

The Role Of Teacher As A Counselor At Secondary Level In District Layyah: Students' Perceptions

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ABSTRACT

Objective: The main objective of the study was to know the students' points of view and expectations about the school counselor's role and assess students' perceptions towards the role of teacher as a counselor. **Methodology:** The cross-section research design used in the current study. Purposive sampling technique was used to collect the data. The sample was comprised on two groups (private school student (50) and Public school student (50)). **Results:** This investigation showed that secondary school teachers as well as counselors help the students with their academic success, their achievements, career development, and personal-social growth. The results of the study indicated that only two percent of school counselors performed all the functions identified on the questionnaire. However, the majority of participants indicated counselors perform nearly one third of the functions.

KEYWORDS Perception, educational counselor, Developing country, secondary school

INTRODUCTION

According to the American School Counselor Association (ASCA), school counselors assist students with early interventions, group counseling, conferences, and management. School counselors collaborate with others to foster students' academic, professional, social, and/or personal development (Hassan et al., 2022). Even though the ASCA has defined counselor duties and responsibilities for more than a decade, they remain controversial. The vocational model of the early 1900s emphasized career development; the personal growth model of the 1940s emphasized affective and interpersonal domains; the

responsive/reactive model of the 1970s emphasized crises and crisis interventions; and the developmental model of the 1980s encompassed all four. According to research, the developmental model should take into account the institution's particular student population (Mushtaque et al., 2021).

School counselors are skilled, multitasking professionals who can provide assistance in any situation. Social and school counselors responded swiftly to the societal transformations. As community groups shrank and counselors had fewer opportunities to make referrals, the demand for mental health care increased. Individual and group counseling,

group leadership, consultation, and coordination are provided by school counselors. They support concerns related to development. By grade level and student development, school counselor responsibilities vary. Students in secondary school learn about themselves, their peers, their families, and their respective schools (Salman et al., 2022). Counselors are responsible for a variety of obligations. They are frequently the only students with formal training in mental health and education (ASCA). School counselors are team players who recognize the value of delegating tasks, but they are less effective when diverted from counseling duties to perform non-counseling tasks (Mushtaque, Rizwan, et al., 2021). The majority of the information provided on the roles and responsibilities of school counselors is based on their perceptions. Compared to secondary students, research on the perceptions of high school students is scant. Researchers have found that former students are better able to comprehend the role and responsibilities of the secondary school counselor if they have had time to reflect on the counselor's impact on their lives (Nawaz et al., 2021).

PURPOSE OF THE STUDY

Administrators, teachers, and parents have all conducted research on the function of the school counselor. Although children are the primary beneficiaries of school counseling services, their perspectives have not been studied as frequently as those of administrators, teachers, and parents. This study examined the impact of the school counselor on students. In this study, secondary students' perspectives on the functions of school counselors were also investigated.

REVIEW OF LITERATURE

People in the United States are becoming increasingly conscious of the need to comprehend school counselor duties and responsibilities. Education researchers have examined the responsibilities of secondary

school counselors. The role of the secondary school counselor has evolved over the years, resulting in ambiguous responsibilities. Due to the ambiguity of their duties and the numerous challenges they face, it is crucial that the responsibilities of secondary school counselors be defined and valued (Mushtaque et al., 2022).

Even though the literature provides a framework for teachers, administrators, parents, and students to examine the perspectives of secondary school counselors, secondary students' perspectives are rarely acknowledged. According to Fatima et al. (2022), the majority of satisfaction or dissatisfaction with the school counselor reflected the perspectives of administrators. Due to inherent job requirements, some counselors are incapable of establishing a distinct professional identity. To shed additional light on the roles of school counselors, leaders and education specialists have provided their perspectives and ideas. Counselors and counselor educators have disseminated information and advocated for the need to defend their position and duties (Zhao et al., 2022). Therefore, perceptions can be used to enhance school counseling programs.

Students' Perceptions of School Counselors

A study of student needs will reveal the strengths and weaknesses of the current school counseling services and may also contribute to the development of new initiatives to foster student development. Feedback for practical school counselors and educators and communication between parents, instructors, students, school counselors, and administrators are among the benefits of perception analysis. By understanding student perceptions, the counselor may also be able to enhance personal/social, academic, and career development (Sawangchai et al., 2022). Because students are rarely asked about their satisfaction with counseling services, there are few studies on their perspectives. Little research has been conducted on gender

differences in students' and counselors' beliefs and impressions. Using data from undergraduate students, Hassan, Malik, et al. (2022) determined counselor impressions based on counselor gender and issue. According to this study, high school seniors viewed their guidance counselor as a college advisor. High school students perceived their counselors' responsibilities to extend well beyond college counseling (Mushtaque, Awais-E-Yazdan, et al., 2022). Secondary school counselors are viewed as educators and professionals. Students' counseling experiences may influence their perspectives.

Role Descriptions of Secondary School Counselors

The role of the secondary school guidance counselor has been investigated, analyzed, and modified. (Abbas Jafri et al., 2022) outlines the varied duties of secondary counselors. The confusion is exacerbated by differences between the intended and actual duties of the secondary school guidance counselor. Teachers, parents, principals, and other administrators have written about the responsibilities of the secondary school counselor (Reese, 2021). Several books have been written about the counselor's role in secondary schools. These images serve a similar purpose. According to the research, school counselors are frequently overworked and assigned tasks that do not correspond with their education. Undefined professional positions may frustrate certain counselors (Snow & Coker, 2020).

Secondary school students have the opportunity to develop their own set of values (Lawson et al., 2017). By reintegrating an entire school program as opposed to working with a small group of students, counselors were able to design programs to help each student develop decision-making skills that could affect their adulthood. Generally, guidance counselors in secondary schools educate students on their college options. Counseling can reduce college application competition, according to (Ibrahim

& Almas, 1983). 1) When preparing applications, consider the student's strengths and weaknesses; 2) be honest with parents after the application has been completed, despite the fact that some parents may not appreciate this; and 3) assist parents in comprehending the content, as the process can be time-consuming and difficult. Prepare recommendations as if the applicant will review them. Contact the admissions office for more information. 14% of secondary school counselors will retire over the next five years, according to Ibrahim and Almas (1983). This proportion necessitates a reevaluation and clarification of training requirements for school counselors.

RESEARCH METHODOLOGY

A questionnaire was used in this study for both descriptive and normative purposes. This study evaluated student opinions by gender using descriptive, summary, and frequency statistics, such as mean question ratings, response frequency, and tests for significant question category differences (academic, career, personal-social).. They share knowledge regarding one another's thoughts, attitudes, realities, perspectives, and actions. More than fifty percent of counseling journal articles included surveys. It is possible to analyze counseling programs and services effectively with the aid of questionnaire research, and the results of this research have contributed to the body of knowledge on counseling.

Population and Sampling

The study's intended audience is comprised of secondary school students attending public and private schools in Layyah. The sample size was determined by chance. In Layyah, ten secondary schools, five public and five private, were randomly selected. 100 students were selected at random from government institutions and private secondary schools in Layyah.

Data Collection Procedures

Participants read and signed a permission form. Non-participants were instructed to remain

seated for twenty minutes or leave. Before delivering the survey, the researcher devised a script to ensure that each respondent received identical information. This strategy eliminates erroneous survey objectives. While participants completed the questionnaire, the researcher stayed there in case any questions arose. The data were analyzed, tabulated, and entered using SPSS.

Hypothesis

H₀: School counselor roles are important for the students perceive to their academic success, career development, and personal-social growth.

H₁: Students' perceptions of school counselor roles and functions differ by their grade level

RESULTS

Q1. Counselor helped in the class

	Frequency	Percent
Valid Strongly agree	34	34.0
Agree	46	46.0
Undecided	11	11.0
Disagree	9	9.0
Total	100	100.0

This statement shows that majority of the respondents i.e 34% were strongly agree, 46% agree, 11% undecided, 9% disagree.

Q2. Counselor discussed the results of tests regularly

		Frequency	Percent
This	Valid Strongly agree	12	12.0
	Agree	31	31.0
	Undecided	41	41.0
	Disagree	12	12.0
	Strongly disagree	4	4.0
	Total	100	100.0

statement shows that majority of the respondents i.e 12% were strongly agree, 31% agree, 41% undecided, 12% disagree and 4% strongly agree.

Q3. Counselor discussed study habits/organizational skills

		Frequency	Percent
This	Valid Strongly agree	14	14.0
	Agree	20	20.0
	Undecided	30	30.0
	Disagree	23	23.0
	Strongly disagree	13	13.0
	Total	100	100.0

This statement shows that majority of the respondents i.e 14% were strongly agree, 20% agree, 30% undecided, 23% disagree and 13% strongly agree.

Q.4 Counselor discussed about higher education

		Frequency	Percent
Valid	Strongly agree	14	14.0
	Agree	30	30.0
	Undecided	25	25.0
	Disagree	25	25.0
	Strongly disagree	6	6.0
	Total	100	100.0

This statement shows that majority of the respondents i.e 14% were strongly agree, 30%

agree, 25% undecided, 25% disagree and 6% strongly agree.

Q.5 Counselor developed a higher educational plan

		Frequency	Percent
Valid	Strongly agree	6	6.0
	Agree	39	39.0
	Undecided	24	24.0
	Disagree	28	28.0
	Strongly disagree	3	3.0
	Total	100	100.0

This statement shows that majority of the respondents i.e 6% were strongly agree, 39%

agree, 24% undecided, 28% disagree and 3% strongly agree

Q.6 Counselor explored information about career planning

		Frequency	Percent
Valid	Strongly agree	12	12.0
	Agree	43	43.0
	Undecided	26	26.0
	Disagree	15	15.0
	Strongly disagree	4	4.0
	Total	100	100.0

This table shows that majority of the respondents i.e 12% were strongly agree, 43%

agree, 26% undecided, 15% disagree and 4% strongly agree.

Q.7 Counselor provided information for financial aid or scholarship

		Frequency	Percent
Valid	Strongly agree	22	22.0
	Agree	22	22.0
	Undecided	33	33.0
	Disagree	19	19.0
	Strongly disagree	4	4.0
	Total	100	100.0

This statement shows that majority of the respondents i.e 22% were strongly agree, 22%

agree, 33% undecided, 19% disagree and 4% strongly agree.

Q.8 Counselor provided opportunities for computer based career or school information

		Frequency	Percent
Valid	Strongly agree	10	10.0
	Agree	27	27.0
	Undecided	13	13.0
	Disagree	22	22.0
	Strongly disagree	28	28.0
	Total	100	100.0

This table shows that majority of the respondents i.e 10% were strongly agree, 27%

agree, 13% undecided, 22% disagree and 28% strongly agree.

Q.9 Counselor advised of college fairs or job fairs

		Frequency	Percent
Valid	Strongly agree	10	10.0
	Agree	26	26.0
	Undecided	23	23.0
	Disagree	37	37.0
	Strongly disagree	4	4.0
	Total	100	100.0

This statement shows that majority of the respondents i.e 10% were strongly agree, 26%

agree, 23% undecided, 37% disagree and 4% strongly agree.

Q.10 Counselor discussed relationship issues (ex:friends, boy/girl)

	Frequency	Percent
Valid Strongly agree	13	13.0
Agree	21	21.0
Undecided	23	23.0
Disagree	20	20.0
Strongly disagree	23	23.0
Total	100	100.0

This statement shows that majority of the respondents 13% were strongly agree, 21%

agree, 23% undecided, 20% disagree and 23% strongly agree.

Q.11 Counselor discussed personal issues regarding family matters

	Frequency	Percent
Valid Strongly agree	8	8.0
Agree	18	18.0
Undecided	32	32.0
Disagree	25	25.0
Strongly disagree	17	17.0
Total	100	100.0

This statement shows that majority of the respondents i.e 8% were strongly agree, 18%

agree, 32% undecided, 25% disagree and 17% strongly agree.

Q.12 Counselor assisted with communication skills

	Frequency	Percent
Valid Strongly agree	23	23.0
Agree	39	39.0
Undecided	20	20.0
Disagree	17	17.0
Strongly disagree	1	1.0
Total	100	100.0

This statement shows that majority of the respondents i.e 23% were strongly agree, 39%

agree, 20% undecided, 17% disagree and 1% strongly agree.

Q.13 Counselor assisted with managing skills

	Frequency	Percent
Valid Strongly agree	14	14.0
Agree	33	33.0
Undecided	20	20.0
Disagree	29	29.0
Strongly disagree	4	4.0
Total	100	100.0

This statement shows that majority of the respondents i.e 14% were strongly agree, 33%

agree, 20% undecided, 29% disagree and 4% strongly agree.

Q.14 Counselor took classes regularly

	Frequency	Percent
Valid Strongly agree	25	25.0
Agree	30	30.0
Undecided	20	20.0
Disagree	16	16.0
Strongly Disagree	9	9.0
Total	100	100.0

This statement shows that majority of the respondents i.e 25% were strongly agree, 30%

agree, 20% undecided, 16% disagree and 9% strongly agree.

Q.15 Counselor guided the students about religious issues

	Frequency	Percent
Valid Strongly agree	15	15.0
Agree	30	30.0
Undecided	20	20.0
Disagree	20	20.0
Strongly disagree	15	15.0
Total	100	100.0

This statement shows that majority of the respondents i.e 15% were strongly agree, 30%

agree, 20% undecided, 20% disagree and 15% strongly agree.

Q.16 Counselor maintained students performance records and files

	Frequency	Percent
Valid Strongly agree	15	15.0
Agree	33	33.0
Undecided	36	36.0
Disagree	12	12.0
Strongly disagree	4	4.0
Total	100	100.0

This statement shows that majority of the respondents i.e 15% were strongly agree, 33%

agree, 36% undecided, 12% disagree and 4% strongly agree.

Q.17 There is an important role of school counselor in students future

	Frequency	Percent
Valid Strongly agree	21	21.0
Agree	26	26.0
Undecided	21	21.0
Disagree	25	25.0
Strongly disagree	7	7.0
Total	100	100.0

This statement shows that majority of the respondents i.e 25% were strongly agree, 28%

agree, 18% undecided, 18% disagree and 11% strongly agree.

Q.18 Counselor also assisted in registration of students

	Frequency	Percent
Valid Strongly agree	11	11.0
Agree	36	36.0
Undecided	21	21.0
Disagree	29	29.0
Strongly disagree	2	2.0
Total	100	100.0

This statement shows that majority of the respondents i.e 11% were strongly agree, 36%

agree, 21% undecided, 29% disagree and 1% strongly agree.

Q.19 Counselor encouraged all students to select classes that will challenge them

	Frequency	Percent
Valid Strongly agree	16	16.0
Agree	36	36.0
Undecided	28	28.0
Disagree	13	13.0
Strongly disagree	7	7.0
Total	100	100.0

This statement shows that majority of the respondents i.e 16% were strongly agree, 36%

agree, 28% undecided, 13% disagree and 7% strongly agree

Q.20 Counselor worked with teachers to help all students do well in school

	Frequency	Percent
Valid Strongly agree	25	25.0
Agree	28	28.0
Undecided	18	18.0
Disagree	18	18.0
Strongly disagree	11	11.0
Total	100	100.0

This statement shows that majority of the respondents i.e 25% were strongly agree, 28% agree, 18% undecided, 18% disagree and 11% strongly disagree

Hypothesis Testing

Students' perceptions of school counselor roles and functions differ by their grad level

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.805E2 ^a	165	.193
Likelihood Ratio	145.626	165	.859
Linear-by-Linear Association	5.189	1	.023
N of Valid Cases	100		

a. 192 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Justification

Table indicate that chi-square values = (1.8052), $p = (.193)$ which shows that ($p < .05$) there is significant association between the role of school counselor. So alternative hypothesis accepted and Null hypothesis is rejected.

FINDINGS

1. The majority of the respondent (46%) said that counselor helped in the class
2. the majority of the respondent (41%) said that counselor discussed the result of test regularly

3. the majority of the respondent (30%) said that counselor discussed study habits/organizational skills
4. The majority of the respondent (30%) said that counselor discussed about higher education.
5. The majority of the respondent (39%) Said that counselor developed a higher education plan.
6. The majority of the respondent (43%) said that counselor explored information about carrier planning.
7. The majority of the respondent (33%) said that Counselor provided information for financial aid or scholarship.
8. The majority of the respondent (28%) said that Counselor provided opportunities for computer based carrier or school information.
9. The majority of respondent (37%) said that counselor advised of College fairs or job fairs.
10. The majority of the respondent (23%) said that counselor discussed relationship issues (ex: friends, boy/girl.
11. The majority of the respondent (25%) said that counselor discussed personal issues regarding family matters.
12. The majority of the respondent (39%) said that counselor assisted with communication skills.
13. The majority of the respondent (33%) said that counselor assisted with managing skills.
14. The majority of the respondent (30%) said that counselor took classes regularly.
15. The majority of the respondent (30%) said that counselor guided the students about the religious.
16. The majority of the respondent (36%) said that counselor maintained students performance records and files.
17. The majority of the respondent (26%) said that there is an important role of school counselor in student future.
18. The majority of the respondent (36%) said that counselor also assisted in registration of students.
19. The majority of the respondent that (36%) said that counselor encouraged all students to select classes that will challenge them.
20. The majority of the respondent that (28%) said that counselor worked with teachers to help all students do well in class.

DISCUSSION

Administrators, teachers, and parents have all conducted research on the function of the school counselor. Future administrators misunderstand the school counselor's function (Mushtaque, Awais-E-Yazdan, et al., 2022). This study followed the same methodology as Hassan, Malik, et al., when examining children's perceptions of the school counselor (2022). This chapter contains the research's questions and conclusions. In addition, implications for school counselors, study limitations, and future research are discussed. Perceptions of the teacher-counselor relationship among students; Students viewed the school counselor as a leader and organizer. Teachers must provide guidance and counseling to their students. According to students, the two most important responsibilities of school counselors are assisting with registration and scheduling and assisting with the selection of courses of study or careers. The perspectives of school counselors vary by grade. Students in the tenth grade valued the non-counseling role of disciplinary intervention more than those in the twelfth grade. 11th graders placed a higher value on this characteristic than did 12th graders. Tenth-graders deemed the administration of achievement tests more significant than twelfth-graders. Students in the tenth grade believed that the advocate role was more important than that of those in the twelfth

grade for connecting students with local businessmen to learn about various careers. Tenth-graders deemed it more important than twelfth-graders to collect information on students in need of after-school work.

RECOMMENDATIONS

Even though the majority of respondents to the survey had their needs met, perceptions of unmet need were concerning. In general, service demand exceeded service supply. Assigning more children to counsellors and increasing administrative duties may have contributed to the high unmet demand. This study demonstrates that high school counsellors strive to meet their clients' needs. The participants' evaluations of the services they received and the counsellors' efforts to assist them confirm this hypothesis. Counselors must show their clients affection and regard. This information could be used by secondary counsellors to reevaluate their comprehensive guidance programmes and investigate the specific needs of the students they serve, as the purpose of this study was to determine the perceptions of secondary students regarding the role and responsibilities of the secondary school counsellor. Additionally, high school counsellors may wish to investigate the new National Standards Model to determine how they can best represent the outstanding work they are already performing to ensure the success of every student.

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