

How do Students of Educational Counseling Perceive the Role of Guidance and Counseling in Enhancing their Motivation and Engagement at School?

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Abstract

Guidance and counselling program play a significant role in school settings, boosting an individual's future success. The study recognizes the importance of guidance and counselling in transforming pupils by helping them learn what needs to be learned in and outside school. The purpose of the paper is on guidance and counselling and their role in the success of the child's future. The study recognizes that counselling in schools is a transformative process that aids people in learning all they want to apprehend in and out of school. The study's design and methodology approach is qualitative and quantitative since it is an opinion and insight paper. The findings from this research are that there is a need for counsellors within the school setting to promote guidance and counselling programs to build confidence in a pupil by providing the right information needed to help the child. Similarly, the paper acknowledges that the counsellors within the school setting must build confidence in a pupil to give the right. The practical implications show that the guidance and counselling personnel should encourage their pupils to undergo therapy sessions to attain success in the future. The relevance and value of this research idea with the guidance and counselling programs' role in effective learning. Similarly, the paper deals with the role of guidance and counselling in effective teaching in schools for pupils' future success.

Key Words: Guidance and Counselling Program, Pupils, Qualitative Research Methodology, Quantitative Research Approach, Counsellors, Therapy Sessions, Future Success.

1. Introduction

Education is skills and knowledge attained through the social setting that is the school, intending to yield smooth human life, especially for our children. Education begins at a tender age; most children begin school at three years, depending on the State's education requirement. Education is now termed as the basic factor that every citizen should have. Education is an important factor in human life. According to Pinkard (2021), every individual needs education to support the coming generations by attaining knowledgeable and skillful characters to make life easier (Pinkard, 2021).

Within the school setting, through education attainment, children face many challenges, most of which affect their performance in school and their personal lives.

Guiding and counselling have been effective as an approach to help students curb stress resulting from personal and school life. Guiding and counselling are considered the third force, along with instructions and principles within the education system that facilitate effective education.

Guiding and counselling programs are designed for emotional, vocational, physical, social, and academic stresses, especially in school-going children. Similarly, the program is essential as a complement to the learning process within the classroom as it enhances the pupils' achievements and performance (Housenecht & Swank, 2022). Additionally, guidance and counselling program plays a vital role in preventing problems among school students at personal, emotional, mental, educational, and social levels.

Learning motivation is defined as an impulse intended to move and push students to attain their goals and objectives in learning. According to Pranata (2020), learning motivation is the tendency where students can carry out their learning activities with the driven desire to attain the best possible outcomes in learning (Pranata, 2020). Motivating school students has become a major concern for parents and educators. Motivating students has been associated with students succeeding in school with high performances. In support, Kulakow (2020) affirms that motivation among learning students will optimize their learning outcomes, with high grades and education satisfaction (Kulakow, 2020).

Nevertheless, lack of motivation among learning students affects the learning outcome and the person facilitating the learning process. For example, their performance will be lower when learners are not motivated. It will also affect the teaching plans for a teacher or an educator as they will feel demotivated by the low grades of the learners (Chukwuedo et al., 2021). Student motivation becomes an integral part of quality education. Similarly, it is argued that a student's success or failure in school is determined by the motivation process adopted within the school setting.

According to Housenecht & Swank (2022), they were guiding and counselling programs within the culture of a school facility to overcome pupils' problems (Housenecht & Swank, 2022). Compared to today's era and two decades ago, school engagement has been the factor determining the position of children in school settings to be motivated. School engagement in student motivation leads to educational psychology

that largely impacts maladaptive behaviour, school dropout, and academic performance. Research by Than & Kyaw (2021) highlighted the importance of school-going children's engagement in academic activities (Than & Kyaw, 2021). Kobicheva (2022) states that students' engagement in academic outcomes through motivation strongly predicts what they will be in the future (Kobicheva, 2022). Additionally, people's engagement through motivational options improves their learning process, academic performance, understanding of learning, and why they are motivated to learn. In support, Rangel & Ballysingh (2019) relate his study with proof that the use of guidance and counselling in school-going children does raise the level of people's engagement in school activities (Rangel & Ballysingh, 2019).

With the diverse adoption of guidance and counselling programs for school-going children in their school structure, the role of a professional school counsellor is dynamic. The professional school counsellor's role has been associated with the need for great accountability regarding student achievement through the mandate provided by both state and federal legislation. The role of a professional school counsellor is to improve the quality of education for all students. Additionally, a professional school counsellor must collaborate with all relevant bodies to address the issues that affect student learning through increased academic achievement for all students.

1.1 Statement of the problem

The role of guidance and counselling in enhancing pupils' motivation and engagement at school has been significant. School facilities, especially in the Arab sector, that have adopted guidance and counselling sessions and programs have gained benefits from the success of the pupils. Also, it has been evident that the overall performance of the learning institutions in the Arab sector has improved significantly. In contrast, from a worldwide view, schools that do not adopt guidance and counselling programs have poor student performance and the facility's overall performance. Guidance and counselling in the Arab sector have enhanced pupils' motivation and engagement at school.

1.2 Significance of the study

The topic is significant to bridge the gap to whether or not guidance and counselling should be prioritized in Arabic school culture organizations. Some of the insights from the study are the increased performance level for pupils, the organization's overall

performance, and pupils' future success of schools in the Arabic sector that have adopted the guidance and counselling program. The results from this study will provide valuable information that is reliable and valid in solving poor performance in Arabic schools among other international schools and the future of pupils.

1.3 Definition of Guidance and Counselling

The terms guidance and counselling take on diverse meanings. While guidance includes helping learners' whole personal development, counselling focuses on helping students with their problems. Generally, guidance involves a preventive approach to issues, whereas counselling is more supportive. Globally, a new trend seems to have been realized where guidance and counselling have shifted from a casework and remedial approach to a preventative, developmental approach. Although some individuals might use the two terms interchangeably, it is important to note that the concept of guidance and counselling carries diverse but overlapping meanings.

According to Anyi (2017), guidance and counselling refer to an enlightened process where individuals help others by facilitating growth and positive adjustment through self-understanding. Anyi (2017) also notes that counselling is a learning process through which a counsellor helps their client learn about themselves and their environment and be in a position where they can be able to choose the right types of behaviours to help them grow, progress, ascend, mature and step up, educationally, vocationally and socially. Similarly, Nkechi & Egenti (2016) define guidance and counselling as helping individuals become fully aware of themselves and how they respond to their environment's influence. On the other hand, Baugh (2018) defines guidance as a process where a person helps or advises another person. Baugh further defines counselling as an educational process where a trained individual helps other individuals solve their problems by speaking face-to-face with the person. As he further notes, guidance and counselling are very important tools that should be availed in all educational institutions.

However, the guidance and counselling of the words have produced debate among scholars regarding whether the two concepts are similar activities or whether the two

words should remain independent. For instance, some scholars claim that the differences between guidance and counselling include artificial forced or contrived and theoretical rather than qualitative and practical. Thus, these terms can be used interchangeably (Mathwasa & Sibanda, 2020). However, other scholars note that subtle differences are observed, while there might be a few similarities between the terms. Therefore, there is a need to clarify both concepts so that they can be explicitly explored.

For this study, a more reconciliatory approach has been adopted by addressing all sides of the argument. It is because some aspects of guidance and counselling involve providing and interpreting information. Counselling is more linked to the feelings of the heart and has more to do with helping as a process. In other words, counselling is more of an interactional relationship rather than just offering advice to clients.

1.4 Guidance and Counselling in Education

Guidance and counselling programs have existed in learning institutions for several years. However, traditional guidance and counselling approaches seem no longer relevant in meeting the students' needs in the current learning environment (Mathwasa & Sibanda, 2020). Nonetheless, learning effectiveness and efficiency are being stressed to realize the goal of educating responsible and productive citizens with global consciousness. Guidance and counselling is a crucial educational tool that shapes a child's orientation from negative perceptions that could be planted in their minds by their peers. Schools require counsellors to help learners mould their futures via counselling therapy (Nkechi & Egenti, 2016).

A school counsellor is perceived as a role model and is highly respected by students. Counsellors, through training, are expected to be friends with learners and listen to their needs, challenges, and complaints to offer guidance and help them by moulding them on the right path. Guidance and counselling could offer a good foundation for a broader education life. It could be used as therapy for individuals with certain personal challenges (Nkechi & Egenti, 2016; Anyi, 2017). At the same time, it could be a foundation for a general training program for learners who, while they might not be suffering from any particular issue, need help to build their resources to cope effectively

with their future lives (Dudi et al., 2022). Overall, guidance and counselling are very important forms of therapy for school-going children.

1.5 School Counselling in Education

As earlier noted, counselling involves a learning process where individuals become fully aware of themselves and how they respond to the influence of their environment. Counselling is also the process through which a counsellor helps clients identify the origin of their problems, categorise them, and establish wise decisions. Nevertheless, although counselling is an all-inclusive process that tackles cultural, economic, emotional, and social issues, it can be needed at any point in an individual's life as people require changing or handling a crisis (Erhard & Sinai, 2012). There are various objectives linked to counselling, including:

- Helping students understand the origins and development of emotional aspects could develop the ability to handle feelings and actions rationally.
- We are modifying maladjusted conduct.
- Helping students realize their potential and manage the conflicting elements within themselves.
- Affording students self-awareness skills and knowledge helps them handle social inadequacy (Erhard & Sinai, 2012).

1.6 School Counselor Roles

Counselling services and the position of a school counsellor were introduced into Israeli schools in the 1960s due to the urgent need to help students with their vocational plans and learning challenges. Therefore, the Ministry of education proposed that teachers with at least three years of teaching experience begin a two-year in-service training program which would prepare them for helping pupils in the elementary grades plan for their future. After establishing these services, considerable resources were allocated to the position of a school counsellor, which at this point was termed a priority role (Erhard & Sinai, 2012).

Some of the objectives of this position included improving the academic achievements of all learners, decreasing socio-economic disparities in academic achievements, decreasing socio-economic disparities in academic achievements, and improving social integration and social mobility, especially among learners from disadvantaged groups. The above goals caused teachers with two years of special training to add a new role in their teaching role leading to the development of the teacher-counsellor role.

In 1960, 34 teacher-counsellors began working in different schools across the country, and their main role included helping disadvantaged students and students with learning difficulties (Karayanni, n.d.). As years passed, the role of the school counsellor continued to hold its importance, and a dramatic increase of school counsellors was realized from 50 counsellors nationwide in the 1960s to more than 1900 at the end of the 1980s (Tatar, 2017). Today, teacher-counsellors work in the Ministry of Education and the Ministry of Labor, providing vocational services to teenagers who dropped out of school and are encouraged to work and learn simultaneously.

As earlier noted, teacher-counsellors included certified teachers selected after three years of teaching experience and two years of in-service training. The program continued for quite some time. However, soon after counselling services were introduced in learning institutions, universities saw the need for a Bachelor's degree in counselling and then a master's (Karayanni, n.d.). One of the most crucial developments that paved the way for the massive increase of counsellors in the education system was the educational reform enacted in 1968. The reform led to the development of junior high schools, a framework where the position of a school counsellor became vital.

The rapid increase in school counsellors oversaw revising and updating academic curricula and university teacher training programs. For instance, in the 1970s, the first stage of the reform, which included the development of a Bachelor's degree program for school counsellors, started in various schools of education in Israel. As a result, increased professionalism and enhancement of the status of counsellors were realized.

Until the 1970s, universities limited their admissions to counsellor training only to candidates already certified teachers with at least three years of experience (Karayanni,

n.d.). However, admission is currently open to "fresh" experienced students who qualify on two criteria, including academic achievement and personality variables. There are 13 Master's degree programs in the country for school counselling available in five universities and eight colleges (Heled & Davidovitch, 2019). The training schools have a similar training core, including a combination of theoretical studies in academic courses and practical learning.

During this period, school counsellors were significantly involved in school life. In other words, their roles included teaching and advising learners (Tatar, 2017). They were expected to devote some of their time to actual classroom teaching in addition to their advising programs. For instance, they helped principals and students select appropriate curricula, helped students with learning and social/ emotional adjustment problems, and consulted with teachers and parents (Tatar, 2017). These roles are still evident in the current education system, as discussed later in this chapter.

1.7 The Role of the School Counselor in Israel's education System today

According to the Israeli Ministry of Education, school counselling is a professional service offered in learning institutions to advance the functioning and mental well-being of learners and educational staff. The school counsellor promotes the student's and staff's social, emotional, professional, and psychological development. Thus, when counsellors perform their task of counselling their clients, they do so from the point of view of the entire educational system (Heled & Davidovitch, 2021). Moreover, when they attend to the rest of the educational staff, they view the well-being of the students as individuals within a system. Additionally, school counsellors in Israel must strive to lead steps to decrease violence in the school and transform it into a safe and protected environment.

The duties of a school counsellor in Israeli schools are very complex and explicit. Thus, the definition of the counsellor's role and the extent of their positions differ by school and adapt to the institution's needs (Heled & Davidovitch, 2021). Similarly, the employment terms and nature of work are affiliated with the school principal and their consumption patterns of counselling, which might be negotiated or altered at the beginning of every school year. Recent studies have confirmed some confusion regarding

the counsellor's role and the extent of their position in the Israeli educational system. This confusion causes counsellors to engage in diverse areas in and out of school.

Based on the definition, counsellors must follow the principles of the systemic conception, which include promoting the mental-being within the educational organization while still supporting other elements in the system (Heled & Davidovitch, 2021). They are also required to fulfil several roles in different fields of activities. They are responsible for helping and integrating students with special needs, operating intervention plans, building classes, and filling out different forms. At the same time, the counsellor is also expected to offer individual therapy for struggling students and topic-focused groups (Heled & Davidovitch, 2021). In Israel, counsellors are also teachers who are required to teach classes at their respective schools to varying degrees, depending on the school's regulations.

Various surveys reveal that counsellors in Israel's education system perform both roles concurrently. That work for about eight weekly hours on average in teaching. 46% teach subjects such as History, Bible, and Psychology, while about 44% teach counselling-related content, including life skills, career planning, and learning strategies (Heled & Davidroch, 2019; Heled & Davidovitch, 2021). About 10% are homeroom teachers or teach in special education classrooms. These surveys also found that most of them are extremely frustrated in their dual role, which they link to the lack of recognition of counselling as a distinct profession.

2. Materials and Methods

Study Methodology

The use of both qualitative and quantitative methods of research will be used as a way to investigate the formulated research questions effectively. The use of the mixed research method was needed due to the triangulation of ensuring data collected is valid and reliable. While, qualitative research involves collecting and analyzing non-numerical data, such as words, images, and other forms of symbolic expression. These methods are often used to explore complex phenomena, to understand people's experiences and perspectives, or to generate new insights and theories. Examples of qualitative research

methods include interviews, focus groups, and content analysis, quantitative research methods involve the collection and analysis of numerical data. These methods are often used to test hypotheses, identify patterns and trends, or measure interventions' impact (Wang & Devitt, 2022). Examples of quantitative research methods include surveys, experiments, and observational studies.

3. Results

guidance and counseling significantly impact extrinsic motivation among pupils in the Arab sector in Israel.

The researcher investigated whether guidance and counselling significantly impacted extrinsic motivation among school pupils in Israel. A descriptive statistic was conducted on whether schools in the Arab sector of Israel offered guidance and counselling. The research findings indicated that the mean statistics was 1.2358 and a standard deviation of 0.4250. the standard deviation was less than the mean, indicating that the variables were within the mean. The researcher further investigated the distribution of study variables through skewness and kurtosis, and the research findings indicated that skewness was at 0.137. this was a positive skewness, but it was nearer to zero than one. Therefore, the data was believed to be normally distributed. The kurtosis for the study was found to be 0.273, and it was also towards one more than it was towards zero due to the positive value. These findings indicated that the variable was symmetrical. These results are indicated in the table below.

Table 1 Descriptive statistics

	Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Guidance and counselling in your school	318	1.00	2.00	1.2358	.42520	.181	1.250	.137	-.439	.273
Valid N (listwise)	318									

The researcher conducted a further study to investigate whether any relationship existed between how often the students received guidance and counselling at school and the impact caused by these motivations in their academic life. The regression analysis indicated that the rate at which pupils received guidance and counselling in school was negatively related to the impact caused by motivation -.122. Therefore, there was a negative correlation between these two variables when investigated under the Pearson's correlation. These results are indicated in the table below.

Table 2 correlations

		Correlations	
		Often students receive guidance and counselling	Impacted motivation at school
Pearson Correlation	Often students receive guidance and counselling	1.000	-.122
	Impacted motivation at school	-.122	1.000
Sig. (1-tailed)	Often students receive guidance and counselling	.	.015
	Impacted motivation at school	.015	.
N	Often students receive guidance and counselling	318	318
	Impacted motivation at school	318	318

However, the overall regression model suggested a positive correlation between the rate at which pupils received motivation and its impact on their lives (1, 316), $F = 4.810$, $P = 0.029 < 0.05$. Therefore, these results indicated that guidance and counselling offered to students within the Arab sector in Israel greatly impacted their school performance and progress.

Table 3 ANOVA Statistics: Dependent Variable: often, students receive guidance and counselling

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.020	1	5.020	4.810	.029 ^b
	Residual	329.810	316	1.044		
	Total	334.830	317			

a. Dependent Variable: often, students receive guidance and counselling

b. Predictors: (Constant), impacted motivation at school

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	4.058	.119		34.184	.000		
Impacted motivation at school	-.103	.047	-.122	-2.193	.029	1.000	1.000

a. Dependent Variable: often, students receive guidance and counselling

The research findings indicated that the overall significance for the study was 0.000, indicating a statistical significance between the respondent's cognitive engagement and their participation in guidance and counselling $F = 6.680 (3, 314)$, $P = 0.000 < 0.05$. these results are indicated in the table below.

Correlations

		Measure effectiveness	Efforts in guidance and counselling	Motivated to participate in guidance and counselling	control
Pearson Correlation	Measure effectiveness	1.000	.144	-.043	-.153
	Efforts in guidance and counselling	.144	1.000	.516	.206
	Motivated to participate in guidance and counselling	-.043	.516	1.000	.453
	control	-.153	.206	.453	1.000
Sig. (1-tailed)	Measure effectiveness	.	.005	.220	.003
	Efforts in guidance and counselling	.005	.	.000	.000
	Motivated to participate in guidance and counselling	.220	.000	.	.000
	Control	.003	.000	.000	.
N	Measure effectiveness	318	318	318	318
	Efforts in guidance and counselling	318	318	318	318
	Motivated to participate in guidance and counselling	318	318	318	318
	Control	318	318	318	318

Emotional engagement

In the interviews, the respondents were asked to indicate whether emotional engagement was influenced by guidance and counselling services in their schools. These respondents indicated that guidance and counselling in schools among pupils were highly linked with emotional engagement since pupils who attended these sessions would easily interact with others clearly and showed emotional consent. Others indicated that emotions

were personal aspects of the respondents and were less influenced by guidance and counselling sessions offered by their teachers or experts. Therefore, they suggested that some of the pupils had family issues that influenced their emotional behaviour, which could only be solved through solving family wrangles. Some were also concerned that the family's economic state strongly influenced the children's response to guidance and counselling. Therefore, emotional engagement was approved as being influenced by guidance and counselling.

4. Discussion:

The research study examined the impact of guidance and counselling on extrinsic motivation among school pupils in Israel. The aims, as seen from further research on guidance and counselling in Arab school systems, are diverse. The first aim of the guidance and counselling program within the Arab education sector is to assist the pupils in fulfilling their basic physiological needs, developing associations with their peers and understanding themselves. Similarly, the Arab education sector has aimed to adopt guidance and counselling programs in the school setting as a way for the pupils to balance between the controls and permissiveness within the school setting. With the guidance and counselling in Arab schools, there is an emphasis and strength within the educational programs.

The role of guidance and counselling for effective teaching and learning in Arab schools have aided in the provision of student potentialities. To all Arab pupils, the school can offer a wide choice regarding co-curricular activities and courses. The main role of education is to aid pupils in meeting their potential. Then in this regard, it is the role of the counsellor to assist their students in distributing their capabilities and energies on the main course and the co-curriculum activities. Every student has the right and the need to have support and a guide on planning through their education and career, thanks to the availability of guidance and counselling.

The role of guidance-counselling ling effective teaching and learning in Arab schools is to help the children to overcome developing problems. A good example is that students who have already chosen the appropriate program may have problems requiring

help. A teacher, tutor, or professor within the learning context may need to spend one-fifth or one-third of their time with pupils in classrooms who require a great deal of help; this results in the rest of the classroom being deprived of the attention of the pupil. The counsellor, in this case, will come handy as they will help the pupils to resolve their difficulties, and the teacher will use their allocated time effectively for every student.

The role of guidance and counselling for effective teaching and learning in Arab schools contributes to developing the school curriculum. Counsellors who work within the school curriculum can learn and understand their students' needs through their problems and aspirations. With the help of the counsellors, who have been adopted within the school setting, they will provide information for the curriculum development, allowing the curriculum developers to shape the learning context effectively with a focus on student needs.

The role of guidance and counselling for effective teaching and learning in Arab schools is to provide teachers with technical assistance. In most instances, the pre-service teacher's training institutes provide a limited experience in counselling and guidance work. It, therefore, becomes a necessity for Arab schools to have assistance with the counselling and the guiding functions within the education program. With a guidance counsellor that is an expert and qualified, pupils will be development in their careers as they will be products of professional development and experts.

The role of guidance and counselling for effective teaching and learning in Arab schools contributes significantly to the mutual adjustment of the school and the pupils. Through guidance and counselling, there is the responsibility of maintaining and developing cooperative relationships between the school and the students. The counsellors and the teachers in the Arab education sector must meet the student's needs. Students are also given the responsibility to make adjustments to the school culture. The major contribution for the Arab students is to make the effective and appropriate use of the school resources to attain accomplishments; with such adjustments and cultures, then the school, through the guidance and counselling programs, can conduct research for educational improvements, suggest program interventions as well as foster through the wholesome school-home strategic remedies.

5. Conclusion

The study concludes that guidance and counselling program is a very important tool for high schools in Israel. Various guidance and counselling services are offered in the country,, including educational, psychological, and psychosocial guidance and vocational counselling. Through these programs, students are offered comprehensive advice on various problems, including drug and substance abuse, bullying, socio-economic factors, love and romance, and other personal factors. At the same time, they also receive advice on careers and the subjects they are studying. The complexity of the role of a teacher-counsellor in Israel is a serious challenge. Furthermore, the dual responsibility and the heavy teaching load seem to be critical challenges. The main issues impacting guidance and counselling in the country include the lack of a clear definition of the role of a school counsellor, the excessive burden on school counsellors who are expected to perform various tasks with limited resources, as well as the discrepancy between the number of tasks handed over to school counsellors and the scope of their employment.

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