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### Abstract :

*This study aimed to highlight the importance of educational guidance at the secondary school level and to define quality assurance standards in this field within national and international educational frameworks. It also sought to explore the perceptions of 105 first-year secondary school students regarding these standards and to examine whether their views differed according to gender or academic stream. The study adopted a descriptive approach, and data were collected using a questionnaire specifically designed for this purpose. The findings revealed a broad consensus among the participants regarding the core quality standards, which encompassed educational, pedagogical, psychological, and social dimensions. Moreover, no statistically significant differences were found in students' responses that could be attributed to gender or academic stream.*

**Keywords:** Educational guidance – Educational quality – Quality standards of guidance.

### المخلص :

هدفت هذه الدراسة إلى إبراز أهمية الإرشاد التربوي في مرحلة التعليم الثانوي، وتحديد معايير ضمان جودة هذا الميدان ضمن الأطر التعليمية الوطنية والدولية، كما سعت إلى استقصاء آراء 105 تلميذا من تلاميذ السنة الأولى من التعليم الثانوي حول هذه المعايير، وفحص ما إذا كانت آراؤهم تختلف باختلاف الجنس أو الشعبة الدراسية، وقد تم اعتماد المنهج الوصفي، من خلال جمع البيانات باستعمال استبيان مصمم خصيصا لهذا الغرض. وأظهرت النتائج وجود توافق واسع بين أفراد العينة بشأن معايير الجودة الأساسية، التي شملت الأبعاد التعليمية، والبيداغوجية، والنفسية، والاجتماعية، كما لم تسجل فروق ذات دلالة إحصائية في استجابات التلاميذ تعزى إلى متغيري الجنس أو الشعبة.

**الكلمات المفتاحية:** الإرشاد التربوي ، الجودة التعليمية ، معايير جودة الخدمات الإرشادية.

## **1. Introduction**

In modern educational paradigms, the learner occupies a central role, with increasing emphasis on holistic development across cognitive, psychological, emotional, and social dimensions. Education systems now aim to foster individuals who are not only academically proficient but also mentally resilient and socially competent -aligning with the broader societal need for well- rounded and adaptable graduates.

In this context, educational guidance and counseling services play a pivotal role in helping students understand themselves, assess their capacities, and acquire the necessary skills to navigate personal, academic, and social challenges. These services are essential across all educational stages, but they are especially critical at the high school level (a transitional phase characterized by adolescence, identity development, and heightened academic demands).

However, ensuring the quality and effectiveness of guidance services requires more than policy statements; it demands concrete, measurable standards that reflect both institutional expectations and the lived experiences of students. As global educational systems increasingly integrate with international quality assurance frameworks, the need to define, monitor, and evaluate the standards of educational counseling becomes imperative.

Despite the recognized importance of these services, there remains limited empirical research that captures students' perceptions of what constitutes "quality" in school counseling, particularly at the secondary level. Given that students are the direct beneficiaries of such services, their perspectives must be included when shaping quality benchmarks. This study seeks to fill that gap by exploring how first-year secondary school students perceive the standards of guidance services offered to them.

### **1.1. Problem Statement**

The central problem of this study revolves around the lack of clarity and consensus on what constitutes quality in educational guidance services from the students' point of view. Although various institutional and professional bodies propose standards, these are often top-down and may not align with students' actual experiences and expectations. Accordingly, the study seeks to answer the following main question:

✓ **What are the quality standards of guidance services from the perspective of first-year secondary school students (at Maamari Abderrahmane School)?**

From this central question, the following sub-questions are derived:

✓ What are the quality standards of **educational** and **instructional** services as perceived by first-year secondary school students?

✓ What are the quality standards of **psychological** and **social** services as perceived by first-year secondary school students?

✓ Do students' perceptions of the quality standards of guidance services differ according to **gender**?

✓ Do students' perceptions of the quality standards of guidance services differ according to **academic track**?

### ***1.2. Research Hypotheses***

✓ ***General Hypothesis:***

The quality standards of guidance services encompass both the quality of educational services and the quality of psychological and social services.

✓ ***Research Hypotheses***

– There are specific perceived quality standards for educational and instructional services from the students' perspective.

– There are specific perceived quality standards for psychological and social services from the students' perspective.

✓ ***Statistical Hypotheses***

– There are no statistically significant differences in students' perceptions of the quality standards of guidance services based on gender.

– There are no statistically significant differences in students' perceptions of the quality standards of guidance services based on academic track.

### ***1.3. Research Objectives***

The objectives of this study are as follows:

✓ To raise awareness among educational stakeholders regarding the characteristics and significance of educational guidance by highlighting its role as a key component of the educational process.

✓ To identify and analyze the core quality standards of guidance services by reviewing the theoretical literature and previous studies on this topic.

- ✓ To examine the perspectives of first-year secondary school students on the quality standards of guidance services, as they are the primary beneficiaries of these services.
- ✓ To explore potential differences in students' views on the quality standards of guidance services based on gender and academic track.

#### ***1.4. Significance of the Study***

The study's theoretical significance lies in highlighting the concept and role of educational counseling as a key element in education. By identifying quality standards for counseling services, it may offer valuable insights for improving these services.

Practically, the study aims to provide findings on counseling quality standards (both educational and psychosocial), that could inform realistic standards for guidance programs. These insights and recommendations may aid educational stakeholders in enhancing counseling programs and aligning them with quality assurance in educational guidance.

#### ***1.5. Operational Definitions of Study Terms***

##### ***✓ Counseling Services:***

In this study, "counseling services" encompass the educational and psychosocial support services delivered by guidance staff within secondary school institutions. These services include all forms of guidance aimed at assisting students in understanding their academic abilities, identifying psychological, social, and educational challenges that may affect their educational experience, and developing the skills necessary to address and resolve these challenges.

##### ***✓ Quality Standards of Counseling Services:***

"Quality standards of counseling services," as used in this study, refer to the criteria and requirements for delivering effective and high-quality guidance services from the perspective of first-year secondary school students, the primary recipients of these services. This includes standards specific to both educational/instructional services and psychosocial support services.

## **2. Literature Review**

### **2.1. Educational Counseling: Concept and Core Roles**

#### **✓ Definition and Nature of Educational Counseling:**

Recent educational literature defines educational counseling as a comprehensive and ongoing process aimed at helping students understand themselves and utilize their potential within the academic environment. It is considered a foundational component of modern schooling, designed to support students in making informed academic choices and improving their overall development (Kumari & Malik, 2022, p. 864). Al-Husseini and Jamshid (2025) describe it as an essential mechanism for addressing students' academic, emotional, and career-related needs, thereby guiding them toward goal-oriented decision-making and self-empowerment (p. 13).

#### **✓ Core Functions of Educational Counseling:**

##### **Promoting Students' Mental Health:**

One of the principal functions of educational counseling is fostering students' emotional well-being by building self-confidence and reducing psychological stress. Alexander et al (2022) emphasize that school counselors are specifically trained to enhance students' mental health through structured, developmentally appropriate programs focused on socio-emotional growth (p. 5). This contributes to a more stable and supportive learning environment where students can thrive both personally and academically.

##### **Enhancing Academic Success:**

Educational counseling plays a crucial role in improving students' academic achievement by helping them develop study skills, manage time effectively, and cope with learning challenges. Al-Husseini and Jamshid (2025) argue that well-implemented school counseling programs significantly contribute to improved academic performance and reduced dropout rates (p. 14). Counseling also supports struggling students by providing strategies to overcome academic difficulties and motivating them to stay engaged in their learning processes.

##### **Supporting Informed Educational and Career Decision-Making:**

Another vital function of educational counseling lies in guiding students toward thoughtful educational and career choices. By developing students' self-awareness and providing them with accurate information about academic pathways and labor market demands, counseling helps

them align their interests with realistic goals (Al-Husseini & Jamshid, 2025, pp. 13–14). Furthermore, counselors assist students in building critical thinking and planning skills, enabling them to anticipate the consequences of their decisions and design meaningful educational trajectories.

## **2.2. Counseling Services**

Counseling services play a crucial role in addressing students' psychological, cognitive, educational, and social needs. These services help students develop self-awareness, overcome challenges, and successfully adapt to their environment.

**Ghamari & Ta'i** (2008) argue that a student's development is measured not by the absence of problems but by their ability to effectively cope with them (p. 3), underscoring the importance of counseling in building resilience.

Counseling services can be classified into three main areas:

- ✓ **Educational Services:** These focus on improving academic performance and guiding students through their educational path.

- ✓ **Psychological Services:** These support students emotionally, especially during stressful times like exams.

- ✓ **Social Services:** These help students adapt socially by fostering positive interpersonal relationships (Moukhtar & Allouti, 2016, p. 76).

Although these categories provide clarity, they should not be seen as isolated. Effective counseling programs integrate these aspects, acknowledging that academic, psychological, and social challenges are interconnected and should be addressed holistically (Brown, 2011). The success of these services largely depends on the counselor's ability to balance and tailor their approach to each student's unique needs.

## **2.3. Educational Quality**

The concept of educational quality is debated, with scholars offering varying perspectives. “Perceig argues that quality should be left undefined, while others like Ellis view it as a combination of achieving high standards and consistency” (Ferhati, 2005, p. 12).

**Martin & Stella** (2007) define it in two ways: **compliance with standards**, which allows for quantitative measurement across institutions, and **alignment with objectives**, which evaluates how well educational programs meet their specific goals (p. 37). **Bogue & Harvey** (2012)

further broaden this, emphasizing excellence, goal alignment, and continuous improvement as key components of quality.

These views highlight that definitions of quality must be context-specific, influenced by local expectations and standards, as educational systems vary in their emphasis on output or process measures.

#### ***2.4. Quality of Counseling Services***

Quality is essential for improving counseling services. Shou identifies key elements of quality counseling: equity, effectiveness, relevance, and acceptance (Tahani, 2016, pp. 96-97). These components ensure that counseling services meet the needs of students and help them overcome academic, emotional, and social challenges.

However, cultural and systemic factors must be considered in implementing these standards (Hussain & Morrow, 2013). Acceptance of counseling services is particularly important; as societal stigma can hinder engagement. Counselors must address these barriers to ensure services are accessible to all students.

#### ***2.5. Quality Standards of Counseling Services***

Establishing quality standards for counseling services is complex due to the influence of various factors such as educational philosophy, institutional goals, and organizational structures. According to the Algerian Educational Orientation Law (08-04, January 23, 2008), counseling services aim to "provide information about educational, university, and professional opportunities to help students make informed academic and career decisions based on their abilities, interests, and socio-economic context" (Algerian Ministry of Education, 2008). This aligns with previous definitions in the study, emphasizing a holistic approach to counseling that includes educational, psychological, and social support.

In practice, quality standards for counseling require a clear definition of "effective" counseling, which can be assessed through student outcomes like satisfaction, academic achievement, and social adaptation. Structured data collection tools, such as questionnaires or interviews, are essential to gather student feedback, as demonstrated in this study, where a survey was used to evaluate high school students' perspectives on counseling services.

### **3. Previous Studies**

#### **3.1 Study by Al-Lawati & Alrajhi (2018)**

This Oman-based study surveyed 1,200 Sultan Qaboos University students on their perceptions of the campus counseling center's services. Results showed that students rated all services as high to very high quality. The authors noted some differences by students' academic experience (e.g. year of study), and they identified barriers for students who had not benefited from counseling chiefly lack of awareness of the counseling center's existence and services, and uncertainty about its locations.

#### **3.2 Study by Almanji & Almaki (2023)**

In this qualitative study, ten Omani school social workers were interviewed about remote (online) counseling during COVID-19. The researchers found three main advantages of remote delivery – (1) digital and social media tools empower counseling, (2) greater flexibility in scheduling and format, and (3) opportunities to boost counselors' technical skills. At the same time, two major challenges emerged: (1) limited readiness/training for new technologies and (2) a lack of dedicated remote counseling platforms or apps. These findings highlight how contextual factors (e.g. a pandemic, technology access) shape both the perceived benefits and obstacles of counseling services in the Omani school setting.

#### **3.3 Study by Liu & Liao (2024)**

This recent systematic review examined college counselors' competencies and their impact on service quality. It concluded that counselors who excel in key skills (crisis intervention, active listening, interpersonal skills, etc). achieve better job performance and provide stronger academic and personal support to students. In other words, higher professional competency was linked to more effective counseling outcomes. The authors emphasize that improving counselor training and competencies should be a priority to ensure that educational institutions can meet students' needs.

#### **✓ Commentary**

The reviewed studies collectively underscore that the quality of counseling services is shaped by both internal and external factors. Internal aspects, such as the counselor's professional competencies, were shown to significantly impact service effectiveness (Liu & Liao, 2024). At the same time, external variables -including students' awareness of

services, institutional accessibility, and contextual challenges like the shift to online counseling- play a critical role in shaping perceptions and usage (Al-Lawati & Alrajhi, 2018; Almanji & Almaki, 2023). These findings highlight the importance of a holistic, student-centered approach that not only ensures well-trained practitioners but also considers the broader educational and social environment in which counseling is delivered. Such an approach enhances both the reach and the impact of counseling services.

#### ***4. Research Methodology***

##### ***4.1. Research Design***

This study adopted a descriptive analytical approach to develop the theoretical framework, focusing on educational counseling, counseling services, and their quality standards. Data were collected via surveys targeting the study population, and the findings were analyzed to evaluate counseling service quality. The results were then compared with existing literature to draw conclusions and offer recommendations for enhancing educational counseling services.

##### ***4.2. Population and Sample***

The study population comprised all first-year secondary school students enrolled at “Maamari Abdelrahman” School for the academic year 2023-2024. This total included **168 students**, distributed across four classes in the Common Scientific and Technological Track, as well as two classes in the Common Literary Track.

A comprehensive sampling method was employed, with a “questionnaire” distributed to all **168 students**. Of these, **105 questionnaires** were returned and deemed suitable for statistical analysis, yielding a response rate of **62.5%**. Thus, the **105 students** form a representative sample of the study population.

##### ***4.3. Data Collection Tools***

A questionnaire was developed to assess first-year secondary school students' views on the quality of educational, psychological, and social counseling services. It included 26 items, divided into two sections: one for educational services and another for psychological and social services. The responses were measured on a three-point scale: Strongly Agree, Agree, and Strongly Disagree.

##### ***✓ Validity of the Questionnaire***

To test the validity of the questionnaire, discriminant validity was employed. A sample of 30 participants was used, with 27% of the highest and lowest scores forming two groups. A **t-test** was performed on the scores, revealing a t-value of 21.78, which was statistically significant at the 0.05 level. This confirmed the questionnaire's ability to distinguish between high and low scorers, validating its effectiveness.

**Table 1. T-Test Value for Significance of Differences Between the Lower and Upper Groups of the Questionnaire - Discriminant Validity**

| Groups      | N | Mean   | Standard Deviation | T-Value | Significance Level    |
|-------------|---|--------|--------------------|---------|-----------------------|
| Lower Group | 8 | 157.27 | 4.41               | 21.78   | 0.05<br>(Significant) |
| Upper Group | 8 | 73.37  | 14.75              |         |                       |

**Source:** SPSS-V20 Software, Prepared by the Researcher.

### ✓ *Reliability of the Questionnaire*

The reliability of the questionnaire was verified using the split-half method. The questionnaire was administered to a sample of 30 students, and the correlation coefficient between the two halves of the questionnaire was found to be 0.65. After applying the Spearman-Brown correction formula, the correlation coefficient increased to 0.79.

**Table 2. Results of calculating the Split-Half Reliability Coefficient - Questionnaire Reliability**

| Reliability Statistics         |                               |                 |                 |
|--------------------------------|-------------------------------|-----------------|-----------------|
| Cronbach's Alpha               | Part 1                        | Value           | ,551            |
|                                |                               | Number of Items | 13 <sup>a</sup> |
|                                | Part 2                        | Value           | ,770            |
|                                |                               | Number of Items | 13 <sup>b</sup> |
|                                | Total Number of Items         |                 | 26              |
|                                | Correlation between Subscales |                 |                 |
| Spearman-Brown Coefficient     | Equal Length                  |                 | ,791            |
|                                | Unequal Length                |                 | ,791            |
| Guttman Split-Half Coefficient |                               |                 | ,754            |

a. The items are : X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13.

b. The items are : X14, X15, X16, X17, X18, X19, X20, X21, X22, X23, X24, X25, X26.

**Source:** SPSS-V20 Software, Prepared by the Researcher.

Additionally, the reliability was further assessed using Cronbach's Alpha, where the reliability coefficient was found to be 0.81. These results indicate that the questionnaire is highly reliable.

Table 3. Results of Calculating Cronbach's Alpha Coefficient - Questionnaire Reliability

| Reliability Statistics |                 |
|------------------------|-----------------|
| Cronbach's Alpha       | Number of Items |
| ,817                   | 26              |

Source: SPSS-V20 Software, Prepared by the Researcher.

4.4. Data Analysis Methods

The data analysis was conducted using SPSS (Version 20), employing a range of statistical techniques to ensure methodological rigor. The **independent samples t-test** was utilized to assess the discriminatory validity of the instrument by comparing the highest and lowest scoring groups. To evaluate the reliability of the questionnaire, two methods were applied: The **Cronbach's Alpha** coefficient for internal consistency and the **Spearman-Brown split-half reliability** coefficient.

Descriptive statistics, including mean and standard deviation, were calculated to analyze participants' perceptions regarding the quality standards of guidance services. Additionally, a **t-test** was performed to examine significant differences in participants' responses based on gender and academic specialization.

5. Results

5.1. Descriptive Findings: Quality Standards in Educational and Psychological Counseling Services

*Hypothesis 1: There exists a set of quality standards for educational services as perceived by students.*

The analysis of responses related to educational counseling services revealed generally high mean scores across most items, reflecting strong agreement among participants (see Table 6 in the appendix). The overall mean for this dimension was **2.51**, indicating consensus on the importance of the proposed quality standards. However, two items received notably lower ratings:

✓ **Item X5** (Introducing students to guidance procedures): Mean = **1.50**, indicating low agreement.

✓ **Item X7** (Unspecified): Mean = **1.93**, reflecting moderate agreement.

These results suggested that while most standards were positively received, the item concerning the clarification of guidance procedures (X5) was perceived as less relevant, highlighting a potential communication gap in service delivery.

*Hypothesis 2: There exists a set of quality standards for psychological and social services as perceived by students.*

The analysis of the second dimension (focusing on psychological and social counseling services) produced similar results (see Table 7 in the appendix). The overall mean score was **2.47**, indicating a general consensus on the importance of the standards in this area. High levels of agreement were recorded for items such as **X15, X16, X19, X20, X21, X24, X25, and X26**, reflecting strong student recognition of the value of emotional and social support. In contrast, moderate scores for items **X17, X18, X22, and X23** suggested varied perceptions, particularly regarding the accessibility, consistency, or visibility of certain services.

### **5.2. Comparative Analysis: Gender and Academic Track Differences**

**Statistical Hypothesis 1:** *There are no statistically significant differences in students' perceptions of the quality standards of guidance services based on gender.*

An independent samples t-test (see Table 8 in the appendix) revealed a calculated **t-value = 1.548**, with **df = 103**, which was lower than the critical value of **1.984** at the **0.05 significance level**. Therefore, the null hypothesis (**H<sub>0</sub>**) was retained, indicating **no statistically significant gender-based differences** in students' perceptions. This outcome suggests that both male and female students evaluated the quality of guidance services similarly.

**Statistical Hypothesis 2:** *There are no statistically significant differences in students' perceptions of the quality standards of guidance services based on academic track.*

Another t-test (Table 9) yielded a **t-value = 0.224** with **df = 103**, which also fell below the critical value of **1.984** at the 0.05 level. As a result, the null hypothesis was retained again, confirming that **students' academic tracks did not significantly influence** their perceptions of guidance service quality.

### **5.3. Key Insights: Areas of Strength and Improvement in Counseling Services**

#### **✓ Alignment with Educational Quality Standards:**

The findings indicated a high level of alignment between the counseling services provided and the proposed educational quality standards. Items related to the clarity of objectives and the availability of resources received strong support. However, the low score on **Item X5** pointed to a **communication gap regarding procedural transparency**, suggesting that students might not fully understand how to access or engage with counseling services.

✓ ***Perceptions of Psychological and Social Support:***

Students expressed strong agreement with the importance of several psychological and social support indicators, especially those addressing emotional well-being and personal development. Still, moderate agreement on items such as **X17–X23** may reflect inconsistencies in service delivery or student awareness. This indicates a **need to strengthen the accessibility and visibility of these services**, ensuring that their value is both recognized and realized.

✓ ***Consistency Across Demographics:***

The absence of significant differences based on **gender or academic track** suggests a **uniform perception** of counseling services across the student population. While this may reflect equality in service provision, it also raises the possibility that counseling programs are not sufficiently differentiated or adapted to meet the **unique needs of specific student groups**, especially those in distinct academic specializations.

✓ ***Conclusion of Results Section***

Overall, the results demonstrated a generally positive perception of guidance and counseling services among first-year secondary school students. Nonetheless, the study identified areas requiring targeted improvement, notably:

- Enhancing communication about the structure and procedures of guidance services.
- Expanding the reach and responsiveness of psychological and social support mechanisms.
- Considering differentiated service strategies to address the evolving needs of diverse student profiles.

These insights offer a valuable foundation for strengthening counseling practices in alignment with student expectations and institutional quality standards.

## **6. Discussion**

✓ ***Confirmation of Quality Standards in Counseling Services:***

The study's results confirmed that students recognized clear quality standards in both educational and psychological counseling services. The consistently high mean scores across most items reflect students' general satisfaction with the relevance and structure of the services offered. This finding is consistent with Liu and Liao (2024), who emphasized that counselor competency contributes significantly to the perceived

effectiveness of counseling, especially in areas related to emotional support, academic planning, and psychological development.

✓ ***Communication Gaps Regarding Counseling Procedures:***

Despite overall positive perceptions, certain items -particularly those concerning the communication of guidance procedures (e.g., Item X5)- received notably lower scores. This mirrors the findings of Al-Lawati and Alrajhi (2018), who found that although university students generally appreciated the quality of counseling services, lack of awareness and clarity about how to access them was a major barrier. In the current study, the low score on Item X5 indicates a similar problem: students may not be sufficiently informed about how to engage with counseling services, which weakens their potential benefit.

✓ ***Absence of Demographic Variations in Perception:***

The study found no statistically significant differences in student perceptions of service quality based on gender or academic track. This uniformity aligns with Almanji and Almaki's (2023) study on remote counseling, which showed that contextual and institutional factors tend to have more influence on counseling access and effectiveness than demographic characteristics. While this may reflect equitable service provision, it also suggests a need for more personalized approaches that consider the unique needs of diverse student groups.

✓ ***Alignment with Regional and Global Research:***

The consistency between this study's results and recent research from Oman and elsewhere (e.g., Liu & Liao, 2024; Al-Lawati & Alrajhi, 2018; Almanji & Almaki, 2023) reinforces the global relevance of the findings. The challenges observed -such as limited service visibility and the need for better communication- are not unique to this context but appear across different educational systems. This alignment enhances the credibility of the current findings and supports a broader call for reforms in how counseling services are delivered and promoted.

✓ ***Contribution to the Field of Student-Centered Counseling:***

By foregrounding students' perspectives in evaluating service quality, this study contributes meaningfully to the body of literature on educational counseling in secondary schools. It highlights the importance of listening to beneficiaries when designing or assessing service frameworks. The findings advocate for counseling practices that go beyond traditional models by integrating academic, psychological, and social dimensions in a holistic manner tailored to student needs.

## **7. CONCLUSION (Recommendations)**

This study emphasizes the importance of educational guidance in secondary education and the need for counseling services that meet student needs. It identifies two key dimensions: educational (focused on study methods, teacher-student relationships, and critical thinking) and psychological-social (addressing adolescent issues, relationship building, and managing challenges like exam anxiety).

Based on these insights, several recommendations are made:

- ✓ **Adopting a Quality Assurance Framework:** Integrate proven international models tailored to local contexts.
- ✓ **Recognizing Educational Guidance:** Officially acknowledge counseling as critical to student success.
- ✓ **Establishing Counseling Standards:** Develop clear standards to assess service effectiveness.
- ✓ **Ensuring Adequate Resources:** Allocate legal, financial, and oversight support for implementation.
- ✓ **Enhancing Stakeholder Training:** Provide training for teachers and counselors to improve services.
- ✓ In conclusion, implementing a quality assurance system for educational counseling can significantly improve student outcomes and create a more supportive environment.

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## 9. Appendices

### 9.1. Statistical Study Tables

**Table 4. Sample Size and Characteristics by Gender Variable**

|               | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---------------|-----------|------------|------------------|-----------------------|
| <b>Valid</b>  | 40        | 38.1       | 38.1             | 38.1                  |
| <b>Male</b>   |           |            |                  |                       |
| <b>Female</b> | 65        | 61.9       | 61.9             | 61.9                  |
| <b>Total</b>  | 105       | 100.0      | 100.0            | 100.0                 |

**Source:** SPSS-V20 Output, Prepared by the Researcher

**Table 5. Sample Size and Characteristics by Field of Study Variable**

|                   | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------------|-----------|------------|------------------|-----------------------|
| <b>Science</b>    | 73        | 69.5       | 69.5             | 69.5                  |
| <b>Literature</b> | 32        | 30.5       | 30.5             | 30.5                  |
| <b>Total</b>      | 105       | 100.0      | 100.0            | 100.0                 |

**Source:** SPSS-V20 Output, Prepared by the Researcher

**Table 6. Means and Standard Deviations for Sample Responses on the First Axis Items**

| <b>Descriptive Statistics</b> |            |              |                            |
|-------------------------------|------------|--------------|----------------------------|
|                               | <b>N</b>   | <b>Means</b> | <b>Standard Deviations</b> |
| X1                            | 105        | 2,99         | ,098                       |
| X2                            | 105        | 2,64         | ,539                       |
| X3                            | 105        | 2,84         | ,395                       |
| X4                            | 105        | 2,54         | ,555                       |
| X5                            | 105        | 1,50         | ,667                       |
| X6                            | 105        | 2,59         | ,600                       |
| X7                            | 105        | 1,93         | ,750                       |
| X8                            | 105        | 2,68         | ,509                       |
| X9                            | 105        | 2,57         | ,618                       |
| X10                           | 105        | 2,57         | ,586                       |
| X11                           | 105        | 2,85         | ,411                       |
| X12                           | 105        | 2,35         | ,772                       |
| X13                           | 105        | 2,72         | ,509                       |
| X14                           | 105        | 2,46         | ,694                       |
| <b>Axis 1</b>                 | 105        | 2,5163       | ,22265                     |
| <b>N valid (list)</b>         | <b>105</b> |              |                            |

**Source:** SPSS-V20 Output, Prepared by the Researcher

**Table 7. Means and Standard Deviations for Sample Responses on the Items of Axis 2**

| <b>Descriptive Statistics</b> |            |              |                            |
|-------------------------------|------------|--------------|----------------------------|
|                               | <b>N</b>   | <b>Means</b> | <b>Standard Deviations</b> |
| X15                           | 105        | 2,50         | ,667                       |
| X16                           | 105        | 2,41         | ,689                       |
| X17                           | 105        | 2,30         | ,748                       |
| X18                           | 105        | 1,84         | ,748                       |
| X19                           | 105        | 2,74         | ,481                       |
| X20                           | 105        | 2,79         | ,474                       |
| X21                           | 105        | 2,60         | ,582                       |
| X22                           | 105        | 2,23         | ,724                       |
| X23                           | 105        | 2,20         | ,789                       |
| X24                           | 105        | 2,59         | ,661                       |
| X25                           | 105        | 2,74         | ,501                       |
| X26                           | 105        | 2,78         | ,519                       |
| <b>Axis 2</b>                 | 105        | 2,4778       | ,34013                     |
| <b>N valid (list)</b>         | <b>105</b> |              |                            |

**Source:** SPSS-V20 Output, Prepared by the Researcher

**Table 8. Results of the T-Test for Differences by Gender Variable T-Test**

| <b>Group Statistics</b> |          |             |                           |                            |
|-------------------------|----------|-------------|---------------------------|----------------------------|
| <b>Gender</b>           | <b>N</b> | <b>Mean</b> | <b>Standard Deviation</b> | <b>Standard Error Mean</b> |
| <b>Male</b>             | 40       | 2,5589      | ,23601                    | ,03732                     |
| <b>Female</b>           | 65       | 2,4901      | ,21162                    | ,02625                     |

Source: SPSS-V20 Output, Prepared by the Researcher

**Table 9. Results of the T-Test for Differences by Field of Study Variable T-Test**

| <b>Group Statistics</b> |          |             |                           |                            |
|-------------------------|----------|-------------|---------------------------|----------------------------|
| <b>Field of Study</b>   | <b>N</b> | <b>Mean</b> | <b>Standard Deviation</b> | <b>Standard Error Mean</b> |
| <b>Science</b>          | 73       | 2,5196      | ,23787                    | ,02784                     |
| <b>Literature</b>       | 32       | 2,5089      | ,18657                    | ,03298                     |

Source: SPSS-V20 Output, Prepared by the Researcher

## 8.2. The questionnaire

Section: Common Core Field: Science ☐

Common Core Field: Literature ☐

Gender: Male ☐

Female ☐

In your opinion, the quality standards for the guidance services provided by the guidance counselor should include the following points:

| Axis                                                | Item N° | Item                                                                                                                       | Strongly Agree | Agree | Strongly Disagree |
|-----------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------|----------------|-------|-------------------|
| Educational and Teaching Services Quality Standards | 1       | Familiarizing us with effective review strategies                                                                          |                |       |                   |
|                                                     | 2       | Developing creative thinking skills                                                                                        |                |       |                   |
|                                                     | 3       | Developing positive communication skills with teachers                                                                     |                |       |                   |
|                                                     | 4       | Developing time management skills for studying                                                                             |                |       |                   |
|                                                     | 5       | Informing us about procedures for moving between levels and guidance towards study tracks                                  |                |       |                   |
|                                                     | 6       | Helping us develop positive self-motivation for study                                                                      |                |       |                   |
|                                                     | 7       | Familiarizing us with guidance procedures and available tracks in the institution                                          |                |       |                   |
|                                                     | 8       | Informing us of the results of academic progress tracking to identify strengths and weaknesses in our academic achievement |                |       |                   |
|                                                     | 9       | Developing our concept of career choice education based on our academic capabilities                                       |                |       |                   |
|                                                     | 10      | Helping us through the counseling process to build our future career project                                               |                |       |                   |
|                                                     | 11      | Guiding us towards using modern technologies in the learning and review process                                            |                |       |                   |
|                                                     | 12      | Training us in new learning methods such as brainstorming and cooperative learning                                         |                |       |                   |
|                                                     | 13      | Providing us with counseling techniques that help in forming positive attitudes towards learning                           |                |       |                   |
|                                                     | 14      | Guidance counselor's intervention to resolve conflicts that may arise between us and the teachers                          |                |       |                   |
| Psychological and Social Services Quality Standards | 15      | Helping us through educational guidance to reduce exam anxiety                                                             |                |       |                   |
|                                                     | 16      | Assisting us in overcoming self-confidence issues                                                                          |                |       |                   |
|                                                     | 17      | Enabling us through the counseling process to understand adolescent psychological issues                                   |                |       |                   |
|                                                     | 18      | Helping us through the counselor's psychological guidance to resolve problems associated with adolescence                  |                |       |                   |
|                                                     | 19      | Empowering us through counseling to enhance self-confidence                                                                |                |       |                   |
|                                                     | 20      | Helping us prepare psychologically for exams                                                                               |                |       |                   |
|                                                     | 21      | Assisting us in dealing with school bullying phenomena                                                                     |                |       |                   |
|                                                     | 22      | Helping us develop positive communication skills with members of the educational community                                 |                |       |                   |
|                                                     | 23      | Assisting us in understanding how to form positive social relationships                                                    |                |       |                   |
|                                                     | 24      | Helping us avoid negative social phenomena, such as drug abuse                                                             |                |       |                   |
|                                                     | 25      | Assisting us in identifying the best recreational activities to better integrate into the social environment               |                |       |                   |
|                                                     | 26      | Enabling us through educational counseling to understand the dangers of addiction to the virtual world                     |                |       |                   |