

Impact Of Guidance And Counseling Services On Students' Development At The University Level

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Abstract

The main purpose of the study is to measure the impact of Guidance&Counseling Services on students' Development at the University level. Student development was taken in three basic domains(academic, moral, and social development). Six research hypothesis were formulated. The study was descriptive and a survey method was used. The quantitative research design was used in the study. The population of the study was all public and private university students in Islamabad. The stratified sampling technique was used. The sample was selected based on Krejcie and Morgan's sample size calculation. The sample comprised 900 hundred students who were selected from private universities. A Self-developed questionnaire was used to collect the data. The reliability of the student questionnaire was 0.836. Mean, and Standard Deviation was used to explore the availability of Guidance and Counseling services at the university lev. Regression was used to measure Guidance services' impact on student development. Guidance and Counseling services were a significant predictor of students' academic, moral, and social development. It was also found a positive impact of guidance & counseling services on students' academic, moral, and social development. Higher education management may strengthen students' guidance and counseling services at the university level.

Keywords: Guidance, Counseling, Services, University, Student.

Introduction

The entire nation is being exposed to complicated and quick advances in the age of globalization. For a country to advance its capacities, every aspect of society must change. The current state of the world increases competition in life and provides opportunities for everyone to improve their position and quality of life. The good thing about the state of the world is that it motivates individuals to think critically, reach their full potential, and never be content with what they

already have. The development of measures to lessen these impacts must be done by professionals. In this instance, a key factor in fulfilling the objective of personal formation is the high quality of the student. The change will not improve higher education quality enough. Technology and science should be backed up by.

Modern education aims at the pupils' best development of personality (Physical, Intellectual, Emotional, Social, Moral, Spiritual, Educational &vocational). Guidance plays an

important role in achieving this aim of education. Excellency is required in the development of talents. Guidance helps the individual know his talents, making the maximum development of the talents & attaining excellence, satisfaction & happiness.

The objective of modern education is the optimal development of the personality (, emotional, social, moral, spiritual, academic, physical, intellectual, and professional) of the students. Guidance plays an important role in achieving this goal of education. Talent development requires excellence. Mentoring helps the individual to realize his/her potential, maximize potential development and achieve excellence, satisfaction, and happiness.

The guidance services include all programs of an educational organization. The main purpose of the guidance services is to stimulate the student's personal development and academic career. The guidance services as the process of assisting individuals to investigate and enhance their potential resources (for self-help, personal fulfillment, and social efficacy through their efforts to support), from the first interaction (learning process that takes place in a social setting in which a professionally qualified counselor provides an appropriate approach to becoming a happy and productive member of society by creating realistic and objective goals for whole-person development. Tries to help the counselor by using the car. Impactive counseling services, especially for university undergraduate students, individually or in groups help them develop skills that help them adjust to different situations and make appropriate decisions in life.

Guidance and counseling meet the requirements of students in the three basic dimensions, academic development, moral development, and social development. Guidance and counseling services use different types of personality and career development methods to assist students to

investigate career and institutional needs and interests.

Student development in higher education is the core part of learning plans with the various issues of student improvement and development. It is a holistic experience for students focused on morals, flourishing skills, and stirring towards knowledge e. The academic, and professional development that occurs due to intentional integration guidance and counseling services. Through guidance and counseling services students grow and develop personally, academically, socially, and professionally.

Counselors assist students directly in their life to foster and enhance their interpersonal abilities and academic development. Guidance and counseling services provide all necessary skills and goals that will assist students in academic development and professional success in the future.

The importance of mentoring in the higher education background from two perceptions, (i) student desires, and (ii) university improvement". It can be established from the opinion that guidance and counseling are important in postgraduate education. To meet the requirements of pupils and promote the value of upper education. Guidance and counseling services can help students improve their skills, set goals, and decide on a future career. (Sun & Yuen, 2012).

Guidance is a democratic act of giving one person's help or advice to another person. Mentoring is the help given to a person of any age by properly educated and properly trained men or women to organize his life activities, develop his outlook, and make his own decisions. Help can be provided to do and carry one's burden (Baugh, 2018).

Guidance and Counseling is a certified field with an extensive collection of activities and amenities intended at helping individuals gain the ability to cognize themselves, others, adaptive environments, etc. Amendment refers to the process by which an individual finds and adapts to changes in the environment or ways of behaving appropriately. Therefore, an adjustment involves the general adaptation of an individual to his situation and the strains of his life, such as how he interacts with other people, how to deal with responsibilities, and how to deal with stress. , the satisfaction of life should be fulfilled (oeting, 2020).

From the academic perspective, the purpose of guidance helping pupils choose a field of education bestowing their desires and comforts, achieving the best possible educational superiority, make the most of institutional resources and facilities, to develop appropriate study habits. To help produce, and participate satisfactorily in the curriculum. and extracurricular activities (Celio, Durlak, & Dymnicki2011).

Academic guidance and counseling programs partake to help pupils as much as possible and to accommodate many of the social and educational challenges they face at the university. In practice, all over the world countries have proven networks to accelerate and increase mentoring and counseling services in their particular educational foundations to discourse student behavior norms. Leading and consulting is an initiative that goal is to provide self-awareness and make the most of students' potential for overall growth and development (Hansen, & Hoag, 2018).

Savickas, (2013) defines guidance: "It is the process of helping an individual to understand himself and his world. Conceptually, guidance involves the utilization of a point of view to help an individual as an educational construct. It refers

to the provision of experiences which assist pupils to understand themselves and as a service it refers to organized procedures and process to achieve a helping relationship.

Guidance programs promote an optimistic approach to learning and work at the institution and henceforth recover educational attainment. The goal of the mentoring program is to maximize a student's potential by encouraging their emotional social, and individual progress at each phase of growth. Guidance plays an important role in addressing students' academic, emotional, social, mental, personal, and other similar complications (Komarraju, Musulkin, & Bhattacharya, 2010).

The complexities of life in modern times have exaggerated the requirement for structured guide services in developed and developing countries. The emphasis of mentoring their youth so that they can harness their energies. Guidance services include counseling, consultation, coordination, support, instruction, information provision, evaluation, referral, and institutional support processes. (Murwira, 1993).

The guidance originally focused on career-related issues for youth. Youth who were not in formal education had no job, engaging in various activities resulting in crime. An effort was made to reduce delinquency with guidance aimed at choosing employment according to the abilities and needs of the youth. Children and youth have the greatest responsibility of leading society. Guidance helps the individual to understand and accept the situation. Personality development is needed throughout life, not just in crises. The guidance that comes with the passage of life is informal. Guidance for success in our daily lives is incidental. A special practice of guidance with a goal is proper guidance that helps the individual find a solution to a problem. (Singh, 2017).

A carefully planned guidance program helps prospective leaders and encourages educational activities. These activities provide leadership experience and assist in the development of meaningful co-curricular activities.

The two stages of Shawarat are 'proper' and 'partition'. In the adjustment phase, highlighting is placed on the individual's emotional, personal, and social, problems. In the segmentation phase, their academic, professional, and vocational issues are addressed. Arbuckle describes Butler's distributive stages of mentoring and the adaptive stage as consultative mentoring, which is a relatively more comprehensive process, incorporating counseling as its most specialized function. A central part of the total assistance provided to the individual through the guidance program is the counseling service. Counseling is a process that enables the individual to know himself and his current and possible future situations so that he can contribute meaningfully to society and solve his problems through face-to-face interaction with a counselor. (Dogar, Azeem, Majoka, Mehmood, & Latif, 2011).

First to recognize the problems which affect the educational achievement of the students and their personality development. A useful method to identify a problem is observation. That it's why a keen observer teacher will identify the problem more than others.

The first and most important step in the process of counseling students for issues affecting their academic performance and personality development. An observation in a useful situation to talk about. For this reason, soldiers who have pits between their students begin to guess a sound easily to others. The development of students' academic competence enables realistic progress in their educational program. A student can solve academic problems, perform tasks, or move toward set goals. (Vleuten, Sluijsmans & Brinke, 2017).

Academic qualifications enable students to obtain the factual kind of education that strikes the balance needed to meet the workforce requirements of the economy. Students are helped to choose appropriate courses through academic counseling rather than selecting them for prestige purposes at the university level. (Mezias, & Scandura 2005).

Academic guidance and counseling are therefore important to help students fulfill their educational opportunities. It means leading them to become trained individuals and at the same time preparing them to participate in life activities that will be socially useful and personally satisfying. Academic guidance and counseling services provide opportunities for students to explore their potential. In addition, these services help students make appropriate academic and career plans so they are prepared to realize their talents and interests (Gottfredson, 2005).

Teacher advisors serve as leaders, and team members, and are an integral part of a student's educational program that has shifted from serving some students to a student-centered program that emphasizes impassiveness. Counselors should strive to master the knowledge and use of basic counseling techniques (Bowers & Hatch, 2000).

Bobga, (2016) emphasizes that counseling is a possible solution to discipline among students and the need to enhance teacher-counselors' work as counseling is an urgently needed service in educational institutions. He further states that such a counselor should be equipped with the counseling knowledge, skills, and techniques to meet the challenges faced in the process of delivering the required services.

GhoruGhauri (2012) further reinforces the argument that professional teacher advisors should address students' needs in three primary domains: academic development, coordinating counseling

activities, and collaboration. Poor communication leads to anxiety and depression in the absence of action. Therefore, teacher counselors need comprehensively designed guidance and counseling programs to use assessment methods with a gender perspective to improve their services to students. A teacher with counseling skills also needs to be aware of certain cultural values and beliefs of the client (student) because cultural misinterpretation can cause long-term harm to the client .

Counseling is a purposeful process that leads clients to understand more about themselves and others, the teacher counselor must be able to use appropriate counseling skills. Counselors must therefore go beyond mere interest in the subject and equip themselves with the necessary knowledge, skills, and techniques that will enable them to guide students towards acceptable behavior (Ivey & Zalaquett 2013) .

Career counselors address student needs in three primary domains: academic development, career development, and personal/social development with an emphasis on college access. Knowledge, understanding, and skills in these domains are developed through classroom instruction, assessment counseling, consultation, coordination, and collaboration. For example, in assessment, school counselors may use a variety of personality and career assessment methods to help students explore career and university needs and interests. (Knight, 2015) .

The development of pupils' educational competence them to make representative advancements in their academic programs. The guidance and counseling programs enable the student to solve the educational problem, perform responsibilities, or move toward achieving goals. Academic progression makes students attain the right kind of academic degrees to meet the workforce requirement of the economy. Students are assisted by academic counseling to choose

appropriate courses rather than selecting them for prestige purposes at the university level. (Darling-Hammond, Wilhoit & Pittenger, 2014)

Gatua, (2012) Explains that guidance counselors contribute to student behavior modification by imparting and maintaining interpersonal values. Such values include mutual respect for all people, and tolerance, especially in times of crisis .

Stewart (2003), counselors provide social values that promote healthy interactions between students themselves and others around them. These values include decency, responsibility, integrity, honesty, humility, perseverance, and team spirit . KIE (2003) asserts that counselors play an important role in equipping students with better knowledge and skills that help students resolve interpersonal conflicts amicably and profitably .

University students can benefit from steering their identity development and career planning. Students now pass from higher training to a wide range of occupations and organizations. The shift from better education to operating existence is a major transition and requires a unique interest. Graduates often have excessive expectancies and emotions of optimism which can be balanced via apprehension related to good-sized lifestyles trade (Deem,2020).

Moral development starts from early infancy and continues during childhood and adolescence. The influence of creative development is reflected in the individual's personality, behavior, and attitudes. The quality of interpersonal relationships depends on the behaviors people practice. Beginning at the individual level, morality permeates society and is an important factor for peace and unity. Thus, teaching positive values such as kindness, tolerance, respect, integrity self-disciplined lines, justice, courage, and responsibility become indispensable.

Core goals that integrate the principles and values of society. are expected to develop ethical standards, beliefs, desirable patterns, and attitudes among students. Expressive Objectives: towards the students' attainment of certain ideas.

organized by Society. These ideals include unity, harmony, and common identity in particular among university students.

Social development is an important aspect of students' development. Social skills include various abilities such as decision making, creating self-management, problem creating, making, and peer relationships. These skills enable the individual to build and maintain positive social relationships with others. Extreme social behaviors interfere with learning, teaching, and classroom organization. Social competence is concerned with teacher acceptance, the current environment, and the future.

Student development in higher education is the core part of learning plans with the various issues of student improvement and development. It is a holistic experience for students focused on morals, flourishing skills, and stirring toward knowledge. The academic, and professional development that occurs due to intentional integration guidance and counseling services. Through guidance and counseling services students grow and develop personally, academically, socially, and morally.

Research Objectives

- i. To measure the impact of guidance services on students' academic development.
- ii. To find out the impact of guidance services on students' oral development .
- iii. To explore the impact of guidance services on students' social development .

iv. To investigate the impact of counseling services on students' academic development.

v. To measure the impact of counseling services on stud students' moral development.

vi. To measure the impact of" counseling service students' social development.

Research Hypothesis

H0. 1 There is no significant difference between guidance services and students' academic development.

H0.2 There is no significant difference between guidance services and. students' moral development.

H0.3 There is no significant difference between guidance services and students' social development.

H0 .4 There is no significant difference between counseling services and students' academic development.

H0.5 There is no significant difference between counseling services and students' moral development.

H0.6 There is no significant between counseling services and students' social development.

Research Methodology

The quantitative research design was used. The population was all public university students in Islamabad.

A stratified sampling technique was used, for the selection of the sample. The selected student respondents were 900 and 525 teachers from public and private universities. The researcher used a self-developed a questionnaire using five-point Likert scale. The tool consisted of 72 items. The validity was checked by the experts. The reliability of the tool was determined through

Alpha. The reliability of the students' tool was 0.836 and the teacher tool was 0.824.

Analysis: Descriptive statistics were used to find out the availability of Guidance & Counseling services at the University level. The inferential

Table 1 Availability of Guidance & Counseling services at the University level

Student Support services	N	Mean	S.D
Guidance	900	3.80	1.410
Counseling	900	3.65	1.466

The table1 guidance (Mean=3.80,SD=1.410), counseling (Mean=3.65,SD=1.466). It was concluded that Guidance services were more available than Counseling services.

Statistic, linear Regression was used to measure the impact of Guidance and Counseling Services on students' development at the university level.

Analysis

H0. 1 There is no significant difference between guidance services and students' academic development.

Table 2 Model summary Impact of Guidance service on students academic development

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.566 ^a	.321	.319	10.926

a. Predictors: (Constant), Guidance

The table shows the model summary impact of guidance services on students' academic development. According to the model summary,

the correlation R is .566, and R- the square is .321. It shows the positive impact of guidance services on students' academic development.

Table 3 ANOVA summary Impact of guidance services on student's academic development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28101.497	1	28101.497	235.416	.000 ^b
	Residual	59565.485	499	119.370		
	Total	87666.982	500			

a. Dependent Variable: Academic development

b. Predictors: (Constant), Guidance

This table demonstrates that the regression equation is significant $F(1, 499) = 235.416, p = .000$, finally guidance service is a significant predictor of academic development .

Table 4 Coefficients summary Impact of Guidance services and student's academic development

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	32.552	1.298		25.078	.000
	Guidance	3.259	.212	.566	15.343	.000

a. Dependent Variable: Academic development

This table demonstrated that the value of coefficient guidance services was 3.259, Its value 15.343 which is significant at the .05 level as $p = .000$. It means there was a significant difference between guidance service and

academic development. Therefore, the null hypothesis is not accepted.

H0.2 There is no significant difference between guidance services and students' moral development

Table 5 Model Summary Impact of guidance services on students moral development

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.555 ^a	.308	.307	11.089

a. Predictors: (Constant), Guidance

The table discloses the model summary of the Guidance service and moral development. The model summary detected the correlation R is .555

and R- the square is .308 Besides It shows the positive impact of guidance service occurs on students' moral development

Table 6 ANOVA summary Impact of Guidance services on student's moral development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27345.835	1	27345.835	222.374	.000 ^b
	Residual	61363.158	499	122.972		
	Total	88708.992	500			

a. Dependent Variable: moral development

b Predictors : (Constant), Guidance

ANOVA summary of guidance service and moral development demonstrated in the table. This table shows that the regression equation is

significant $F(1,499) = 222.374, p=.000$, therefore moral development is a significant predictor of guidance service .

Table 7 Coefficients Impact of guidance services on student's moral development

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	34.105	1.317		25.887	.000
	Guidance	3.215	.216	.555	14.912	.000

a. Dependent Variable: moral development

This table discloses that the value of coefficient guidance services was 3,215, and its t value is 14.912 which is significant at the .05 level as $p=.000$ It means there was a significant difference between guidance service and moral

development. So the null hypothesis is not accepted.

H0.3 There is no significant difference between guidance services and students' social developmen

Table 8

Impact of Guidance services on students social development

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.524 ^a	.275	.273	11.188

a. Predictors: (Constant), Guidance

The model summary detected the correlation R is .524 and R- the square is.273 Besides It shows the positive impact of guidance service occurs on students' moral development.

Table 9 ANOVA summary Impact of Guidance services on student's social development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23677.633	1	23677.633	189.155	.000 ^b

Residual	62462.882	499	125.176
Total	86140.515	500	

a. Dependent Variable: Social development

b. Predictors: (Constant), Guidance

This table shows that the regression equation is significant $F(1,499) = 189.155, p=.000$, therefore social development is a significant predictor of guidance service.

Table 10 Coefficients Impact of guidance services on students' social development

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	36.174	1.329		27.215	.000
	Guidance	2.991	.218	.524	13.753	.000

a. Dependent Variable: Social development

This table discloses that the value of coefficient guidance services was 2.991, its t value is 13.753 which is significant at the .05 level as $p=.000$. It means there was a significant difference between guidance service and social development. Hence null hypothesis is not accepted.

H0 .4 There is no significant difference between counseling services and students' academic development

Table 11

Impact of counseling service on student's academic development

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.590	.348	.347	10.699

A Predictors: (Constant), Counseling

The model summary demonstrated the correlation R is .590 and R- the square is .347. Besides, it shows the positive impact of guidance service occurs on students' moral development.

Table 12

ANOVA Impact of counseling service on student's academic development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30545.430	1	30545.430	266.837	.000 ^b
	Residual	57121.552	499	114.472		

Total	87666.982	500
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- a. Dependent Variable: Academic developmen
 b. Predictors: (Constant), Counseling

This table shows that the regression equation is significant $F(1,499) = 266.837$, $p = .000$, therefore academic development is a significant predictor of counseling service.

Table 13

Coefficients Impact of counseling service on student's academic development

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	30.443	1.346		22.609	.000
	Counseling	3.928	.240	.590	16.335	.000

a. Dependent Variable: Academic development

This table discloses that the value of coefficient counseling services was 3.928, its t value is 16.335 which is significant at the .05 level as $p = .000$. It means there was a significant difference between counseling service and academic development.

H0.5 There is no significant difference between counseling services and students' moral development.

Table 14 Model summary Impact of counseling services on student's moral development

Model	R	R square	Adjusted R Square	Std Error of the Estimate
1	.566	.321	.320	10.934

a. Predictors: (Constant), Counseling

The table demonstrates the Impact of counseling services on students' moral development. The correlation R is .566 and R- the square is .320. It

demonstrates the positive impact of counseling service on student's moral development

Table 15 ANOVA Summary Impact of counseling services on student's moral development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50684.617	1	50684.617	423.927	.000 ^b

Residual	107364.588	898	119.560
Total	158049.205	899	

a. Dependent Variable: moral development

b. Predictors: (Constant), Counseling

ANOVA summary of counseling service and moral development demonstrated in the table. This table shows that the regression equation is

significant $F(1, 898) = 423.297, p = .000$, so counseling service is a significant predictor of moral development.

Table 16 Coefficients Impact of counseling services on student's moral development

Model	Unstandardized Coefficients		Standardized Coefficients	Coefficients	
	B	Std Error	Beta	t	Sig
Constant	37.280	.963		38.714	.000
s	3.261	.158	.566	20.589	.000

a. Dependent Variable: moral development

This table discloses that the value of coefficient guidance services was 3.261, its t value is 20.589 which is significant at the .05 level as $p = .000$. It means there was a significant difference between guidance service and moral development. Hence, the null hypothesis is not accepted.

H0.6 There is no significant difference between counseling services and students' social development.

Table 17 Model summary impact of counseling service on student's social development

Model	R	R square	Adjusted R Square	Std Error of the Estimate
1	.533	.284	.283	11.266

A..Predictors: (Constant), Counseling

The table showed an overall summary of the counseling service and social development. Accordingly summary, the correlation R is .533,

and R- the square is .283. It illustrates that there is a positive relationship between counseling service and social development.

Table 18 ANOVA impact of counseling service on students' social development

Model	Sum of squares	df	Mean square	F	Sig
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Regression	45256.917	1	45256.917	356.545	.000
Residual	113984.865	898	126.932		
Total	159241.782	899			

a. Dependent Variable: Social development
 B Predictors:(Constant),counseling

ANOVA summary of counseling service and social development demonstrated in the table. This table shows that the regression equation is

significant F (1, 898) 356.545, p=.000, therefore counseling service is a significant predictor of social development.

Table 19 Coefficients impact of counseling service on student's social development

Model	unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t	Sig
Constant	38.754	.992		39.058	.000
Counseling	3.081	18.882	.533	18.882	.000

a Dependent Variable : Social development

This table shows the coefficient summary of the model. It discloses that the value of coefficient counseling was 3.081, and its t value is 18.882 which is significant at the .05 level as p=.000 It means there was a significant difference between counseling services and social development. So the null is not accepted.

Discussion

Guidance and counseling services help in student development, Physically, mentally, intellectually, emotionally, morally, and socially. This means the provision of Guidance and counseling services in universities enhances student development. Involvement guidance and counseling are aimed at preventing the student from becoming a problem.

The counselor must build the student's confidence. Trusting her to give him the right information needs to help his client. (Students).

Students are not always aware of the need, which results in them becoming victims. The counselor should help students in Decision-making determine their career opportunities. One of the responsibilities of counselors is to provide academic and professional education information. To the students.

Conclusions

- Guidance and Counseling services are available at the university level.
- Guidance services are a significant predictor of students' development. Guidance services have a positive impact on students' academic development and there was a significant difference between students' guidance services and academic development. Guidance services have a positive impact on students' moral development and there was a significant difference between students' guidance services and moral

development. Guidance services have a positive impact on students' social development and there was a significant difference between students' guidance services and social development.

- Counseling services are a significant predictor of students' Development. Counseling services have a positive impact on student's academic development and there was a significant difference between students' counseling services and academic development. Counseling services have a positive impact on students' moral development and there was a significant difference between students' counseling services and moral development. Counseling services have a positive impact on students' social development and there was a significant difference between students' counseling services and social development

Practical Implications.

- University administration needs to recruit more appropriately trained professional counselors to cater to the growing number of students. There is a need to strengthen peer counseling in universities. Student peer advisors are important at university because they can reach out to more than their peers. Therefore, management can help train them in the basic principles of guidance and counseling so that they can offer quality services
- The results of the study showed that there are significant differences in the guidance and counseling services on the development of student's academic, moral, and social competencies. Therefore, the administrators of

universities need to strengthen these services for the whole development of students. These institutions need to organize workshops and conferences to exchange ideas on strengthening student guidance and counseling services universities .

- There is a need to establish guidance and counseling services to improve personal potential among students. These facilities will equip students with the necessary and representative skills to develop their decision-making, self-awareness, and assertive communication skills. Also, there is a need to increase counseling and guidance services with the establishment of career-related issues .
- University management should provide adequate physical and human resources. Resources that are important in promoting the provision of guidance and counseling services. Moreover, the participation of student advisors in workshops or conferences will help. To keep them abreast of new developments emerging in the field of consultancy. There University management also needs to encourage and involve students. Management decision-making processes especially in those issues that are likely to be negative. affect their lives at university. In this way, the students feel that they are part of the stakeholders .

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