

Teachers' Perspectives on the Need for Integrating Guidance and Counseling Services in Schools

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Doi: [10.31316/g-couns.v10i01.6390](https://doi.org/10.31316/g-couns.v10i01.6390)

Abstract

The integration of Guidance and Counseling (BK) services at SMP Negeri 1 Bagan Sinembah, Riau, has not been implemented in accordance with the provisions of Law Number 20 of 2003 on the National Education System. This study aims to evaluate teachers' perceptions of the need for integrating BK services. The research method employed is a quantitative approach, utilizing a survey that involved 35 teachers as respondents. The results show that the majority of respondents (31.43%) fall into the "Moderate" category regarding the need for BK services, followed by the "Low" and "High" categories, each at 25.71%. Data analysis using correlation tests indicates a positive relationship between perspective and teaching experience, with a correlation coefficient of 0.290 ($p < 0.05$), suggesting that the higher the teaching experience, the more positive the perspective on the importance of BK services. The conclusions of this study can provide valuable insights for education policymakers, highlighting the importance of increasing teacher awareness through regular training and workshops, as well as collaborating with guidance and counseling professionals to integrate guidance and counseling services at SMP Negeri 1 Bagan Sinembah.

Keywords: integration of guidance and counseling services, teachers' perspectives, need for guidance and counseling services

Abstrak

Integrasi layanan BK di SMP Negeri 1 Bagan Sinembah, Riau, belum terlaksana sesuai dengan ketentuan Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Penelitian ini bertujuan untuk mengevaluasi perspektif guru terhadap kebutuhan integrasi layanan BK. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan survei yang melibatkan 35 guru sebagai responden. Hasil penelitian menunjukkan bahwa sebagian besar responden (31.43%) berada dalam kategori "Sedang" terkait kebutuhan layanan BK, diikuti oleh kategori "Rendah" dan "Tinggi" masing-masing 25.71%. Analisis data menggunakan uji korelasi menunjukkan hubungan positif antara perspektif dan pengalaman mengajar, dengan koefisien korelasi sebesar 0.290 ($p < 0.05$). Ini menunjukkan bahwa semakin tinggi pengalaman mengajar, semakin positif perspektif terhadap pentingnya layanan BK. Kesimpulan penelitian ini dapat memberikan wawasan penting bagi pengambil kebijakan pendidikan yaitu pentingnya peningkatan kesadaran guru melalui pelatihan dan workshop rutin, serta kolaborasi dengan profesional BK untuk mengintegrasikan layanan BK di SMP Negeri 1 Bagan Sinembah.

Kata kunci: integrasi layanan BK, perspektif guru, kebutuhan layanan BK

Info Artikel

Diterima June 2024, disetujui March 2025, diterbitkan January 2026



INTRODUCTION

Guidance and counseling in schools play a crucial role in helping students develop their potential optimally in academic, personal, social, and career aspects. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, guidance and counseling services must be an integral part of the education system in every school. This regulation emphasizes that every educational institution is required to provide comprehensive guidance and counseling services to support students' development.

In Indonesia, school guidance and counseling services are designed to help students overcome various issues that may hinder the teaching and learning process. These services include academic guidance, personal-social guidance, and career guidance, tailored to meet students' needs and support their development (Bhakti, 2017). In accordance with Law Number 20 of 2003 on the National Education System, schools are required to provide guidance and counseling services to support students in achieving national education goals.

However, in practice, the implementation of guidance and counseling services in some schools still faces various challenges. One example is SMP Negeri 1 Bagan Sinembah in Rokan Hilir Regency, Riau. This school is in a remote area and has not yet effectively integrated guidance and counseling services. Although there is a guidance and counseling teacher who should be responsible for these services, the teacher at this school is more involved in teaching academic subjects rather than running guidance and counseling programs. Schools in remote areas often face significant challenges in integrating mental health services due to limited access to specialized training and adequate support (Anoi & Abu Bakar, 2019). This condition indicates a lack of understanding and awareness regarding the urgency of guidance and counseling services in schools. Many school stakeholders have yet to recognize the importance of guidance and counseling in supporting the teaching and learning process as well as students' overall development. The unclear professional identity and lack of understanding of counseling specialization may result in counselors being unable to provide effective support in the educational context (Puig et al., 2022).

This study will focus on four main aspects in evaluating teachers' perspectives on the need for integrating guidance and counseling services at SMPN 1 Bagan Sinembah. The first aspect is the Need for Counseling Services, which examines the extent to which teachers at SMPN 1 Bagan Sinembah are aware of and understand the importance of guidance and counseling in helping students overcome various challenges, whether academic, personal, social, or career-related. This includes reviewing teachers' perspectives on the importance of guidance and counseling services for students' social and emotional skill development, the level of student need for guidance and counseling services in supporting academic achievement, and teachers' awareness of the various issues that can be addressed through guidance and counseling, such as learning difficulties, behavioral problems, and emotional stress among students (Zyromski & Mariani, 2016). Comprehensive guidance and counseling services can help students overcome obstacles that hinder their development. This includes social and emotional skill development, which is essential for students' academic success and personal growth (Taylor et al., 2017).



The second aspect is Teachers' Perceptions of the Role of Guidance and Counseling Teachers, which evaluates the expected role of guidance and counseling teachers in providing services. This study will explore teachers' perceptions of the role of guidance and counseling in helping students with academic, personal, social, and career-related challenges, assess the extent to which counselors currently fulfill these roles in schools, and identify the ideal role of guidance and counseling teachers according to teachers' perspectives to ensure service effectiveness. Research indicates that the role of guidance and counseling teachers in schools is crucial in helping students transition from adolescence to adulthood, as well as in supporting their academic and emotional development effectively (Nice et al., 2023). Studies also show that strong collaboration between teachers and counselors can enhance the effectiveness of guidance and counseling services in schools (Cholewa et al., 2012).

The third aspect is The Impact of the Absence of Counseling Services, which examines the negative effects of ineffective or absent guidance and counseling services at SMPN 1 Bagan Sinembah. This includes evaluating the impact of the absence of guidance and counseling services on students' academic performance, the emotional and social consequences experienced by students due to the lack of counseling support, and teachers' perceptions of increased behavioral problems and learning difficulties among students due to the lack of guidance and counseling services. Schools that implement counseling programs demonstrate better academic achievement among students compared to those that do not (Wilkerson et al., 2013). Furthermore, ineffective counseling services can hinder students' potential development and increase the risk of behavioral and emotional problems among students (Diniaty & Suhertina, 2018).

The fourth aspect is Program Development Recommendations, which will focus on teachers' suggestions and recommendations for developing a more effective and integrated guidance and counseling program in schools. This includes teachers' recommendations on training and skill enhancement for school counselors, suggestions regarding the necessary policy and administrative support to strengthen guidance and counseling services, and ideas for integrating these services into the curriculum and daily school activities. Clear administrative support and school policies are essential for the successful implementation of guidance and counseling services (Anoi & Abu Bakar, 2019).

Through this study, SMPN 1 Bagan Sinembah is expected to identify the needs and urgency of integrating guidance and counseling services and take the necessary steps to ensure that all students receive the support they need. Additionally, this study aims to provide concrete recommendations for developing a more effective and integrated guidance and counseling program, which can be adapted and implemented in other schools with similar contexts. Through a comprehensive evaluation and empirical data collection, this research provides a strong foundation for designing more focused and evidence-based interventions in school counseling services.

RESEARCH METHOD

This study employs a quantitative approach using a survey method to collect data from teachers at SMPN 1 Bagan Sinembah regarding their perceptions of the need to integrate guidance and counseling services in schools. The data collection instrument is a Likert scale designed with four main aspects: the need for counseling services, teachers' perceptions of the role of school counselors, the impact of the absence of counseling

services, and program development recommendations. The scale consists of 25 validated items, with an item correlation value ($r > 0.334$) indicating adequate validity. The reliability level of this scale is also excellent, with a Cronbach's alpha coefficient of 0.924, demonstrating high consistency in measuring variables.

The Likert scale was distributed online using Google Forms to facilitate data collection. Although this method offers accessibility and saves time, measures were implemented to minimize bias, such as ensuring that all teachers received the same information about the survey and that responses remained anonymous to promote honest answers. Additionally, to address potential limitations of online distribution, the survey was accompanied by a filling guide and technical support if needed.

The population of this study consists of all 56 teachers at SMPN 1 Bagan Sinembah. The sampling technique used is simple random sampling to ensure fair representation. Based on the Slovin formula with a 10% margin of error, the selected sample size is 35 teachers. This sample size was chosen to ensure the reliability of the study results while considering time and resource constraints. Other essential characteristics, such as teaching experience and educational background, were also considered in the analysis to provide context for the findings.

The collected data were analyzed using SPSS and Excel. Descriptive analysis was conducted to examine the frequency distribution of each item on the Likert scale. In contrast, inferential analysis, such as t-tests or ANOVA, was used to evaluate differences in teachers' perspectives based on relevant variables. The findings from this analysis were comprehensively interpreted to answer the research questions and provide relevant data-driven recommendations.

RESULT AND DISCUSSION

From the distribution of the Likert scale using Google Forms, data were obtained from 35 respondents, who are teachers at SMPN 1 Bagan Sinembah. Below is a comprehensive overview of the demographics and professional background of the respondents:

Table 1.

Based on Gender

Gender	Number of Respondents	Percentage
Female	29	82.86%
Male	6	17.14%

According to Table 1, the majority of respondents are female teachers, accounting for 82.86% (29 teachers), while male teachers make up only 17.14% (6 teachers). Based on the subject areas taught, as shown in Table 2, the distribution of respondents is as follows: Science (IPA) has the highest representation at 20% (7 teachers), followed by Social Studies (IPS), Indonesian Language, Mathematics, and Islamic Religious Education, each at 11.43% (4 teachers). English is represented by 8.57% (3 teachers), while Civics (PPKN) and Physical Education (PJOK) each account for 5.71% (2 teachers). Art and Culture, Computer Studies, Guidance and Counseling, Local Content (Mulok), and Protestant Christian Religious Education each represent 2.86% (1 teacher)..



Table 2.
 Based on Subject Area

Subject Area	Number of Respondents	Percentage
Science	7	20%
Social Studies	4	11.43%
Indonesian Language	4	11.43%
Mathematics	4	11.43%
Islamic Religious Education	4	11.43%
English Language	3	8.57%
Civics	2	5.71%
Physical Education	2	5.71%
Arts and Culture	1	2.86%
Computer Science	1	2.86%
Guidance and Counseling	1	2.86%
Local Content	1	2.86%
Protestant Christian Religious Education	1	2.86%

Regarding teaching experience, as presented in Table 3, the majority of respondents (60%, or 21 teachers) have more than 10 years of teaching experience. Respondents with 5–10 years of teaching experience account for 20% (7 teachers), while those with less than 5 years of experience also make up 20% (7 teachers).

Table 3.
 Based on Teaching Experience

Teaching Experience	Number of Respondents	Percentage
>10 Years	21	60%
5-10 Years	7	20%
<5 Years	7	20%

Survey data were analyzed using categorization based on the mean and standard deviation. Standard deviation provides insight into how data are dispersed around the mean. Categorization based on standard deviation enables researchers to identify outliers and gain a deeper understanding of data distribution (Aguinis, 2024). By using the mean and standard deviation, the data can be classified into different levels, such as very low, low, moderate, high, and very high, which helps to interpret the data distribution and spread (Myers et al., 2013). The mean of this dataset is 89, with a standard deviation of 16. Based on these values, the data are categorized into five levels as follows:

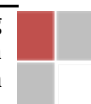


Table 4.
 Perspective Categorization

Category	Range
Very Low	$x \leq 65$
Low	$65 < x \leq 81$
Medium	$81 < x \leq 97$
High	$97 < x \leq 113$
Very High	$113 < x$

Based on the analysis of the Likert scale data, the distribution of respondents into the respective score categories is presented in Figure 1, as follows:

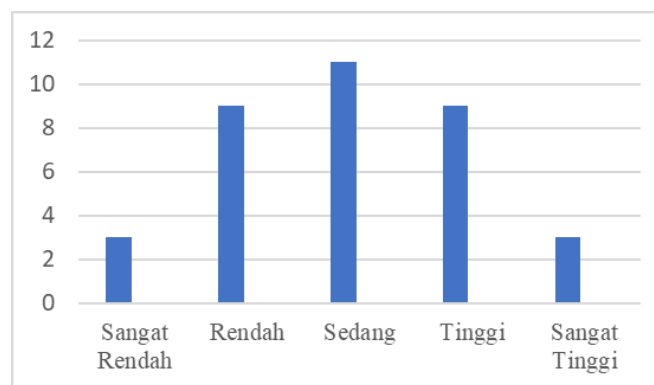


Figure 1. Respondent Distribution by Categor

Figure 1. The respondent distribution by category shows that most respondents fall into the "Moderate" category, with 31.43% (11 respondents), followed by the "Low" and "High" categories, each with 25.71% (9 respondents). The "Very Low" and "Very High" categories each account for 8.57% (3 respondents).

In this study, data analysis was conducted using normality tests, regression analysis, and ANOVA with SPSS v.27 to evaluate the influence of independent variables (gender, teaching experience, and subject taught) on the dependent variable (perspective). The following are the steps of the analysis conducted, along with the results.

1. Normality Test

The normality test was performed using the Kolmogorov-Smirnov test to check whether the residual data followed a normal distribution. The normality test using Kolmogorov-Smirnov showed that the residual data were normally distributed, with a p-value of 0.200 ($p > 0.05$). This indicates that the normality assumption has been met, allowing regression analysis to proceed.

2. Descriptive Statistics

Descriptive statistics indicate that the mean perspective score is 88.83, with a standard deviation of 16.05. Table 5 shows that the gender variable has a mean of 1.83 with a standard deviation of 0.38, the teaching experience variable has a mean of 2.40 with a standard deviation of 0.81, and the subject taught variable has a mean of 5.17 with a standard deviation of 3.49. Correlation results show a positive relationship between perspective and teaching experience, with a correlation coefficient of 0.290 ($p < 0.05$). This suggests that the higher the teaching experience, the more positive the perspective.

However, there is no significant correlation between perspective and gender ($r = 0.124$, $p = 0.238$) or between perspective and subject taught ($r = -0.180$, $p = 0.151$).

Table 5.

Descriptive Statistics

Descriptive Statistics	Mean	Std. Deviation
Perspective	88.83	16.05
Gender	1.83	0.38
Teaching Experience	2.40	0.81
Subject Area	5.17	3.49

Table 6.

Correlation Coefficient

Correlation	Perspective	Gender	Teaching Experience	Subject Area
Perspective	1,000	0,124	0,290	-0,180
Gender	0,124	1,000	0,227	-0,441
Teaching Experience	0,290	0,227	1,000	-0,441
Subject Area	-0,180	-0,441	-0,441	1,000

3. Multiple Linear Regression and ANOVA Test

The regression model yields an R value of 0.298 and an R-squared value of 0.089, indicating that only 8.9% of the variability in perspective can be explained by the independent variables: gender, teaching experience, and subject taught. The adjusted R-squared of 0.001 suggests that the model has very low predictive capability. ANOVA analysis reveals that the regression model is not significant, with an F value of 1.011 and a p-value of 0.401 ($p > 0.05$). This means that, overall, the regression model does not significantly predict perspective. The regression coefficients further indicate that none of the independent variables substantially influences perspective. As shown in Table 7, the regression coefficients are 1.907 ($p = 0.814$) for gender, 5.132 ($p = 0.184$) for teaching experience, and -0.209 ($p = 0.828$) for the subject taught. The constant coefficient is 74.104 ($p = 0.001$), meaning that if all independent variables are zero, the predicted perspective score is 74.104.

Table 7.

Regression Coefficients

Regression Coefficients	β	ρ
(Constant)	74.104	0.001
Gender	1.907	0.814
Teaching Experience	5.132	0.184
Subject Area	-0.209	0.828

Based on the analysis results, it can be concluded that the variables gender, teaching experience, and subject taught do not significantly influence teachers' perspectives at SMPN 1 Bagan Sinembah. This is evident from the p-values greater than 0.05 in the ANOVA test and the regression coefficients for all independent variables.

However, there is an indication that teaching experience has a positive relationship with perspective, although it is not significant at the 0.05 level.

A total of 8.57% of respondents consider the need for integrating guidance and counseling services to be very high, indicating a strong awareness of the benefits of such services (Ibrahim et al., 2021). Additionally, 25.71% of respondents fall into the "High" category, highlighting that guidance and counseling services play a crucial role in helping students overcome academic, personal, and social challenges (Gysbers & Henderson, 2014).

The largest proportion of respondents, 31.43%, falls into the "Moderate" category, indicating a significant need for the implementation of guidance and counseling services in this school (Corey, 2013). This moderate-level need suggests that, although guidance and counseling services are not yet available, many teachers believe they would be highly beneficial for students (Lapan et al., 2012).

Meanwhile, 25.71% of respondents fall into the "Low" category, indicating that some teachers do not perceive guidance and counseling services as an urgent necessity (Taylor et al., 2017). This may be due to a lack of understanding or experience with such services (Bryan et al., 2012).

A small portion of respondents, 8.57%, perceive the need for guidance and counseling services as very low, possibly due to limited awareness or experience with these services (Nygaard et al., 2024). Teachers' understanding and perspectives on the importance of guidance and counseling services are crucial in ensuring their effective implementation (Steen et al., 2023).

The correlation results indicate a positive relationship between perspective and teaching experience, with a correlation coefficient of 0.290 ($p < 0.05$). This suggests that the more teaching experience teachers have, the more positive their perspective on the importance of guidance and counseling services. Greater teaching experience provides teachers with a better understanding of students' needs and the importance of comprehensive counseling support (Gysbers & Henderson, 2014).

Support from teaching staff is a crucial factor in the success of guidance and counseling programs (Gysbers & Henderson, 2014). Therefore, even though guidance and counseling services are not yet available at SMPN 1 Bagan Sinembah, awareness of their importance should be increased through training and workshops involving the entire school staff (Taylor et al., 2017).

One effective way to increase teachers' awareness of the significance of guidance and counseling services is by conducting regular workshops and training sessions. These training programs should include real case studies, basic counseling techniques, and the benefits of guidance and counseling services for students' development (Lapan et al., 2012). By doing so, teachers can gain a deeper understanding of the crucial role guidance and counseling services play in supporting students' well-being (Nygaard et al., 2024).

Incorporating information sessions about the importance of guidance and counseling services into regular teacher meetings can also help raise awareness and support. These sessions can discuss successful case studies from other schools that have effectively integrated guidance and counseling services. Discussions and experience-sharing can motivate teachers to actively support the implementation of guidance and counseling programs in their schools (Bryan et al., 2012).

Providing educational materials, such as guides, academic articles, and videos that explain the benefits of guidance and counseling services, is another important step. These

materials should be easily accessible to all school staff for reference at any time. Comprehensive and readily available information will help teachers understand and support the significance of guidance and counseling services (Steen et al., 2023).

Collaborating with guidance and counseling professionals from other schools or institutions can also be an effective strategy. Inviting guidance and counseling experts to share their experiences and offer practical training will provide deeper insights into how these services can be effectively implemented and their positive impact on students (Minton & Lenz, 2019).

The formation of a dedicated team responsible for designing and implementing the guidance and counseling program in the school is highly recommended. This team can consist of teachers, counselors, and school administrative representatives working together to ensure the smooth execution of the program. The team will be responsible for planning, monitoring, and evaluating the implementation of guidance and counseling services (Steen et al., 2023).

Regular evaluations of the effectiveness of the guidance and counseling program, along with feedback sessions with teachers, are crucial. These assessments help identify areas for improvement and ensure that all stakeholders feel heard and involved. Feedback from teachers and students will serve as the foundation for adjusting and enhancing the guidance and counseling program (Nygaard et al., 2024).

Schools with comprehensive guidance and counseling programs tend to have students with better academic performance and lower absenteeism rates. The practical implementation of a guidance and counseling program will positively contribute to the overall school climate (Lapan et al., 2012).

Ongoing training for teachers and school staff is essential for improving the effectiveness of guidance and counseling services. This training should include the latest methods and strategies in student counseling and guidance. With proper training, teachers will be better equipped and more confident in supporting students through guidance and counseling services (Bryan et al., 2012).

Collaboration between schools and the local community can further enhance the effectiveness of guidance and counseling programs. Partnerships with various community organizations and institutions can offer additional resources and support for students (Reback, 2018). Such collaborations help foster a more supportive environment for student development (Lapan et al., 2012).

The distribution of respondents indicates a significant need for integrating guidance and counseling services at SMPN 1 Bagan Sinembah. Although these services are not yet available, teacher and staff awareness and support are essential to initiating and developing a practical guidance and counseling program. The implementation of comprehensive training and awareness programs will be instrumental in increasing teachers' understanding of the importance of guidance and counseling services (Steen et al., 2023).

Administrative support and ongoing training are essential to ensuring that this program meets students' needs and enhances their overall well-being. With a systematic and collaborative approach, guidance and counseling services can be effectively integrated into SMPN 1 Bagan Sinembah, providing significant benefits for students and the entire school community (Ibrahim et al., 2021). A well-structured and fully supported guidance and counseling program will help create a more conducive learning environment for all students (Lapan et al., 2012).

CONCLUSION

This study indicates that the integration of guidance and counseling services at SMP Negeri 1 Bagan Sinembah has not yet fully aligned with the provisions of Law Number 20 of 2003 on the National Education System. Teachers provided varying assessments regarding the need for guidance and counseling services, with 8.57% of respondents considering the need for integration to be very high, 25.71% rating it as "High," and 31.43% categorizing it as "Moderate." Findings also reveal that teaching experience has a positive correlation with teachers' perspectives on the importance of guidance and counseling services. In contrast, gender and the subjects taught do not have a significant influence. However, a limitation of this study is the small sample size, which affects the generalizability of the results.

To enhance the integration of guidance and counseling services, it is recommended that schools organize regular training sessions and workshops involving guidance and counseling professionals to improve teachers' understanding of the role and significance of these services. Schools can also collaborate with counselors from other institutions and provide easily accessible educational materials for all teachers. Additionally, forming a dedicated team responsible for designing, implementing, and regularly evaluating the guidance and counseling program is a strategic step to ensure its successful implementation.

Future research could involve a larger and more demographically diverse sample to improve the validity and generalizability of the findings. Additionally, a qualitative approach combining online surveys with direct interviews could provide richer and more in-depth data, offering a more comprehensive insight into teachers' perspectives on the integration of guidance and counseling services.

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