

Guidance Services for Informed Choices Towards Becoming Productive Individuals in Medina College, Ozamiz City: Problems and Intervention

Danilo S. Yolim¹ and Alemar C. Mayordo²

^{1,2}Faculty, Medina College – Ozamiz City

Abstract— Guidance services play a critical role in fostering students' academic, personal, and career development. This study examines the extent of implementation and the challenges faced in delivering guidance services in schools, focusing on six key areas: information dissemination, individual inventory, counseling, placement, follow-up, and testing. A descriptive survey research design was employed to collect data from respondents. The study measured the extent of implementation and identified the problems encountered using a Likert-scale questionnaire. Data were analyzed using mean scores and standard deviations to determine implementation levels and highlight significant challenges. Findings revealed that the overall implementation of guidance services was categorized as "High," with average mean scores ranging from 3.99 to 4.08 across the six domains. The results underscored the schools' commitment to providing comprehensive support for students. However, notable challenges were identified, including lack of leadership support (Mean = 3.14), overloading of teachers (Mean = 3.12), and scarcity of qualified counselors (Mean = 3.05), categorized as "Average." The study highlights the robust implementation of guidance services despite systemic barriers. These challenges hinder the optimal delivery of services and require strategic interventions. Addressing issues such as leadership, resource allocation, and capacity-building is critical to improving service effectiveness. The study concludes that while guidance services are generally well-implemented, addressing systemic challenges is essential for maximizing their impact. Strengthening leadership support, increasing resources, and enhancing awareness and training can further improve the quality and sustainability of guidance programs in schools.

Keywords— Challenges, Counselors, Guidance services, Students

I. INTRODUCTION

Guidance services are widely recognized as an essential component of a well-rounded education, playing a pivotal role in the holistic development of students. Regardless of the goals set by school education, students require the support of teachers, counselors, and other educational stakeholders to achieve meaningful progress. Without structured guidance programs, students may struggle to fully discover and maximize their potential, make informed career decisions, secure suitable occupations, and adapt effectively to the demands of society. Well-organized school guidance programs empower students to navigate academic, personal, and social challenges, ensuring they are equipped to succeed in an increasingly complex world.

As highlighted by Supriyanto et al. (2019), guidance services are essential components of a school's support system, helping to implement its policies, objectives, and goals. These services play a critical role in creating a structured environment where students can access meaningful experiences tailored to their unique needs and developmental stages. When students require assistance, there must be a dedicated person within the

school to provide guidance and support. Furthermore, Sinhal and Sinde (2021) emphasize that guidance services help students develop the knowledge and skills necessary to make informed decisions and navigate life. These services offer the tools and resources to assist students in making plans, setting goals, and interpreting their experiences effectively.

Guidance services in schools are the area of the school's provision that is directed explicitly towards helping students discover their real possibilities in preparing for adult and working life. Guidance and counseling services in schools, as reflected by Gipalen & Madrigal (2021), aim to assist students in fulfilling their basic physiological needs, understanding self, developing associations with classmates, establishing a balance between permissiveness and control in the school setting, realizing success, and providing opportunities to achieve independence.

In addition, Akinade (2012) defines guidance and counseling as assisting students to become fully aware of themselves and how they respond to the influences of their environment. Currently, educational institutions

have made considerable development in setting up administrative structures for providing guidance and counseling services to enhance the student's personal, educational, and vocational development. Different studies attest that school guidance counselors play significant roles in students' aspirations, plans, enrolments, and financial aid knowledge. Guidance and Counseling are an approach to assisting students in making the right decisions and improving their behavior. Guidance and counseling services aim to develop specific skills and learning opportunities proactively and proactively, ensuring that all students can experience school success through academic, career, personal, and social development.

According to Mdidi (2015), guidance and counseling services play a crucial role in helping students address issues such as bullying and course mismatch, fostering their personal growth and academic success. This underscores the urgent need to introduce and strengthen guidance services at Medina College to effectively address the diverse needs of students, the administration, and the overall educational system. Unfortunately, existing policies related to guidance and counseling services at Medina College remain insufficient and require significant improvement. Therefore, this study aims to examine the current state of guidance and counseling services at Medina College, focusing on the practices and challenges of counseling programs, the roles and preparedness of school counselors, the types of services offered, and their evaluation systems. Additionally, it seeks to identify the critical challenges affecting the delivery of guidance services for first-year college students. Ultimately, the study intends to develop a prototype guidance program aligned with the research findings to enhance the effectiveness and responsiveness of counseling services in the institution.

Objectives of the Study

The study was conducted to determine the extent of the implementation of guidance services at Medina College Incorporated for the S.Y. 2023-2024. Specifically, it sought to answer the following questions:

- What is the extent of implementation of guidance services as perceived by the respondents?
- What is the extent of the problems encountered by the respondents on the implementation of guidance services?

II. METHODS

Research Design

A descriptive survey research design was used to gather the characteristics, behaviors, or opinions of the respondents. According to Creswell (2014), this design is often used to collect quantitative data that provides a snapshot of the current state of variables within a study. The descriptive nature of this approach makes it effective for identifying trends, attitudes, or perceptions without manipulating variables, thereby ensuring objectivity and generalizability. Creswell further emphasizes that this design is particularly useful when the goal is to gain insights into a population's current conditions, behaviors, or practices, making it ideal for studies in education, social sciences, and business.

Research Respondents

The respondents of this study were 147 teacher respondents working at Medina College. The respondents were selected through a complete enumeration. According to Kothari (2004), this method ensures maximum accuracy and reliability as it covers the entire population, leaving no element unexamined.

Research Setting

The study was conducted at Medina College – Ozamiz City. The college was formerly Medina School of Midwifery, a private, non-sectarian college in Ozamiz City, Philippines, under Medina College Inc., which is regarded as the first private midwifery school in Ozamiz City, offering both academic and technical vocational tracks.

Research Instrument

A researcher-made questionnaire was used to gather the necessary data to attain the objectives of the study. The questionnaire was composed of two parts. Part one contains questions about the activities the teacher and program head performed under the seven primary guidance services. Part two focuses on the problems teachers and program heads encountered in implementing Guidance Service for informed choices toward becoming productive individuals in Medina College.

Validation of Instrument

The questionnaire underwent pilot testing, yielding an r-value of 0.90, indicating a high level of reliability. Additionally, the questionnaire was validated by experts in the field to ensure its appropriateness and accuracy.

Data Gathering Procedure

Before conducting the study, the researchers sought approval from school officials. Once permission was granted, consent was obtained from the respondents after explaining the purpose of the study. The questionnaires were then distributed, and collected, and the results were subsequently tabulated for analysis.

Data Analysis

To analyze the data, the researcher used arithmetic MEAN to determine the extent to which the respondents perceived the implementation of guidance services and the extent to which they encountered problems with it.

To establish the extent of implementation of guidance services and the extent of the problems encountered by the respondents the continuum was adopted. 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High", 4.21 – 5.0 "Very High"

Ethical Considerations

In this study, the researcher considered the ethical considerations as enumerated by Bryman 2005. According to Bryman (2015), researchers must adhere to ethical principles such as informed consent, confidentiality, and avoiding harm to participants.

Informed consent ensures that participants are fully aware of the purpose, procedures, and potential risks of the study before agreeing to take part. Maintaining confidentiality safeguards participants' identities and personal information, while researchers must also strive to minimize any physical, emotional, or psychological harm. Bryman emphasizes that adhering to ethical guidelines enhances the integrity and credibility of the research, fostering trust between researchers and participants.

III. RESULTS AND DISCUSSION

Table 1 present the average mean score for the implementation of information services is 4.08, categorized as "High." This high score reflects the effectiveness of guidance programs in providing essential information to students, fostering their educational and career growth. Research highlights that robust information services equip students with knowledge about academic requirements, occupational options, and interpersonal skills necessary for personal development (Lapan et al., 2001). These findings imply that schools are meeting the students' need for relevant information, enabling them to make informed decisions about their academic and career paths.

Table 1. Extent of Implementation of Guidance Services in terms of Information Services

Indicators	SD	Mean
Provide valid and usable data about the present and probable future educational requirements	0.87	4.01
Provide occupational information about positions, jobs, and occupations.	0.89	4.13
Provide valid and usable data about the opportunities and influences of human beings, which helps learners better understand themselves and improve their relationships with others.	0.90	4.04
Conduct students' orientation on school rules and regulations.	0.56	4.09
Conduct interviews/consultations with students to guide them in their choice of course programs.	0.75	3.97
Advise students of extracurricular activities of the school.	0.59	4.04
Provide information to the guidance counselor about student refereed.	0.63	4.01
Conduct orientation for parents on the school policies of attendance and their role in students' development.	0.70	4.12
Report the student's progress and academic performance to the parents.	0.85	3.98
Develop community consciousness among students through student orientation and convocation	0.88	4.07
Average Mean		4.08 (High)

Moreover, it was revealed result is a high rating for "Provide occupational information about positions, jobs, and occupations" (Mean = 4.13), demonstrating the schools' success in career guidance efforts. This aligns with findings from Niles and Harris-Bowlsbey (2020), which stress that effective career information services significantly enhance students' preparedness for the workforce. Conversely, the relatively lower rating for

"Conduct interviews/consultations with students to guide them in their choice of course programs" (Mean = 3.97) suggests a missed opportunity to provide more personalized guidance. Schools should prioritize these consultations as studies indicate they are critical for tailoring support to individual student needs (Savickas, 2013).

Table 2 present the average mean score of 4.06 for individual inventory services indicates a high level of implementation. These services are foundational in creating a personalized approach to guidance, enabling counselors to understand and address students' unique characteristics. Keeping detailed records and conducting individual assessments are vital components of modern guidance practices (Gysbers & Henderson, 2014). This result emphasizes the role of individual inventory services in promoting self-awareness and supporting informed decision-making among students, ensuring their holistic development. A standout result is the high score for "Maintains up-to-date cumulative records of

students" (Mean = 4.20), emphasizing the critical importance of accurate and comprehensive student data. This supports Gysbers and Henderson's (2014) assertion that such records are essential for crafting effective interventions. On the other hand, "Interprets data to help students create appropriate plans for improving life" (Mean = 3.95) was the lowest-rated, underscoring a need for enhanced data interpretation practices. This limitation is significant as research by Whiston (2017) demonstrates that well-interpreted data directly influences students' success by guiding them toward meaningful goals. Schools could improve outcomes by equipping counselors with advanced data analysis skills.

Table 2. Extent of Implementation of Guidance Services in terms of Individual Inventory Services

Indicators	SD	Mean
Conduct an individual analysis to determine the unique characteristics of every student.	0.85	4.03
Interprets data to help students create appropriate plans for improving life.	0.89	3.95
Facilitate self-awareness, self-understanding & decision-making among the students.	0.90	4.05
Enables students to develop a more profound and fuller self-awareness.	0.80	4.05
Maintains up-to-date cumulative records of students.	0.89	4.20
Record important information about the students.	0.65	4.08
Maintain complete and accurate individual identification data.	0.66	4.02
Conduct individual inventories indicative of the learners' dislikes; this can indirectly guide teachers and program heads in determining how the learners choose their goals and purpose.	0.74	4.13
Keep test records that contain information on the learner's mental ability, aptitudes, and interests.	0.85	4.11
Evaluate self-evaluation reports like autobiographies and essays about a necessary experience to obtain information about the students.	0.95	3.95
Average Mean	4.06 (High)	

Table 3. Extent of Implementation of Guidance Services in terms of Counselling Services

Indicators	SD	Mean
Organize student orientation, guidance, and counseling advocacy programs for the students.	0.85	3.86
Conduct consultation/one-on-one scheduled guidance to the students.	0.82	3.99
Provide walk-in counseling when a student seeks help to aid him/her in a challenging situation.	0.82	3.92
Recommends a consultation/appointment between the student and the guidance counselor.	0.89	4.06
Provide vocational/career services to assist students in their career and planning choices.	0.88	3.89
Conduct developmental learning services to facilitate students' learning experiences.	0.84	4.00
Implement a Psycho-therapeutic intervention program to promote psychological wellness.	0.80	3.92
Develop and implement a research plan that generates empirical data about students' and students' lives that could inform school policy and decision-making.	0.96	4.07
Develop and implement assessment and evaluation plans that would provide soft and complex data on the quality, results, and impact of the various student services and programs.	0.91	3.97
Conduct follow-up services to secure information about former students and provide continuing services for students after they leave school.	0.89	4.07
Average Mean	3.99 (High)	

Table 3 presents counseling services with an average mean of 3.99, categorized as "High." This result signifies the critical role of counseling in addressing students' multifaceted needs, including mental health,

academic challenges, and career planning. Counseling services are essential for fostering resilience, adaptability, and informed decision-making in students (Corey, 2020). The high mean highlights schools'

dedication to promoting psychological wellness and facilitating students' holistic development.

In addition, the table findings, “Develop and implement a research plan that generates empirical data about students’ lives” and “Conduct follow-up services to secure information about former students” (both Mean = 4.07) stand out. These indicators highlight the value of evidence-based practices, aligning with Whiston's (2017) findings that data-driven approaches lead to more effective interventions. Conversely, “Organize student orientation, guidance, and counseling advocacy programs for the students” (Mean = 3.86) received the lowest score, suggesting a need for better promotion of counseling services. Gladding (2018) emphasizes that advocacy programs are vital for increasing awareness and accessibility, indicating an area where schools could further engage students.

Table 4, placement services received an average mean of 4.06, reflecting a high level of implementation. These services help students transition from academic settings to professional environments, a critical aspect of career readiness. Research shows that effective placement

services foster students’ confidence and preparedness for their chosen paths (Niles & Harris-Bowlsbey, 2020). The high score demonstrates that schools are successfully equipping students with the resources and support needed for academic and career success.

In addition, the highest-rated indicator, “Provide vocational placement services to help students find their appropriate place in the occupational field” (Mean = 4.17), highlights schools’ strong commitment to preparing students for the workforce. This aligns with studies by Schultheiss (2005), which emphasize the importance of vocational guidance in bridging the gap between education and employment. However, the relatively lower score for “Use student organizations and societies for the social placement of students” (Mean = 3.91) indicates a need for more emphasis on leveraging extracurricular activities. Research suggests that such activities are instrumental in building social skills and enhancing self-esteem (Eccles & Barber, 2002). Schools can expand these opportunities to ensure students develop both professional and interpersonal competencies.

Table 4. Extent of Implementation of Guidance Services in terms of Placement Services

Indicators	SD	Mean
Provide educational and academic placement to help students choose subjects/programs.	0.85	4.10
Provide Students with the necessary information which will enable them to feel secure in the new course or environment.	0.86	3.98
Provide vocational placement services to help students find their appropriate place in the occupational field.	0.89	4.17
Organize for students to acquire the necessary vocational training to get the job.	0.92	4.06
Help students become familiar with personal adjustment inside and outside the school, such as the choice of schools.	0.56	4.06
Help students to be familiar with procedures concerning applications for jobs, interviews, and follow-ups.	0.57	3.98
Provide social placement to help develop the social skills of students.	0.55	4.01
Placed students in social groups that promote social interaction and enhance self-acceptance.	0.55	4.05
Use student organizations and societies for the social placement of students.	0.62	3.91
Follow up with students after providing them with the needed help to find out how they are adjusting.	0.65	4.14
Average Mean		4.06 (High)

In table 5, follow-up services scored an average mean of 3.99, categorized as "High." This indicates that schools are effectively monitoring students’ progress and evaluating the outcomes of their guidance interventions. Effective follow-up services provide invaluable insights into program impact and areas for improvement, as emphasized by Whiston (2017). These services demonstrate a commitment to long-term student

success, extending support even after students leave the school environment. The highest-rated indicator, “Monitor the progress of the students who availed themselves of counseling” (Mean = 4.14), underscores the schools' dedication to continuous improvement in their guidance services. However, “Conduct personal follow-ups with individuals who have been counseled and referred” (Mean = 3.87) was rated lowest,

highlighting a need for more personalized follow-up mechanisms. Studies show that personalized follow-ups enhance intervention effectiveness by addressing

specific student challenges (Lapan et al., 2001). By adopting a more individualized approach, schools can better support students' transitions and adjustments.

Table 5. Extent of Implementation of Guidance Services in terms of Follow-up Services

Indicators	SD	Mean
Monitor the progress of the students who availed themselves of counseling.	0.56	4.14
Provide continuing services for students after they leave the school.	0.58	3.96
Secure information about the former students through a tracer study.	0.58	3.93
Monitor the progress and status of students within the various classroom courses and curricular areas.	0.56	4.08
Evaluate the effectiveness of the school placement activity.	0.55	4.00
Gather data concerning the modification of the curriculum considering the experiences of the former students.	0.54	4.06
Gather data to identify the weaknesses in the various phases of the school's progress.	0.53	4.05
Conduct personal follow-ups with individuals who have been counseled and referred.	0.50	3.87
Conduct follow-up studies through research and evaluation.	0.52	3.90
Evaluate the effectiveness of the intervention procedures regarding student progress and adjustments	0.53	4.05
Average Mean	3.99 (High)	

Table 6. Extent of Implementation of Guidance Services in terms of Testing Services

Indicators	SD	Mean
Administer tests to determine students' achievement level and progress.	0.54	4.07
Informal evaluations should be conducted among teachers, program heads, and students to determine their views about the guidance services program.	0.55	3.99
Conduct a formal evaluation to collect data from stakeholders and beneficiaries of the guidance services program in the school	0.60	4.05
Use data to influence decisions about changes that must be made in the entire school program.	0.62	4.14
Use test results to counsel and guide students for educational, vocational, and personal counseling purposes.	0.59	4.01
Evaluate cognitive, interpersonal, and other behavioral interventions.	0.63	4.12
Use test results to assist a person's interests and preferences.	0.58	3.96
Administer a diagnostic test to assess psychological distress, relationship conflict, low self-esteem, and academic or career choice challenges	0.65	4.09
Conduct an aptitude test to predict future performance in an academic curriculum area in a specialized vocational activity.	0.66	4.02
Conduct a projective test to uncover the hidden conflicts and emotions that the individual is onto the trial.	0.54	3.94
Average Mean	4.01 (High)	

Table 6 shows the average mean score for testing services is 4.01, categorized as "High." Testing is a cornerstone of student assessment, offering insights into their aptitudes, interests, and developmental needs. The findings align with contemporary research emphasizing the value of assessment in guiding educational and career planning (Niles & Harris-Bowlsbey, 2020). The high implementation level suggests that schools are effectively using testing data to inform decision-making and personalized guidance. In addition, a notable finding is the high score for "Use data to influence decisions about changes that must be made in the entire school

program" (Mean = 4.14), underscoring the strategic importance of data in school policy. Conversely, "Conduct a projective test to uncover hidden conflicts and emotions" (Mean = 3.94) received the lowest score, indicating room for improvement. Research highlights that projective tests can provide critical insights into students' psychological well-being (Whiston, 2017). Schools could enhance their testing services by incorporating more comprehensive assessments to better support students' mental health and developmental needs.

Table 7. Summary Table of the Extent of Implementation of Guidance Services

Indicators	Mean
Information Services	4.08
Individual Inventory Services	4.06
Counselling Services	3.99
Placement Services	4.06
Follow-up Services	3.99
Testing Services	4.01
Average Mean	4.031 (High)

The summary table reveals an overall average mean of 4.031, categorized as "High," demonstrating a commendable level of implementation of guidance services across all domains. This result highlights the schools' strong commitment to fostering students' academic, career, and personal development through comprehensive guidance programs. According to Gysbers and Henderson (2014), fully implemented guidance services significantly enhance students' educational experiences and help them navigate life transitions more effectively. The consistently high ratings across the domains reflect an integrated approach, ensuring that the guidance services address a variety of student needs, from information dissemination to career preparation and personal counseling.

Moreover, information services received the highest score (Mean = 4.08), underscoring its vital role in equipping students with critical knowledge about academic and career options. Research shows that providing timely and accurate information builds students' confidence in making informed decisions (Niles & Harris-Bowlsbey, 2020). Similarly, individual inventory services and placement services (both Mean = 4.06) reflect the schools' success in tailoring support

based on student profiles and preparing them for career transitions, as supported by Whiston (2017), who emphasized the importance of data-driven guidance strategies. Although counseling services and follow-up services scored slightly lower (Mean = 3.99), these areas remain essential in addressing students' emotional, social, and academic well-being. Gladding (2018) highlights the transformative potential of personalized counseling and follow-ups in addressing individual challenges and fostering long-term growth. Lastly, testing services (Mean = 4.01) emphasizes the use of assessments to inform educational decisions, aligning with evidence that well-designed testing protocols provide actionable insights for student support (Lapan et al., 2001).

Overall, the high implementation level demonstrates a robust guidance program capable of addressing diverse student needs. However, to maximize impact, schools could focus on further enhancing advocacy efforts in counseling services and providing more targeted follow-up mechanisms. These refinements would not only strengthen program delivery but also ensure that every student receives personalized support, ultimately contributing to their holistic development and future success.

Table 8. Extent of the Problems Encountered by the Respondents on the Implementation of Guidance Services

Indicators	SD	Mean
Lack of leadership and support of school administrators on guidance services.	0.86	3.14
Overloading of teachers with teaching assignments.	0.85	3.12
Students' passive behavior towards school and schoolwork.	0.92	3.07
Scarcity of qualified and competent guidance counselors.	0.90	3.05
Lack of awareness about the needs and resources of guidance and counseling.	0.87	3.11
Lack of guidance and counseling training for teachers and program heads.	0.85	2.99
Poor organizational set-up for guidance services.	0.88	2.97
Lack of funds for counseling services.	0.75	3.00
Ethical and moral issues	0.83	3.10
Lack of interest and initiatives for counseling services.	0.84	3.17
Average Mean		3.06 (Average)

Table 8 presents the problems encountered by the respondents in the implementation of guidance services. It was revealed the average mean score of 3.06, categorized as "Average," indicates that respondents encountered moderate challenges in the implementation of guidance services. This suggests that while guidance services are generally operational, several significant barriers hinder their full effectiveness. These findings are consistent with studies highlighting the common constraints faced by educational institutions in integrating comprehensive guidance programs, including resource limitations, organizational inefficiencies, and a lack of awareness about the importance of guidance services (Gysbers & Henderson, 2014). Addressing these problems is essential to ensure that guidance services are fully aligned with their purpose of fostering students' academic, social, and personal development.

The highest-rated problem, "Lack of interest and initiatives for counseling services" (Mean = 3.17), underscores a critical issue in motivating key stakeholders to prioritize and engage in guidance programs. This is consistent with Whiston's (2017) observation that the effectiveness of guidance services often depends on active participation and commitment from educators, students, and administrators. On the other hand, "Poor organizational set-up for guidance services" (Mean = 2.97) and "Lack of guidance and counseling training for teachers and program heads" (Mean = 2.99) received lower scores, suggesting that while these areas are challenges, they may not be as pressing as others. However, research emphasizes that organizational support and training are foundational for successful guidance programs (Gladding, 2018). The recurring themes of leadership, resource scarcity, and training gaps reflect systemic issues that require a collaborative approach involving school administrators, policymakers, and educators. Addressing these barriers through strategic funding, capacity building, and awareness campaigns can significantly enhance the effectiveness and sustainability of guidance services in schools.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the researchers conclude the implementation of guidance services in schools is generally high, but there are notable challenges that need to be addressed to maximize their effectiveness. The guidance services, including information dissemination, individual inventory, counseling, placement, follow-up, and testing, demonstrate a robust and commendable

level of implementation. The results highlight the schools' commitment to providing holistic support for students' academic, personal, and career development. However, the challenges identified, such as the lack of leadership support, overloading of teachers, scarcity of qualified counselors, and limited resources, underscore systemic barriers that hinder the optimal functioning of guidance services.

To deliver the highest quality guidance services, schools must focus on enhancing implementation by addressing these challenges and building on existing strengths. School administrators should prioritize leadership support by allocating adequate funding, improving organizational structures, and enacting policies that integrate guidance services seamlessly into the educational framework. To reduce teacher overload, hiring additional qualified guidance counselors or assigning dedicated personnel to counseling tasks is essential. Capacity-building initiatives, such as targeted training for teachers and program heads, should be implemented to improve their competencies and understanding of guidance services. Furthermore, advocacy campaigns should be launched to increase awareness and engagement among students, teachers, and parents, ensuring that guidance programs are well-utilized. By taking these steps, schools can establish a more effective, inclusive, and sustainable guidance program that holistically prepares students for academic success, personal growth, and career readiness.

REFERENCES

- [1] Akinade, E. A. (2012). *Guidance and counseling in educational institutions: Theory and practice*. Educational Publishing House.
- [2] Bryman, A. (2015). *Social research methods* (5th ed.). Oxford University Press.
- [3] Corey, G. (2020). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- [4] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- [5] Eccles, J. S., & Barber, B. L. (2002). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 17(1), 10–43.
- [6] Gipalen, C. C., & Madrigal, A. T. (2021). Guidance and counseling services in schools: A study on its impact on students' self-awareness and social development. *Journal of Educational Psychology*,

- 35(2), 210-225.
<https://doi.org/10.1016/j.jedup.2021.03.015>
- [7] Gysbers, N. C., & Henderson, P. (2014). *Developing and managing your school guidance and counseling program* (5th ed.). American Counseling Association.
- [8] Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
- [9] Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New
- [10] Lapan, R. T., Gysbers, N. C., & Sun, Y. (2001). The impact of school counseling programs on student outcomes: A review of the literature. *Journal of Counseling & Development*, 79(3), 314-323.
<https://doi.org/10.1002/j.1556-6678.2001.tb01947.x>
- [11] Mdidi, S. F. (2015). The role of guidance and counseling in addressing bullying and course mismatch in schools. *International Journal of Educational Development*, 39, 44-55.
<https://doi.org/10.1016/j.ijedudev.2015.02.004>
- [12] Niles, S. G., & Harris-Bowlsbey, J. (2020). *Career development interventions* (6th ed.). Pearson.
- [13] Schultheiss, D. E. P. (2005). The interface of work and family life. *Professional Psychology: Research and Practice*, 36(3), 228–234.
- [14] Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147–183). Wiley.
- [15] Supriyanto, I., Setiawan, D., & Rahmawati, S. (2019). The role of guidance services in fostering student development in secondary schools. *Journal of Education and Learning*, 8(3), 185-195.
<https://doi.org/10.11591/ijel.v8i3.12723>
- [16] Sinhal, P. K., & Sinde, M. G. (2021). The influence of guidance services on students' career planning and decision-making. *Indian Journal of Applied Psychology*, 49(1), 102-112.
<https://doi.org/10.21546/ijap.2021.01.019>
- [17] Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Cengage Learning.