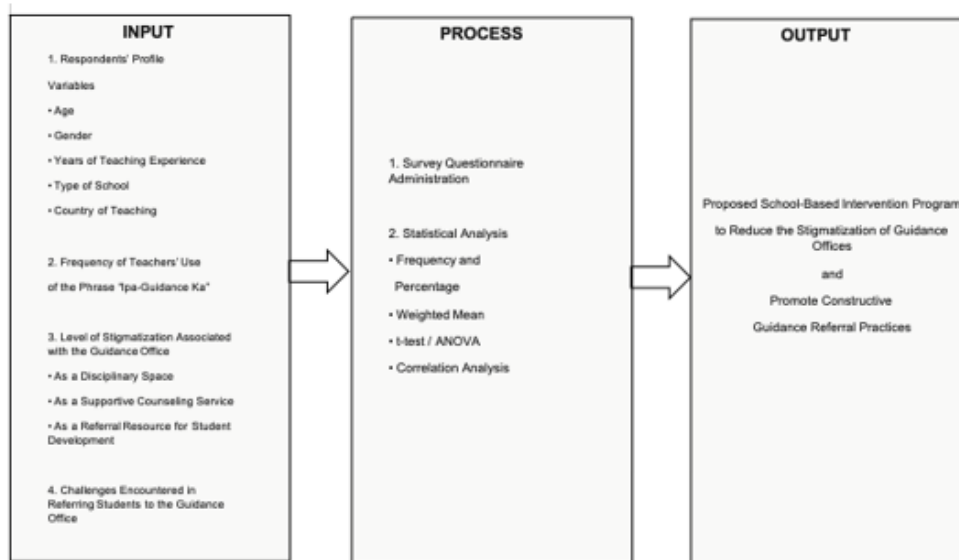


Figure 1. Proposed Conceptual Framework of the Study.

Input. The input variables include the respondents' profiles in terms of age, sex, years of teaching experience, type of school, and country of teaching; teachers' frequency of using the phrase "Ipa-Guidance ka"; the level of stigmatization associated with the guidance office; and the challenges encountered in referring students to the guidance office.

Process. The process includes the administration of the survey questionnaire, data gathering, coding and tabulation of responses, and statistical analysis. Descriptive statistics will be used to summarize the variables, comparative tests will be used to examine group differences, and correlation analysis will be used to determine the relationship between phrase use and stigmatization.

Output. The expected output is a school-based intervention program that promotes constructive guidance-referral practices, improves teachers' language in student referrals, and reduces the stigmatization of guidance offices as disciplinary spaces.

Research Design

The study will employ a quantitative descriptive-comparative-correlational survey design. The design is quantitative because the study will collect numerical responses via a structured questionnaire and analyze them using statistical procedures. It is descriptive because it will describe the profile of the respondents, the level of stigmatization associated with the guidance office, the frequency of teachers' use of the phrase "Ipa-Guidance ka," and the challenges encountered in referring students to the

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guidance office. It is comparative because it will determine whether significant differences in guidance-office stigmatization exist when respondents are grouped according to age, sex, years of teaching experience, type of school, and country of teaching. It is correlational because it will determine whether a significant relationship exists between teachers' frequency of using the phrase "Ipa-Guidance ka" and the level of stigmatization associated with the guidance office.

This design is appropriate because the study will neither manipulate any variable nor implement an intervention during data collection. Instead, it will measure teachers' perceptions and reported practices at a single point in time. Survey research is appropriate when the purpose is to describe variables, compare groups, and examine relationships among measured variables (Li et al., 2025; Zimba & Gasparyan, 2023). The design is also consistent with recent quantitative studies on teachers' referral attitudes and help-seeking stigma (Chui et al., 2026; Lee & Shim, 2024).

Research Instrument

The study will use a self-administered, literature-informed survey questionnaire as the primary research instrument. Questionnaires are

appropriate for studies that aim to gather standardized responses from a defined group of respondents and analyze patterns across variables (Koo & Yang, 2025; Zimba & Gasparyan, 2023).

The questionnaire will have four parts. Part I will collect respondents' profiles by age, sex, years of teaching experience, type of school, and country of teaching. Part II will measure the level of stigmatization associated with the guidance office in terms of its perceived role as a disciplinary space, a supportive counseling service, and a referral resource for student development. Part III will measure the frequency with which teachers use the phrase "Ipa-Guidance ka" to manage student behavior. Part IV will assess the challenges teachers encounter when referring students to the guidance office.

Data Gathering

Before data collection, the researcher will secure the necessary approvals from the dissertation adviser, the graduate school or university, and the appropriate school officials of the public school district in Arizona, USA, Jimalalud, Negros Oriental. After approval is obtained and the instrument is finalized, the researcher will provide the informed consent form and questionnaire to the identified respondents.

Depending on institutional approval and respondent accessibility, the questionnaire may be administered in print or via an online platform such as Google Forms. Online administration may be useful because the respondents are located in two different countries, but access, confidentiality, and voluntary participation will be carefully observed throughout the process.

Statistical Treatment

After the questionnaires are retrieved, responses will be reviewed for completeness and consistency. The data will then be coded, encoded, cleaned, and entered into IBM SPSS Statistics software for analysis. Data cleaning will include checking for missing values, duplicate entries, and possible encoding errors before statistical treatment.

Descriptive statistics will be used to answer the descriptive research questions. Frequency counts and percentages will describe the respondents' profile. Weighted means and standard deviations will describe the level of stigmatization associated with the guidance office, the frequency of teachers' use of the phrase "Ipa-Guidance ka," and the challenges encountered in referring students to guidance services.

Inferential statistics will be used to test the hypotheses. An independent-samples t-test will be used for grouping variables with two categories, such as sex and country of teaching, if the test assumptions are satisfied. One-way analysis of variance (ANOVA) will be used for grouping variables with more than two categories, such as age group, years of teaching experience, and type of school. Pearson product-moment correlation will be used to test the relationship between teachers' frequency of using "Ipa-Guidance ka" and the level of stigmatization associated with the guidance office, provided the assumptions are met; otherwise, Spearman's rank-order correlation will be used. All statistical tests will be evaluated at the 0.05 level of significance.

Because purposive sampling and total enumeration of accessible, qualified respondents will be used, inferential results will be interpreted with caution and in relation to the selected sites. The findings will provide evidence for the proposed school-based intervention program, but will not be treated as fully generalizable to all Filipino teachers in the Philippines and abroad.

III. RESULTS

This chapter presents and analyzes data obtained from respondents in line with the study's questions and objectives. The presentation starts with the demographic profile of the respondents, descriptive analysis of the study variables, inferential statistical analysis, and tests of the hypotheses.

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A. Profile of Respondents

Table 1. Age

	Frequency	Percent
20 – 29	23	28.75
30 – 39	39	48.75
40 – 49	14	17.50
50 – 59	3	3.75
60 and above	1	1.25
Total	80	100.0

The results show that the respondents were spread across the various age groups, with the highest percentage in the 30-39 age group at 48.75%, followed by the 20-29 age group at 28.75%. A smaller proportion of respondents were 40-49 years old (17.50%), a smaller proportion were 50-59 years old (3.75%), and the smallest proportion were those aged 60 years and above (1.25%). The results indicate that most respondents were teachers in the early to middle years of their careers, which reflected a range of teaching experience and maturity levels among the teachers.

Table 2. Sex

	Frequency	Percent
Female	57	71.3
Male	23	28.7
Total	80	100.0

The results indicate that the majority (71.30%) of the respondents were female, and a comparatively lesser number of male respondents (28.7%) were part of the sample. This distribution may indicate the composition of the schools involved in the study and that more female teachers were employed in the participating schools. Both of these groups, however, were represented in the study, and comparisons were made by sex, as specified in the research objectives.

Table 3. Years of Teaching Experience

	Frequency	Percent
0–5 years	21	26.3
6–10 years	21	26.3
11–15 years	22	27.5
16–20 years	7	8.8
21 years and above	9	11.3
Total	80	100.0

The results show that the respondents had varying years of teaching experience. The majority (27.5%) had 11-15 years of experience, followed by 0–5 years and 6–10 years, both at 26.3%, with relatively fewer experienced teachers aged 16 years and above. From these results, it can be inferred that the study participants represented different teaching levels, so the teachers' experiences varied.

Table 4. Type of School

	Frequency	Percent
Public	68	85.0
Private	12	15.0
Total	80	100.0

The results showed that most respondents (85%) worked in public schools, while a smaller proportion (15%) worked in private schools. This distribution indicates that the study is predominantly about the experiences and perceptions of public education teachers, with some involvement of private education teachers for comparison.

Table 5. Country of Teaching

	Frequency	Percent
Philippines	40	50.0
United States	40	50.0
Total	80	100.0

The results showed that half of the respondents (50%) were from the Philippines, while the other half were from the United States. The balanced distribution of teachers suggests that the study obtained comparable data from Filipino teachers in both educational settings, thus enabling the study to achieve its goal of comparing and examining perceptions and practices between the two countries.

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B. Descriptive Analysis of Variables

Level of Stigmatization Associated with the Guidance Office

Table 6. Perception of the Guidance Office as a Disciplinary Space

	Mean	Std. Deviation	Verbal Interpretation
Students tend to view the guidance office as a place where discipline takes place.	2.9625	.99929	High Level
The guidance office tends to be viewed as a place associated with bad behavior.	2.7000	.95996	High Level
The guidance office is often utilized when behavior needs to be addressed.	3.1000	.92230	High Level
The guidance office is perceived as part of the school's disciplinary system.	3.0750	.97792	High Level
The guidance office is often viewed by teachers as part of their classroom management practices.	2.8625	.88223	High Level
A. Perception of the Guidance Office as a Disciplinary Space	2.9400	.82272	High Level

The results indicate that respondents had a strong perception of the guidance office as a disciplinary space ($M = 2.94$, $SD = 0.82$). The item most highly rated in the indicators was that the guidance office is used regularly to help with behavior, with a high interpretation for all other indicators. The results indicated that a large number of teachers still view the guidance office as having a role beyond its main counseling and developmental purpose, and continue to think of the office as involved in student discipline and behavior Management. These perceptions can lead to the stigmatization of the guidance office, which is often seen as a response to students' need for support rather than to student misconduct. This notion seems to be at odds with the Department of Education's policy on guidance programs (Department of Education, 2012), which encourages them to be developmental and protective of children, not punitive. Similarly, the results could be due to the overlap between counseling and disciplinary work reported by school counselors in Southeast Asia, which can affect understanding of the purpose of school guidance services (Harris et al., 2023).

Table 7. Perception of the Guidance Office as a Supportive Counseling Service

	Mean	Std. Deviation	Verbal Interpretation
The guidance office is often viewed by the students as a place that offers support to the students.	3.2875	.76628	High Level
Students often view the guidance office as a place they can approach when they need help.	3.2750	.79516	High Level
Teachers view the guidance office as a partner in addressing students' emotional and social issues.	3.6000	.58677	Very High Level
The guidance office staff are often viewed as professionals who support students in various aspects of their well-being.	3.5875	.54410	Very High Level
The guidance office is often perceived as a place that contributes to a positive and supportive school environment.	3.5375	.61508	Very High Level
B. Perception of the Guidance Office as a Supportive Counseling Service	3.4575	.52981	High Level

The results indicated that the respondents' attitudes toward the guidance office were high ($M = 3.46$, $SD = 0.53$) regarding its role as a supportive counseling service. Teachers rated the guidance office highly for its role in addressing students' emotional and social needs, the professionalism of the guidance staff, and its role in creating a positive school climate. The results indicate that respondents are aware of the guidance office's role in their school as a guiding and counseling service, while also recognizing its disciplinary role. These perceptions of the guidance office coexisting within the school environment suggest that teachers see it as having multiple roles, which may reduce, but not eliminate, the possibility of stigmatization. The results reflect the professional standards of the American School Counselor Association, which state that school counselors are advocates for student

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development and wellbeing and not disciplinarians (ASCA, 2025). They are also related to Republic Act No. 11036, which encourages accessible, supportive, and non-violent mental health services in educational institutions (Republic Act No. 11036, 2018).

Table 8. Perception of the Guidance Office as a Referral Resource for Student Development

	Mean	Std. Deviation	Verbal Interpretation
The guidance office is often viewed as promoting the growth and development of the students.	3.2625	.77531	High Level
The guidance office is perceived to provide referrals that help students link up with relevant resources.	3.0625	.81666	High Level
The guidance office is viewed as a source of help in addressing students' education, feelings, behavior, and socialization.	3.4000	.72216	High Level
The guidance office is viewed as assisting students in making choices and improving their performance.	3.4125	.66929	High Level
The guidance office is perceived to promote student support while respecting the dignity of the learners.	3.4500	.69172	High Level
C. Perception of the Guidance Office as a Referral Resource for Student Development	3.3175	.63061	High Level

The results showed that respondents' perception of the guidance office's role as a source of student development referrals is high ($M = 3.32$, $SD = 0.63$). The best-rated indicators highlighted the guidance office's role in supporting students in making decisions, enhancing academic performance, fostering student support, and addressing students' educational, behavioral, and emotional needs. Based on these findings, it seems that the guidance office is seen by respondents as a supportive place that can foster students' growth, not just in discipline but as a place of growth for students as a whole. The developmental focus that emerged in the results reflects teachers' recognition of the educational role of guidance services, which is not only to provide discipline but also to foster development. This is in line with the definition of professional guidance and counseling in Republic Act No. 9258 (2004), which defines it as a non-punitive practice focused on holistic student development. Likewise, the ASCA National Model defines school counselors as "professionals who provide students with the opportunity to grow academically, career-wise, and socially and emotionally through comprehensive counseling programs (ASCA, 2025).

Table 9. Overall Level of Stigmatization

	Mean	Std. Deviation	Verbal Interpretation
A. Perception of the Guidance Office as a Disciplinary Space	2.9400	.82272	High Level
B. Perception of the Guidance Office as a Supportive Counseling Service	3.4575	.52981	High Level
C. Perception of the Guidance Office as a Referral Resource for Student Development	3.3175	.63061	High Level

The results show that all three aspects of respondents' perceptions were rated highly. The perception of the guidance office as a supportive counseling service had the highest mean, while the perception of the guidance office as a referral source for student development was the second-highest, and the perception of the guidance office as a disciplinary space was the lowest, but still high. These results indicate, as a rule, that respondents have a positive perception of the guidance office as a supportive and developmental service, and that they still perceive it in relation to disciplinary services. These perceptions together suggest that aspects of the guidance office's stigmatization might still persist, especially when counseling services are bound up with behavioral correction. This dual role of the counselor and disciplinarian can lead to misaligned interpretations, possibly due to the ongoing continuum between these roles in educational environments, as reported by Iglesia (2025). Similarly, structural and organizational role ambiguity has been identified as a prevalent problem in understanding and implementing guidance programs in schools (Larran & Hein, 2024).

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Table 10. Frequency of Teachers' Use of the Phrase "Ipa-Guidance Ka"

	Mean	Std. Deviation	Verbal Interpretation
The term "Ipa-Guidance ka" is used when a student continues to behave disruptively.	2.5750	1.08820	Often
The term "Ipa-Guidance ka" is used when the student violates the classroom rules.	2.4375	1.10056	Rarely
The term "Ipa-Guidance ka" is used after reminders and redirections.	2.3875	1.04934	Rarely
I notice other teachers using the term "Ipa-Guidance ka" for managing students' behaviors.	2.6500	1.08032	Often
In our school, "Ipa-Guidance ka" is used as a warning before referring the child to guidance.	2.5125	1.06728	Often
The term "Ipa-Guidance ka" is used in front of the students' peers whenever there's a problem with their behavior.	2.4375	1.11200	Rarely
The term "Ipa-Guidance ka" is used along with other behavior management techniques.	2.6125	1.03720	Often
When making a referral, I refer to the student in a positive way.	3.3000	.81753	Often
Frequency of Teachers' Use of the Phrase "Ipa-Guidance ka"	2.6141	.89128	Often

The results showed that Ipa-Guidance Ka ($M = 2.61$, $SD = 0.89$) was used frequently by teachers. The top-rated indicator was that teachers often referred students to guidance in a positive way, but a few items also reflected that the term was used as part of classroom behavior Management, and as a warning prior to referral. The results of this study indicate that teachers can use the phrase positively in certain contexts, but frequent use in student behavior Management could affect students' understanding of the guidance office's role. A Symbolic Interactionist approach suggests that meanings are constructed and strengthened in the process of everyday social interaction, suggesting that repeated teacher language might influence the shared meaning of guidance referrals (Berger & Luckmann, 1966). Likewise, Labeling Theory posits that repeated verbal labels for behavioral problems could affect students' self-perceived identity and how they are treated by others, which could further lead to the stigmatization of students referred to the guidance office (Becker, 1963).

Table 11. Challenges Encountered in Referring Students to the Guidance Office

	Mean	Std. Deviation	Verbal Interpretation
Unstated procedures become an obstacle to making guidance referrals.	2.7250	.81092	Great Extent
Time becomes a constraint to coordinating guidance referrals.	2.7000	.76968	Great Extent
Access to guidance counselors is limited and affects the referral process.	2.5625	.91186	Great Extent
Embarrassment on the part of the student becomes a barrier to visiting the guidance counselor's office.	2.7125	.98333	Great Extent
Parental concerns affect the way teachers manage guidance referrals.	2.8000	.89159	Great Extent
Lack of orientation to guidance on the part of teachers hinders them from making referrals.	2.6375	.95790	Great Extent
Confidentiality becomes a factor in the referral process.	2.7125	.95723	Great Extent
Ambiguity in roles between discipline and guidance makes referrals difficult.	2.6250	.91920	Great Extent
Language differences make it challenging to refer students effectively.	2.4000	.89443	Low Extent
Schoolwork hampers documentation of guidance referrals.	2.6750	.88267	Great Extent
Challenges Encountered in Referring Students to the Guidance Office	2.6550	.70977	Great Extent

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The results indicate that participants had considerable difficulty referring students to the guidance office ($M = 2.66$, $SD = 0.71$). Parent concerns involving referrals, barriers arising from referrals, student embarrassment in the guidance office, confidentiality issues, limited access to guidance counselors, and poor orientation on the referral process were among the top challenges. Difficulties perceived to a low Extent were related only to language differences. The results of this study indicate that teachers face several structural, procedural, and social/psychological challenges with guidance referrals that can impact the use of referral services. The pattern of the results is similar to findings from research studies reporting that organizational barriers, lack of institutional support, and unclear referral systems are obstacles to teachers' implementation of guidance services (Abay et al., 2025). Similarly, role ambiguity and lack of resources have been identified as ongoing issues in the effective implementation of school guidance programs (Kilag et al., 2024).

C. Inferential Statistical Analysis

Significant Difference in the Perception of the Guidance Office According to:

Table 12. Age

	F-value	P-value	Decision
A. Perception of the Guidance Office as a Disciplinary Space	1.090	.384	Not significant
B. Perception of the Guidance Office as a Supportive Counseling Service	1.277	.223	Not significant
C. Perception of the Guidance Office as a Referral Resource for Student Development	1.503	.105	Not significant

The results show that there were no significant differences in the perception of the guidance office as a disciplinary space for the respondents when divided by their age ($F = 1.090$, $p = .384$), perception as a supportive counseling service ($F = 1.277$, $p = .223$), and perception as a referral source for student development ($F = 1.503$, $p = .105$). Based on the results obtained, teachers' perceptions of the guidance office's functions were similar across age groups. The uniformity of these perceptions may suggest that perceptions of guidance services are influenced more by common professional experiences, institutional practices, and the school's culture than by age. The results also indicate that across generations of teachers, there is relative stability in perceptions of the guidance office as a supportive and disciplinary space, suggesting that organizational practices continue to influence perceptions of guidance programs (Harrison et al., 2023). There is an interpretation consistent with the Department of Education's guidance that ensures guidance programs have developmental and child-protective functions, regardless of the characteristics of school personnel (Department of Education, 2012).

Table 13. Sex

	F-value	p-value	Decision
A. Perception of the Guidance Office as a Disciplinary Space	.876	.352	Not significant
B. Perception of the Guidance Office as a Supportive Counseling Service	.530	.469	Not significant
C. Perception of the Guidance Office as a Referral Resource for Student Development	.090	.765	Not significant

The results show that there was no significant difference between male and female respondents on their perceptions of the guidance office as a disciplinary area ($F = 0.876$, $p = .352$), a supportive counseling service ($F = 0.530$, $p = .469$), or a referral source for student development ($F = 0.090$, $p = .765$). The results indicated that respondents' perceptions of the guidance office were generally similar across sexes. The lack of significant differences suggests that male and female teachers may have similar experiences with policies, referral systems, and professional expectations, which affect their knowledge of guidance services. This common understanding seems to justify the notion that school counseling is designed to provide equal opportunity to all learners, rather than different treatment based on the teacher's personality (Republic Act No. 11036, 2018). The guidance office is also widely recognized as a developmental service consistently applied across all educational settings (ASCA, 2025).

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Table 14. Years of Teaching Experience

	F-value	p-value	Decision
A. Perception of the Guidance Office as a Disciplinary Space	2.800	.032	Significant
B. Perception of the Guidance Office as a Supportive Counseling Service	.879	.481	Not significant
C. Perception of the Guidance Office as a Referral Resource for Student Development	3.362	.014	Significant

The results showed no significant differences ($F = 0.879$, $p = .481$) among respondents by years of teaching experience in their perception of the guidance office's support in providing counseling services. A significant difference was noted, however, in respondents' perceptions of the guidance office as a source of student development ($F = 3.362$, $p = .014$), indicating that respondents in different teaching years had different perceptions of the guidance office's developmental role. The table also shows a p-value of .032 for the disciplinary dimension, indicating it was significant. This significant difference in the developmental dimension might be due to variations in teachers' exposure to referral systems, professional development experiences, and evolving guidance practices throughout their careers. Less experienced teachers may not have developed as much experience working with guidance personnel, while more experienced teachers may have broader experience in doing so. The results are similar to those found regarding attitudes and perceptions of professional roles that develop with experience and how these influence teachers' referral intentions and utilization of guidance services (Lee & Shim, 2024). They also align with reports on the influence of role integration and organizational practices on the perceptions of and use of guidance programs in school communities (Iglesia, 2025).

Table 15. Type of School

	F-value	p-value	Decision
A. Perception of the Guidance Office as a Disciplinary Space	5.356	.023	Significant
B. Perception of the Guidance Office as a Supportive Counseling Service	1.022	.315	Not significant
C. Perception of the Guidance Office as a Referral Resource for Student Development	1.942	.167	Not significant

The findings indicated no significant difference in perceptions of the guidance office as a supportive counseling service ($F = 1.022$, $p = .315$) and as a referral source for student development ($F = 1.942$, $p = .167$) by type of school. There is, however, a significant difference in the disciplinary dimension ($F = 5.356$, $p = .023$), indicating that teachers from public and private schools have different perceptions of the guidance office's role as a disciplinary space. In reality, this finding suggests that the institutional environment may be a source of variation in the guidance office's disciplinary roles. Variations in school policies, student Management orientations, counseling services available, and administrative expectations could be related to differing perceptions of guidance services as a form of discipline. However, there is no significant difference between the two types of schools regarding their views on the guidance office's role in counseling and developmental services. This finding could be attributed to variations in organizational configurations and in how roles are implemented across different schools, and it reaffirms that professional guidance services should not be punitive but developmental, no matter the setting in which they are used. (Republic Act No. 9258, 2004).

Table 16. Country of Teaching

	F-value	P-value	Decision
A. Perception of the Guidance Office as a Disciplinary Space	11.925	.001	Significant
B. Perception of the Guidance Office as a Supportive Counseling Service	.042	.838	Not significant
C. Perception of the Guidance Office as a Referral Resource for Student Development	2.861	.095	Not significant

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The results revealed that there was no significant difference ($F = 0.042$, $p = .838$) between the perceptions of the guidance office regarding its role as a supportive counselling service based on country of teaching, and there was also no significant difference ($F = 2.861$, $p = .095$) between the perceptions of the guidance office regarding its role as a referral resource for students' development based on the country of teaching. A key difference, however, was that respondents' perceptions of the guidance office as a disciplinary setting ($F = 11.925$, $p = .001$) indicated that teachers in the Philippines and the United States differed in how they perceived the guidance office as a disciplinary space. For practical purposes, this means that country-specific differences in educational policies, in discipline, and in counseling systems can affect teachers' perceptions. These varying perceptions could be due to differences in institutional traditions, implementation of student support services, and the role being held by the school counselor. Even though there is this difference, the attitudes of respondents in both countries regarding counseling and development functions of the guidance office were quite similar. Differences in school discipline practices across educational systems (Johnson & Johnson, 2023) may help explain these findings as well as the impact of institutional roles and organizational expectations on the public understanding of guidance services (Larran & Hein, 2024).

Relationship between the Frequency of Teachers' Use of the Phrase "Ipa-Guidance Ka" and the Level of Stigmatization Associated with the Guidance Office

Table 17. Assumption Check

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
A. Perception of the Guidance Office as a Disciplinary Space	.129	80	.002	.933	80	.000
B. Perception of the Guidance Office as a Supportive Counseling Service	.210	80	.000	.852	80	.000
C. Perception of the Guidance Office as a Referral Resource for Student Development	.160	80	.000	.887	80	.000
Frequency of Teachers' Use of the Phrase "Ipa-Guidance ka"	.079	80	.200*	.949	80	.003

The results show that the assumption of normality for use with Pearson Product-Moment Correlation was not met. Statistically, all the variables of the study gave significant values when subjected to the Shapiro-Wilk test which were $p < .05$, specifically for the perception of the guidance office as a disciplinary space ($W = .933$, $p < .001$), supportive counseling service ($W = .852$, $p < .001$), referral resource for student development ($W = .887$, $p < .001$), and the frequency of the use of the term "Ipa-Guidance Ka" by teachers ($W = .949$, $p = .003$). These results indicate that the variables were not normally distributed. Therefore, Pearson correlation was not appropriate for the data. Spearman's Rank-Order Correlation was used in this study because it is not dependent on normally distributed data, and indicates the relationship between the teachers' use of Ipa-Guidance Ka and the degree of stigmatization experienced by the guidance office.

Table 18. Spearman's rho

Variable	Statistical Measure	Frequency of Teachers' Use of the Phrase "Ipa-Guidance ka"	Decision
A. Perception of the Guidance Office as a Disciplinary Space	Correlation Coefficient	.702**	Significant
	Sig. (2-tailed)	.000	
B. Perception of the Guidance Office as a Supportive Counseling Service	Correlation Coefficient	-.242*	Significant
	Sig. (2-tailed)	.031	
C. Perception of the Guidance Office as a Referral Resource for Student Development	Correlation Coefficient	.109	Not significant
	Sig. (2-tailed)	.334	

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

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

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The Spearman Rank-Order Correlation test revealed a significant positive correlation between the frequency of the teachers' use of the phrase "Ipa-Guidance Ka" and the perception of the guidance office as a disciplinary space ($r = .702, p < .001$). This indicates a strong, positive, and significant relationship: the higher the frequency of use of the phrase, the higher the respondents' perception of the guidance office as a place associated with discipline. The relationship between the use of the phrase and students' perception of the guidance office as a supportive was also significant ($r = -.242, p = .031$), and the relationship between the use of the phrase and perception of the guidance office as a referral resource for students' development was not significant ($r = .109, p = .334$). Based on the decision in the table, the latter relationships were not deemed significant, as they would not be considered to provide a meaningful connection to the developmental referral function of the guidance office. In sum, the results indicate that language teachers' perception of discipline is more closely correlated with the language they use when referring students to the guidance office than with their perception of the guidance office's supportive or developmental nature.

The results of this study can be supported by Symbolic Interactionism, which holds that meanings are constructed and sustained through repeated interaction in social life and through the language people use in their daily lives (Berger & Luckmann, 1966). Similarly, Labeling Theory proposes that repeated verbal labeling of student behavior creates perceptions of labeled students and the institutions associated with those labels among populations and individuals (Becker, 1963). The term "Ipa-Guidance Ka" is often used in the context of the present study and may help keep the guidance office in the disciplinary role, rather than in the counseling and comprehensive student development role. The results of this study, however, indicated that, as a descriptive-correlational design, the significant relationships established should not be seen as cause-and-effect but rather as associations between the variables.

Guidance Awareness, Better Referral Practices, and Youth Support A Proposed School-Based Intervention Program to Strengthen the Supportive and Developmental Identity of the Guidance Office and Promote Constructive Referral Practices

The study found that Filipino teachers perceive the guidance office as a disciplinary space, a supportive counseling service, and a referral resource for student development. Among Philippine respondents, the perception of the guidance office as a disciplinary space obtained the highest rating, indicating that disciplinary associations remain strongly embedded in school practice. Despite this finding, respondents also demonstrated very high perceptions of the guidance office as a supportive counseling service and a referral resource for student development.

The findings further revealed that the phrase "Ipa-Guidance Ka" continues to be used among teachers, while challenges in referring students to guidance services remain present. Comparison of Philippine and United States respondents showed that Filipino teachers working in the United States reported considerably lower disciplinary perceptions while maintaining similarly high perceptions of the supportive role of guidance services.

These findings suggest that guidance offices are generally valued by teachers; however, disciplinary associations continue to coexist with supportive and developmental perceptions. Such findings highlight the need to clarify the functions of guidance services, strengthen referral practices, promote constructive referral language, improve access to guidance support, and reduce misconceptions regarding the role of the guidance office.

This chapter summarized the findings, conclusions, and recommendations of the study. Conclusions were directly drawn from the results presented in Chapter 4, and recommendations were drawn from the indicated findings and the practical needs of the study.

A total of 80 teacher-respondents from the Philippines and the United States participated in the study. The majority of respondents were female, aged 30–39, had taught for 11–15 years, and were primarily from public schools. Respondents were also evenly distributed by country of teaching, with 40 from the Philippines and 40 from the United States.

Regarding the Extent of stigmatization of the guidance office, the results showed that the participants viewed the guidance office as a disciplinary area, a supportive counseling service, and a platform for students' development at a high level. The highest mean was for the guidance office as a supportive counseling facility; the guidance office as a source of referral for student development ranked second; and the guidance office as a disciplinary space was also high. This indicates that these respondents perceived the guidance office as supportive and developmental, while also associated with discipline.

The results also revealed that the teachers frequently use the phrase 'Ipa-Guidance Ka.' While some uses were positive in terms of referring to the words, there were also negative associations of the words with classroom behavior and with warnings before referring to them. This indicates that it continues to be used by teachers in their language when discussing pupil behavior.

Respondents faced significant referral challenges when asked about their difficulty with the referral process. Some major challenges encountered were parental concerns, confusion in the referral process, student embarrassment, confidentiality issues,

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limited access to guidance counselors, and a lack of orientation for students regarding guidance referrals. Language differences were seen to be a less significant barrier than the other barriers to referrals.

No significant differences were found between age and sex. A few significant differences emerged across years of teaching experience, type of school, and country of teaching; however, in selected areas, such as the role the guidance office plays in discipline and as a referral resource for students' growth and development.

The results indicated a strong positive correlation between teachers' use of the term "Ipa-Guidance Ka" and their perceptions of guidance offices as disciplinary spaces. In addition, a weak, but statistically significant negative relationship was found between phrase use and perceptions of the guidance office as a supportive counseling service, with no significant relationship found with perceptions of the guidance office as a referral source for student development. The results, however, should not be interpreted as causal but only the result of a correlation test.

The results of the survey indicated that the majority of respondents were female teachers aged 30-39, with diverse teaching experience, mainly from public schools, and equally from the Philippines and the United States.

The study found that it was seen in many aspects as the guidance office. It was seen as both a counseling service to support students' development and a referral service, but also as a disciplinary service. The guidance office was not perceived as a place of punishment or a place of support, but as both. Instead, they had both meanings in their perceptions.

The teachers' frequent use of the phrase "Ipa-Guidance Ka" was observed, which was interpreted as indicating that this phrase is still present in teachers' language in the classroom and in references. It is a behavioral strategy that may be related to supporting referral and behavior Management strategies.

Referral problems to a great Extent were faced by the respondents. The challenges included procedural, organizational, interpersonal, and stigma-related issues, which can impact teachers' referrals of students and students' perceptions of the guidance office.

As for significant differences, age and sex were not significantly affecting respondents' perceptions of the guidance office. The selected dimensions, however, were found to differ significantly based on years of teaching experience, type of school, and country of teaching. This indicates that there may be differences in perceptions of the guidance office's role based on professional experience and educational setting.

Teachers' use of the phrase "Ipa-Guidance Ka" was significantly associated with perceptions of the guidance office. There was a significant relation between the frequency of use of this phrase and the disciplinary perceptions, with higher frequency use related to higher disciplinary perceptions, and a slight relationship between the frequency of use of this phrase and the supportive counseling perceptions, with higher frequency of use associated with lower supportive counseling perceptions; no significant relations were found with the perception of the guidance office as a referral source for student development. The results of this study indicate that the language used to refer teachers to the guidance office may affect perceptions of the guidance office; however, due to the study's correlational design, it cannot be determined whether a cause-and-effect relationship exists.

The research gap regarding differences in teachers' approaches to teaching between Filipino teachers in the Philippines and those overseas was addressed by comparing the two. The guidance office was perceived as supportive and developmental for Filipino teachers in both settings, although some differences were observed in their disciplinary perceptions. Based on the findings, a school-based intervention program may be recommended to reduce stigmatization in the guidance office, use positive language when referring students, clarify the referral process, and strengthen the guidance office's supportive identity.

Based on the findings, it is recommended that schools hold teacher orientation on guidance services to ensure that schools understand the guidance office's purpose as a supportive, developmental, and non-punitive service. The difference between counseling support and disciplinary procedures needs to be highlighted during this orientation.

Teachers may also receive positive referral language training. The expression "Ipa-Guidance Ka" was found to be significantly related to disciplinary perceptions, so it is recommended that teachers be guided to use language that frames the guidance office as a place for support rather than as a place of threat and punishment.

Schools may carry out Awareness campaigns in the guidance offices for students and their parents. They can include classroom orientations, posters, school campaigns, and parent meetings that introduce them to the guidance office's mission in the context of student wellbeing, counseling, and development.

Improvements and clarifications to referral procedures may also be made. Schools may establish clear referral forms, referral steps, confidentiality protocols, and communication procedures to ensure proper referrals and to ensure students feel safe in the referral process.

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The cooperation between teachers and teacher-guides may need to be stronger. Periodic meetings between teachers and guidance staff can be useful for addressing issues related to referrals, student needs, and misunderstandings about guidance services.

Guidance advocacy activities may be held regularly at school to encourage the office as a safe, respectful, and supportive environment. These activities should directly target the stigma, embarrassment, and fear of guidance referral.

Lastly, school leadership may review policies to ensure clarity of distinction between discipline and guidance services. This can help limit role confusion and enhance the guidance office's identity as a service for students.

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