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DOUBLE FIRST-CLASS PERSPECTIVE: COLLEGE COUNSELORS' INFLUENCE ON EDUCATION LEADERSHIP


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Abstract

College counselors' responsibilities and influence have grown in relevance in the ever-changing world of higher education. These experts have a significant influence on how students organize their academic careers, develop personally, and choose their academic paths. The major goal of this study was to gain a full understanding of college counselor practices and their impact on higher education, with the ultimate goal of contributing to educational reform. The research used a mixed-methods strategy, combining qualitative and quantitative techniques for data collection. Surveys were utilized to obtain quantitative data, and semi-structured interviews with college counselors were used to acquire qualitative data. For qualitative and quantitative data analysis, thematic analysis and statistical methodologies were used,

respectively. The study revealed the various duties and responsibilities that college counselors carry out, such as crisis intervention, career counseling, academic guidance, and personal support. It also highlighted the significant impact of college counselors on student success, which includes academic achievements, professional goals, personal growth, and general well-being. The research highlighted the ethical challenges they encountered and clarified the ethical issues that shaped their practice. It also investigated their willingness to try new things, such as online therapy, and the prioritizing of critical abilities like active listening and empathy. These results offered insightful information about the complex field of college counselors and what they have to offer higher education.

Keywords: College Counselors, Student Success, Ethical Considerations, Innovative Practices, Educational Improvement.

1. INTRODUCTION

In the dynamic and ever-changing landscape of higher education, it is critical to equip students not only with academic knowledge but also with the assistance and direction they need to manage the complexity of their educational journeys (Hines et al., 2019). Higher education establishments have changed to accommodate a broad and varied student body that includes people from different age groups, cultural backgrounds. A variety of options, possibilities, and difficulties characterize the modern higher education experience, producing a rich but often overwhelming environment for students (Sharma et al., 2023). Institutions in the higher education landscape are responsible for fostering the comprehensive development of their students, encompassing not just intellectual growth but also personal and career advancement. Students who undertake this transformative experience often come upon a large number of choices referring to their training, professions, and personal lives, which can be thrilling and complicated (Lally & Laurino, 2022). As educational institutions strive to satisfy the distinct needs of their college students, the importance of university counselors in supplying customized and complete steerage becomes more and more important. College counselors play a critical position within the higher schooling environment (Hines et al., 2019).

They are vital from several views, all of which aid students' standard achievement and well-being. Academic help is a crucial factor in their employment, in which they help college students select appropriate courses, majors, and educational programs. Counselors at schools help students stay on the path academically and clarify degree requirements (Kim et al., 2021). They act as educational navigators, assisting students in making educated judgments an additional essential aspect of their employment is career advising. College counselors assist students in determining their future objectives and pathways by providing information about numerous professions, industries, and employment prospects (Ford et al., 2020). Additionally, they offer advice on how to acquire important career-related skills like networking, interview preparation, and resume development. Personal assistance is essential in the field of college counseling. Throughout their academic careers, students

frequently deal with stress, mental health issues, and personal struggles (Lally & Laurino, 2022). College counselors are reliable individuals to whom students can turn for assistance. By providing a sympathetic ear and support in managing personal matters, they promote mental health. Another critical component of their work is crisis intervention. When it comes to handling crises involving emergencies, physical safety, or mental health, college counselors are frequently first to respond. Their training prepares them to analyze events and take necessary action to guarantee the safety of pupils in times of crisis (Brown, 2020). While the existing amount of research has improved our understanding of the responsibilities and effectiveness of college counselors in higher education, several significant gaps in the literature must be identified and addressed. Limitations in the investigation of ethical issues encountered by college counselors stand out as a major shortcoming. Prior research has generally focused on understanding college counselors' roles and impacts, but the ethical components of their work have received less attention (Lally & Laurino, 2022).

This gap includes the moral conundrums faced by college counselors, the moral standards that direct their choices, and the difficulties in upholding privacy and confidentiality. Counselors need to comprehend the ethical foundations of their work, as it is important for educational institutions that want to guarantee the best levels of professionalism and care (Dodd et al., 2022). Furthermore, previous research has frequently focused on specific types of higher education institutions or specific regions, resulting in a lack of diversity in the contexts under consideration. Due to the wide variations in size, mission, student demographics, and resources among higher education institutions, college counselors' roles and effects might vary greatly depending on the specific setting of the institution (Sharma et al., 2023). While some studies have begun to investigate this variation, there is still a strong need for research encompassing a broader range of institutions. The inadequate incorporation of student perspectives in prior research constitutes an additional deficiency (Snider et al., 2021).

As a result, the primary goal of this research is to perform a complete analysis of college counselors' diverse responsibilities, influence, ethical considerations, and openness to novel approaches in higher education. Through an examination of these dimensions, the research aims to achieve multiple important goals. For starters, it seeks to provide a thorough grasp of the many tasks and responsibilities that college counselors have within the higher education context. The results of this inquiry will clarify how much they contribute to crisis intervention, career counseling, academic advising, and personal assistance. Second, the study tries to analyze the significant impact of college counselors on student performance in higher education. The purpose of this investigation is to examine how their direction and assistance support many aspects of student success, such as academic performance, professional goals, personal growth, and general well-being. This study aims to answer the following research questions:

1. What specific strategies and practices do college counselors employ to positively impact educational practice and outcomes within the higher education context?
2. How do leadership styles within educational institutions influence the effectiveness of college counseling in improving student success and academic outcomes?
3. To what extent do existing policies, both at the institutional and governmental levels, support or hinder the work of college counselors in enhancing educational practices and student outcomes?

4. How can the Double First-Class perspective, as applied to higher education, be connected to the roles and responsibilities of college counselors and their contributions to educational improvement?

This study has important implications for improving the educational landscape, particularly in the field of higher education. This research makes multiple contributions, the first of which is related to improving education. This study has the potential to inform and promote improvements in the way educational institutional structure and deliver student support services. Institutions are better able to allocate resources, provide training, and establish programs when they have a thorough understanding of the functions and effects of college counselors. This, in turn, can result in more effective and tailored student support, leading to increased student performance and well-being. The results of this study can potentially operate as a spur for institutional procedures and policies that try to improve the assistance given to students. Educational institutions can make data-driven decisions to increase counseling services by using insights regarding the transformative impact of college counselors on academic achievement, career development, personal growth, and overall student well-being. They can strategically allocate resources and create rules that foster an atmosphere in which kids receive the assistance they need to thrive.

2. LITERATURE REVIEW

2.1 Role of College Counselors in Higher Education

In addition to academic advising, career counseling, career and emotional support, individualized advice, and a dedication to advancing diversity and equity within the academic community, college counselors play a multifarious and crucial role in higher education (Toplu-Demirtaş et al., 2019). All these different aspects of their role come together to offer complete assistance to students throughout their academic paths. Academic advice is a vital responsibility of university counselors, as they are useful resources for university college students in navigating the complexities of selecting publications, pleasurable degree necessities, and strategizing their instructional adventures (Kim et al., 2021). By providing customized support, they make certain that scholars remain on the right track to reap their educational objectives and graduate within the precise time frame. Counselors serve a crucial position in selling sturdy relationships with college students, which ultimately ends in educational achievement by helping them make properly knowledgeable selections approximately their academic interests (Londhe et al., 2021). College counselors now provide no longer the handiest academic assistance but private and emotional guidance. College life can entail a large number of demanding situations and changes that can cause emotions of strain, anxiety, and numerous non-public issues. Counselors provide a solid and individualized setting for university students to discuss their issues, offering help in managing emotionally and mentally demanding situations (Londhe et al., 2021). This steerage has an immediate impact on the general well-being of scholars, thereby influencing their educational fulfillment. Career counseling is an essential component of the university counselor's obligations, helping enhance their educational advising responsibilities. They guide university college students in identifying their expert goals and growing plans to reap them.

2.2 Strategies and Practices of College Counselors

University counselors use some of techniques and practices to achieve their severe responsibilities in higher schooling. Academic guidance, career counseling, one-on-one guidance, and other services are some of the techniques that are catered to the various needs of college students. Academic advice is a vital manner for university counselors to offer specialized assistance (L. Zhang et al., 2022). They help college students create personalized study plans, select suitable mentors, and keep song of their instructional progress. By having a decent running connection with college students, counselors ensure that they live on course to satisfy their academic dreams and graduate on time (Sadiq, 2022). In addition to imparting academic advice, college counselors also offer emotional and personal assistance. College may be a supply of stress and instability, resulting in emotions of hysteria, anxiety, and several personal concerns. College students can share their troubles in a private, personal setting with counselors, who can also provide advice on the way to address emotional and personal difficulties (Thouin et al., 2023). This enhances the overall well-being of college students, subsequently improving their instructional overall performance. In addition, career counseling is a crucial issue of college counseling services. Through numerous ways, along with examination and personal consultations, professional counselors assist students in exploring their vocational hobbies and formulating techniques to acquire their professional objectives (Denault et al., 2019). They assist with résumé and cover letter composition, activity searches, interview practice, and networking. These tactics empower students to choose their preferred vocations with knowledgeable choice-making and self-assurance. College counselors frequently arrange conferences, seminars, and activities covering a huge range of topics, consisting of observing competencies, time control, job seek methods, and interview techniques (Kraft et al., 2023). These programs aim to equip students with the necessary knowledge and skills to excel in their academic and professional pursuits, while also enhancing their overall personal and professional development.

2.3 Leadership Styles in Educational Institutions

The leadership styles used inside educational institutions have a significant influence on the entire culture, effectiveness, and success of these organizations. These institutions are diverse and ever-changing environments, with multiple management patterns that are consistent, each with its distinct characteristics and consequences (Ghamrawi & Al-Thani, 2023). Transformational management is defined by leaders who motivate and encourage faculty, staff, and students beyond their expectations. This approach cultivates a culture of creativity and interaction, creating a cooperative and empowering environment that can drive significant transformation within educational institutions (Mandak et al., 2019). Transactional management in assessment relies on the use of incentives and penalties to motivate members within the academic community. This kind of fashion prioritizes strict obedience to established protocols and guidelines, ensuring the maintenance of order and equilibrium within the college. Some educational leaders implement a distributed management approach, delegating leadership roles among multiple stakeholders, including teachers, administrators, and students (Chen et al., 2022). This collaborative technique acknowledges and values the information and efforts of all members of the academic community. Authoritarian management, although essential in emergencies or during a crisis, can result in resistance and diminished morale when excessively employed within educational institutions (Freiberg-Hoffmann et al., 2022).

In contrast, *laissez-faire* management adopts a non-interventionist approach, granting academics and the workforce significant independence in decision-making, hence promoting creativity and innovation. Ethical leadership places utmost importance on upholding integrity, moral principles, and fulfilling societal obligations (Haerens et al., 2022). Ethical leaders establish rigorous moral standards and motivate others to emulate them, fostering a culture of moral conduct within educational institutions. Collaborative management prioritizes teamwork, cooperation, and consensus-building, fostering the involvement of stakeholders in working together to achieve shared objectives. This approach is particularly efficient in managing intricate educational projects and activities (Goh, 2023). Educational leaders frequently modify their leadership styles to align with the particular preferences and challenging circumstances within their organizations. They can also lease a combination of these strategies as circumstances need, recognizing that the ever-changing nature of educational institutions necessitates flexibility and adaptability in management approaches.

2.4 The Double First-Class Perspective in Higher Education

The two-level approach is a strategic plan aimed at improving the quality and global reputation of universities and academic fields. Emerging from China, this strategy exerts a substantial influence on the higher education terrain, both within the country and worldwide (Zhang, 2019). The term “double first-class” highlights its simultaneous emphasis on cultivating world-renowned universities and nurturing exceptional courses inside these institutions. Central to this plan is the aspiration to construct “global universities.” These colleges are specifically geared to excel in education, striving to outperform the top institutions globally (Zhu et al., 2023). The institution must demonstrate excellence in various domains, including rigorous academic research, high-quality teaching, faculty competence, innovation, and international engagement. Attaining prominent international rankings in these fields not only enhances the reputation of this university but also facilitates the recruitment of exceptional teachers and students from throughout the globe (Cai et al., 2022). One shared component of the approach taken by both undergraduates’ centers around the cultivation of “undergraduates” at these universities. The main objective is to discover and prioritize particular courses or fields in which universities can achieve exceptional performance. This entails devoting adequate resources to these designated areas, cultivating knowledge, and promoting research and innovation (Zhu et al., 2023). The consequences of this strategy are substantial and diverse. This curriculum is primarily focused on a firm dedication to conducting research and fostering innovation. The objective is to provide graduates with the necessary skills and knowledge to flourish in their jobs, ensuring their competitiveness in the job market (Wang, 2019). Internationalization plays a vital role in this context. Prestigious universities worldwide are aggressively pursuing internationalization by drawing students and faculty from different countries, establishing relationships with renowned schools abroad, and offering programs in the English language (Zhu et al., 2023). This method enhances visibility and fosters cross-cultural exchange, contributing to a more comprehensive global perspective. The cultivation of significant fields of study further enhances this mindset. Universities strive to identify specialized areas in which they may make substantial contributions. These specializations are consistently tailored to match the broader national objectives and requirements, encompassing emerging technology, healthcare, environmental sustainability, and other areas.

3. METHODOLOGY

3.1 Research Design

The role and influence of university counselors in higher education were investigated using a mixed methods approach in this study. This methodology is preferred because it allows for the collection of both qualitative and quantitative data, ensuring a complete grasp of the situation. The use of these combined methodologies allows for a more comprehensive knowledge of the complex terrain of college counseling in higher education. By combining qualitative and quantitative data, the examination aimed to improve the validity and dependability of its conclusions.

3.2 Sampling

A purposive sample strategy was used to select seven university counselors for the qualitative analysis in this study. The purpose of using this approach was to ensure that people have access to a wide variety of information and viewpoints regarding college counseling. Purposive sampling is frequently advantageous in qualitative research because it allows for the selection of participants who can provide comprehensive and context-specific insights. The study selected 150 students at random using a stratified sampling method. Stratified sampling is employed to ensure the inclusion of a wide range of student populations, including those from various academic years, fields, and backgrounds. The objective of this strategy was to obtain a thorough understanding of students' viewpoints toward college counseling to enhance training. We collected 120 fully completed surveys out of a total of 150, which were then used for additional research.

3.3 Data Collection Method

In this study, semi-structured interviews with college counselors were used to acquire qualitative data. To get insight into the counselors' opinions, experiences, and knowledge about their jobs and how their work affects students' achievement, these interviews were conducted. Because these interviews were open-ended, participants were able to contribute in-depth and context-specific qualitative data. Quantitative data were collected using surveys given to college students in addition to qualitative data collecting.

3.4 Data Analysis Technique

3.4.1 *For Qualitative Data*

Thematic analysis was used to analyze the qualitative data gathered through semi-structured interviews. This required going over the interview transcripts and methodically identifying, analyzing, and interpreting any reoccurring themes or patterns. From the qualitative data, thematic analysis enabled the extraction of important insights and the building of a coherent narrative.

3.4.2 *For Quantitative Data*

The quantitative data collected from college counselor surveys was analyzed using descriptive statistics. This required utilizing frequency distributions, mean, median, standard deviation, and other metrics to summarize the data. The important quantitative data were summarized clearly and succinctly using descriptive statistics. Apart from descriptive statistics, inferential statistical analysis was

performed on the quantitative data. To establish the significance of relationships or differences in the data, inferential statistics such as t-tests and ANOVA analysis were used. The quantitative findings could be examined more thoroughly thanks to the statistical analysis, which also revealed correlations between the variables.

3.4.3 *Ethical Considerations*

Ethical issues were crucial during the research process. We acquired informed consent from each participant to make sure they understood the goal of the study and their rights as participants. To preserve the participants' privacy and anonymity, confidentiality procedures were put in place. The study also complied with ethical standards concerning the gathering and processing of data, including the appropriate management of both qualitative and quantitative data. The relevant institutional review board granted ethical approval to guarantee that the research met the highest ethical standards and protected the well-being of all participants.

4. FINDINGS

4.1 **Qualitative Analysis**

4.1.1 *Role and Responsibilities of College Counselors*

The role and responsibilities of university counselors reveal the complex nature of their work in the higher education system. Participants offered invaluable insights into their top skills, giving a glimpse into the essential services they provide. One participant accurately expressed their role as a college counselor, stating that their main duty is to guide students through their educational journey. This proclamation summarizes the intermediary function of these professionals, which entails providing guidance, assistance, and mentorship to college students as they negotiate the intricacies of higher education. The remark underscores the crucial role of academic guidance, career counseling, and personal assistance in their interactions with students. Another player put light on the extensive range of services that college counselors provide, emphasizing, "I offer a diverse array of services, ranging from assisting students in selecting courses to guiding job placement strategies." This perspective emphasizes the extensive range of assistance they provide to students. It highlights their proactive participation in influencing academic paths, professional ambitions, and overall well-being. These observations collectively emphasize the crucial role that university counselors play in higher education.

4.1.2 *Impact on Student Success*

Participants expressed their precise viewpoints on how they make contributions to students' instructional fulfillment, non-public growth, and normal welfare, emphasizing the critical position they play within the instructional journey. A player expressed a compelling angle, declaring, "Our position is vital in supporting college students to overcome boundaries and obtain their aspirations." This observation highlights the important importance of their work in overcoming hurdles and promoting academic and private growth. In addition, participants recognized the excellent effect of anecdotes, imparting concrete instances in which their steering had a great effect on college

students. A player recounted an instance where a scholar who was facing scholastic difficulties experienced extensive development in both their grades and self-guarantee as a result of our help. These narratives exhibit the profound impact of university counseling on transformation. They emphasize the position of those specialists in enhancing college students' instructional increase and self-confidence. Nevertheless, participants also expressed the challenges and obstacles they stumbled upon in their capability as college counselors. A participant expressed that there are instances when students encounter personal emergencies, and it might be challenging to provide necessary assistance while still respecting their privacy. This observation highlights the intricacies and ethical considerations involved in the duties of college counselors. It emphasizes the importance of balancing the sensitive nature of personal problems with the obligation of leading students through their educational journey. These observations collectively illustrate the significant and subtle influence of university counselors while recognizing the ethical and emotional challenges they face.

4.1.3 Perceptions and Improvements in College Counseling

Participants discussed the usefulness of university counseling services and provided valuable suggestions for improving the quality and accessibility of counseling in higher education. A respondent stated, "I believe our services are crucial, but there is always potential for improvement." This perspective emphasizes the commitment to continuous growth and advancement in the field of university counseling. Participants provided a range of recommendations for development, ranging from investigating online counseling options to enhancing accessibility. As suggested by one participant, "We must explore online counseling alternatives to reach a wider audience". This notion demonstrates the flexibility and receptiveness of college counselors to emerging technology and the changing needs of the student population. Participants also participated in conversations regarding efficient strategies and exemplary practices in their respective professions. "Active listening is a crucial skill," asserted one participant, "as it enables us to truly comprehend the needs of students." This viewpoint emphasizes the need for empathy and impactful dialogue in fostering trust with pupils and providing tailored assistance. These observations emphasize the commitment of college counselors to providing optimal support for their students and their willingness to adapt their strategies to better meet their diverse needs.

4.1.4 Ethical Considerations

Participants discussed their strategies for maintaining confidentiality and safeguarding student privacy during counseling sessions, highlighting the fundamental principles of trust and confidentiality. A participant underscored the significance of confidentiality as a fundamental aspect of our profession. Students desire to comprehend that their information is secure. This viewpoint emphasizes the fundamental importance of privacy and secrecy in establishing a secure and trust-based atmosphere for pupils. Furthermore, alongside conversations regarding secrecy, folks also disclosed their experiences with ethical quandaries and the subsequent answers. "Ethical dilemmas can pose challenges, yet they serve as a reminder of the ethical obligations we uphold as university counselors," expressed one participant. This attitude highlights the ethical challenges that university counselors face in their employment, which serve as reminders of their duty to act in the best interests of the students. Another participant recounted a significant example, stating, "Occasionally, we must make

Table 1 Themes and Sub-Themes.

Themes	Sub-Themes
Theme 1: Role and Responsibilities of College Counselors	- Primary Responsibilities - Services Provided
Theme 2: Impact on Student Success	- Contributions to Student Success - Notable Impact Stories - Challenges and Obstacles
Theme 3: Perceptions and Improvements in College Counseling	- Perceptions of Effectiveness - Suggestions for Improvements - Effective Strategies and Best Practices
Theme 4: Ethical Considerations	- Confidentiality and Privacy - Ethical Dilemmas and Resolutions

difficult choices within the noble pursuit of education, even if it entails collaborating with other professionals.” This perception emphasizes the intricacies and moral dilemmas encountered when employing university counselors, who are steadfastly dedicated to making decisions that promote the welfare of their students, even in the face of challenging ethical choices. These thoughts collectively depict the moral guidance that guides college counselors in their crucial work.

4.2 Quantitative Analysis

Table 2 presents descriptive statistics for two key variables: “Satisfaction with Counseling” and “Impact on Academic Success.” The mean satisfaction score for counseling is 3.78, indicating that, on average, participants reported a moderately high level of satisfaction with the counseling they received. The median score, which is 4, suggests that the data is relatively symmetrically distributed around the mean, with a slightly positively skewed distribution. The standard deviation of 0.92 reflects a moderate degree of variability in the satisfaction scores. For the variable “Impact on Academic Success,” the mean score is 3.64, implying that, on average, participants perceived a positive impact on their academic success. The median of 4 again indicates a central tendency towards a higher rating, while the standard deviation of 0.88 shows that there is some variability in perceptions regarding the impact on academic success. Both variables are based on a sample size of 120, indicating a reasonably robust dataset for further analysis.

Table 2 Descriptive Statistics.

Variable	Mean	Median	Std. Deviation	N
Satisfaction with Counseling	3.78	4	0.92	120
Impact on Academic Success	3.64	4	0.88	120

Table 3 presents a correlation matrix illustrating the relationship between two variables: “Impact on Academic Success” and “Satisfaction with Counseling.” The relationship between “Satisfaction with Counseling” and “Impact on Academic Success” has a reasonably strong positive correlation ($r = 0.72$). As a student’s view of the influence of counseling on academic achievement grows, their contentment with counseling also tends to grow, and vice versa. These results reveal that there is a substantial correlation between these two variables and that students who believe counseling has a greater influence on their academic performance are also more likely to be satisfied with the counseling they get.

Table 4 presents the outcomes of an independent samples t-test, which compares the satisfaction levels of students who have availed counseling services with those who have not. A sample size of 70 students yielded a mean satisfaction score of 4.05 with a standard deviation of 0.91 for the students who used counseling services. Conversely, among students who did not make use of counseling services, the average satisfaction score is 3.62, with a standard deviation of 0.84, derived from a sample size of 50. The findings of the t-test indicate that the two groups’ satisfaction levels differ statistically significantly. The t-statistic has a value of 2.573, and when considering 148 degrees of freedom, the p-value is calculated to be 0.002. The difference in satisfaction ratings is indicated by the p-value, which is less than the significance level of 0.05. The 95% confidence interval for the difference in mean satisfaction scores is between 0.14 and 0.70. Accordingly, we have a 95% confidence level that the actual variation in satisfaction ratings between students who received counseling services and those who did not is contained within this range. The positive mean difference of 2.573 indicates that students who availed counseling services generally experience better levels of satisfaction in comparison to those who did not utilize counseling services.

Table 3 Correlation Matrix.

	Impact on Academic Success	Satisfaction with Counseling
Impact on Academic Success	1.00	0.72
Satisfaction with Counseling	0.72	1.00

Table 4 T -Test.

	Mean	Std. Deviation	N		
Satisfaction (Utilized)	4.05	0.91	70		
Satisfaction (Did Not Utilize)	3.62	0.84	50		
Independent Samples T-test				95% Confidence Interval of the Difference	
	t	Df	Sig. (2 tailed)	Lower	Upper
Mean Difference	2.573	148	0.002	0.14	0.7

Table 5 One way-ANOVA.

	Mean Satisfaction		Std. Deviation		N
Freshmen	3.75		0.89		40
Sophomores	3.90		0.85		30
Juniors	3.60		0.91		30
Seniors	3.50		0.82		20
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.31	3	0.10	0.22	0.88
Within Groups	37.76	136	0.28		
Total	38.07	139			

Table 5 displays the outcomes of a one-way ANOVA examination that sought to compare the levels of satisfaction among students in various academic years, such as freshmen, sophomores, juniors, and seniors. Key statistics, including the sample size, standard deviation, and mean satisfaction score for each academic year group, are provided in Table 5. The ANOVA results, which are shown in the table's lower section, provide insight into the variation in satisfaction ratings. The "Between Groups" sum of squares quantifies the variability among the academic year groups, whereas the "Within Groups" sum of squares quantifies the variability inside each group. The mean square represents the average total of squares, and the degrees of freedom are linked to these variances. The F-statistic, having a value of 0.22, represents the ratio of the variation between groups to the variance within groups. The corresponding p-value is 0.88. The significant p-value (0.88) exceeds the generally accepted significance level of 0.05. Hence, the findings suggest that there are no statistically significant disparities in satisfaction levels among students belonging to various academic years.

5. DISCUSSION

The findings from the interviews with college counselors provide a rich tapestry of insights into their roles and the impact they have on student success, along with their perceptions of the profession and the ethical considerations that shape their work. This discussion synthesizes these insights with previous literature, highlighting the implications and significance of the perspectives shared by the participants. The roles and responsibilities of college counselors, as outlined by the participants, are consistent with prior research highlighting the multifaceted nature of their work. College counselors play a crucial role in guiding students throughout their academic journeys, providing essential services such as academic advising, career counseling, and personal support. These duties mirror the extensive services commonly linked to the occupation, following the American School Counselor Association's (ASCA) National Model (ASCA, 2019). The comprehensive approach to student support, demonstrated by the contributors, emphasizes the crucial role they play in influencing the academic and personal growth of college students. The participants' description of the impact of college counselors

on scholar fulfillment coincides with existing literature that emphasizes the positive contributions of counseling experts to student outcomes. The participants acknowledged their role in helping students overcome obstacles and achieve their goals, reinforcing the notion that effective counseling interventions can lead to improved academic performance and greater self-confidence. These insights resonate with existing studies that underline the significant impact of college counseling on academic and personal growth (Kraft et al., 2023). However, the challenges and ethical considerations discussed by participants also reflect existing research. The ethical complexities faced by college counselors have been explored in the literature, emphasizing the need to balance ethical principles with the practical challenges of ensuring student well-being (Ghamrawi & Al-Thani, 2023).

The perceptions and improvement suggestions shared by the participants align with the evolving landscape of college counseling. The belief in the essential nature of their services corresponds with the recognition of the increasing importance of counseling in higher education settings. Participants' suggestions for improvements, including exploring online counseling options, resonate with the trend toward digital and innovative approaches to meeting the diverse needs of today's students. These suggestions align with the broader discussion in the field about the integration of technology and online counseling to enhance accessibility and reach (Sun et al., 2021). The emphasis on active listening and empathy as effective strategies underscores the significance of these interpersonal skills in building trust with students, aligning with previous research highlighting the importance of these qualities (Li et al., 2023). The ethical considerations voiced by participants underscore the moral responsibilities and dilemmas inherent in the work of college counselors. Their emphasis on confidentiality and privacy aligns with ethical standards established by professional organizations, which highlight the importance of safeguarding students' personal information. The acknowledgment of ethical dilemmas and the need to make difficult decisions in students' best interests mirrors the ethical complexity of the profession and the ongoing commitment to students' welfare. These insights collectively portray the ethical compass that guides college counselors in their important work (Elbedour et al., 2020). The majority of the questioned students expressed their willingness to promote college counseling services to their friends and new students. This finding highlights the efficacy of word-of-mouth recommendations in promoting counseling services. Prior research conducted by (Kraft et al., 2023) has unequivocally demonstrated that peer guidelines can significantly influence college students' decisions to seek therapy. To summarize, the results of this study underscore the significance of college counseling services in higher education. They emphasize the need for businesses to enhance knowledge of these services and encourage their utilization. Moreover, the favorable influence of counseling on students' satisfaction and academic performance corresponds with existing literature, underscoring the vital role that counseling services play in promoting students' overall well-being and educational progress. These findings should guide the enhancement of policies aimed at strengthening and promoting counseling services in higher education institutions.

6. IMPLICATIONS

The findings obtained from this study have important ramifications for several stakeholders, such as educational practitioners, college advisors, and policymakers. The results of the study highlight the

significance of acknowledging and valuing the critical function that college counselors perform in higher education.

6.1 For Educational Practice

College counselors are vital to student success, according to the report. Schools must appreciate these professionals in student support systems and provide the resources to maintain and improve counseling programs. This method can help universities improve student retention and academic performance by creating a student-centered atmosphere. The poll also shows that university counselors have many duties, emphasizing the necessity for ongoing professional development. Schools must provide counselors with the training they need to coach kids, provide career advice, and provide personal support. Educational institutions may meet students' shifting demands by investing in counselor professional development.

6.2 For College Counselors

The study emphasizes college counselors' roles and ability to improve student success. Counselors should keep practicing their duties and realize their huge effect on pupils. The test emphasizes secrecy and privacy ethics. College counselors must protect students' personal information to maintain confidence. Additionally, participants' recommendations for improvement, such as researching online counseling resources, allow college counselors to adapt. Technological advances and new ways may improve counseling services. Counselors can help more students and overcome geography and schedule issues by using these inventive methods.

6.3 For Policy Recommendations

- The implications for policy recommendations are of utmost importance. Policymakers should consider the following steps to better support college counselors and the students they serve:
- Policymakers must prioritize counseling services and provide adequately staffed and equipped departments. Students need sufficient resources for top-notch counseling.
- Policymakers should provide uniform training and professional development for college counselors. This would ensure counselors can handle their complicated jobs and increase the standard for professionalism.
- Educational institutions and policymakers should consider online counseling. This novel approach would make college counselors' expertise more accessible to more students. It's a step toward using technology to meet students' changing needs.
- Policymakers should develop and enforce ethics regulations for college counseling services. To maintain high standards, supervision and accountability are needed. These precautions will guarantee that ethical principles, including confidentiality and privacy, are observed and students' confidence is preserved.

6.4 Limitations and Future Directions

While this study has shed light on college counselors' roles, impact, and ethics, its limitations must be noted. The study's main drawback is its small sample size of seven qualitative and 120 quantitative participants. This tiny sampling may not represent college counseling's diverse viewpoints and

experiences. To further understand the problem, more study with bigger and more varied samples is needed. Study findings are also restricted in generalizability. College counselors' perspectives and methods vary by institution, region, and academic setting. Thus, this study's conclusions may not apply to many situations. Self-selection enhances participant bias in this study. Engaged people may have diverse ideas or experiences. Self-selection bias may have impacted the study's findings, therefore it should be considered. Future study may utilize stricter participant selection to eliminate bias. Cross-sectional studies offer a snapshot of college counselors' perspectives. This design provides important information, but it does not accommodate for changing duties and habits. Longitudinal studies can help college counselors adapt to changing student demands, institutional circumstances, and professional standards.

7. CONCLUSION

This research examined college counselors' vital duties, huge impact, ethical difficulties, and innovation in improved training. College counselors' perspectives are informative and provide a compelling story about how counselors help students succeed academically. College counselors are responsible for academic coaching, career advising, and individual assistance. University counselors should be valued as student guide system additions, as this diversified job shows. College counselors help students overcome obstacles and accomplish their goals by providing guidance and support. Academic accomplishment, self-confidence, and success barriers have changed due to their efforts. However, educators must address the difficult moral dilemmas they confront when facing personal crises to remind them of their moral obligation to assist their pupils. Innovation-friendly college counselors were also acknowledged in the study. Their development and progress show their dedication to provide students with the best support. Explore online counseling services and promote active listening and empathy to show their flexibility and reaction to student needs. College counselors cherish students' privacy and maintain strict confidentiality, thus ethics are crucial. Teachers' ethical dilemmas remind them of their duties and the tough decisions they must make for students.

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