

Management of Guidance and Counselling Services in Supporting Career Selection Among Students at Atebubu Senior High School

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ABSTRACT

This study seeks to discuss (1) planning, implementation, and supervision and (2) challenges encountered and solutions in managing guidance and counselling services to support students in choosing a career at Atebubu senior high school. This is a qualitative study using the case study method. This study's data collection methods included in-depth interviews, participant observation, and documentation. Based on this research, the results are as follows: 1. Planning, implementation, and management supervision of guidance services to support students in career choices has gone quite well; 2. The challenges Atebubu senior high school faces in managing guidance and counselling services are internal factors, such as a lack of depth in career determination, insufficient facilities and infrastructure, and teachers' busy teaching schedules. To overcome these challenges, four methods were implemented: collaboration between BBK teachers and school officials, creating a list of guidance service duties, finishing facilities and infrastructure in the BK room, and managing time.

Keywords: *Management supervision, Guidance and Counselling Services, Career Selection, students*

Educational institutions are responsible for conveying knowledge and developing the life skills, character, and critical thinking abilities of participants' students to adapt to changing times (Prasetia, 2020). This entails optimising achievement by developing students' intellectual capacities and interests while preparing them to adjust to life's dynamics. The main aim of education is to foster the character of the Student Profile Pancasila, lead students to the gate of faith and piety to the Almighty God, instilling a sense of responsibility and high expectations and enriching the treasures of knowledge, (Tamizzudin, 2017). According to Terry (in Susannah & Juarsa, 2017), educational management is a distinct process that involves planning, organising, implementing, and controlling to accomplish goals using human and other resources.

Schools must help students decide their future direction from an early age, both through guidance and facilitation (Adu & Srivastava, 2024). As a formal educational environment, schools organise a series of planned activities that include the teaching and learning process, which usually functions smoothly but is sometimes hindered by the problems of students

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who experience difficulties. As a result, school guidance and counselling play a crucial role in guiding students through character-building self-discovery and assisting them in understanding their surroundings and developing goals for a bright future (Fitrianiet al., 2022; Lattu, 2018).

This service not only treats present problems for students but also gives preventive help and maximises students' self-development to the greatest extent possible (Lesmana, 2021). Guidance and counselling, as mandated by law, are critical in helping high school students reach their full potential. In other words, the function of guidance and counselling as a vital part of the high school education system is critical, as evidenced by providing advice and counselling services that prepare students to become future leaders capable of competing in an interconnected world (Kemdikbud, 2007). Aside from that, guidance and counselling in schools is also vital. It aims to help students gain maturity and autonomy in their personal, learning, social, and career and become competent (Nugraha & Rahman, 2017).

In educational management, guidance and counselling are critical pillars for managing, organising, and guiding students to achieve specified goals. Sukardi (1996) earlier study demonstrates that effective and efficient guidance and counselling services management requires appropriate planning, organising, implementing, and controlling processes.

Guidance and management in schools are critical in developing students' personalities, allowing each student to develop positively in attitudes, character, behaviour, and morality (Adu & Nimo, 2023; El Fiah, 2018). Guidance and counselling are also essential components of education, as they assist individuals in achieving personal pleasure, societal production, harmony with others, and conformity between potential and aspirations.

In school-based career guidance programmes, this activity entails preparing an individual's career path and goals for the rest of their life. Individuals may select a job field that matches their ability to succeed at work, according to Frank Parson & Winkel (in Dewi, 2022). Career planning must be completed before students enter the workforce, which can only be accomplished through excellent system management (Apambilla et al., 2024). According to Zamroni & Rahardjo (2015), efficient school management depends on educational managers' abilities to plan, organise, direct, and regulate resources. Good management is necessary since it makes reaching organisational goals easier, yet obtaining them will be difficult (Primayana, 2015).

Career guidance management needs to be thoroughly planned, organised, and evaluated to increase school graduates' quality. According to an interview with one of the guidance and counselling teachers at Atebubu senior high school, 45% of students choose to continue their education at various tertiary institutions. In contrast, the majority of them, 55%, decided to work, marry or take apprenticeship work. This is due to students' lack of understanding about career planning, high levels of worry, and difficulties in pursuing a mature profession. Guidance and counselling teachers provide students with essential information influencing their school choices, job chances, positions, and careers when they graduate. However, because guidance and counselling teachers have limited time to provide career advice owing to other responsibilities at school, there is a need for professional guidance and counselling to assist students in overcoming their career challenges. By providing optimal career guidance services, BK instructors can effectively address all of their student's job-related demands at school.

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According to the results of the researcher's observations during the observation, Atebubu senior high school has established career advising for students, including guidance and counselling services. However, career guidance activities at Atebubu senior high school are confined to delivering information about careers and an introduction to the world of work, which can only be obtained from the BK Room or through university posters and brochures. However, there are still some challenges to adopting guidance and counselling, such as insufficient resources, a lack of express scheduling for guidance and counselling services, and the overall implementation of the guidance and counselling programme not yet optimum. Aside from that, the lack of supervision by guidance and counselling teachers renders evaluating this programme ineffective. High school students encounter a wide range of career-related issues. Based on this background and initial findings, the researcher is interested in conducting additional research on managing guidance and counselling services to support students in choosing a career at Atebubu senior high school.

This study differs from earlier research, such as that conducted by (Halimah & Kusumah, 2019) titled "Student Career Guidance Management of Student Career Guidance and Counselling." In prior research, researchers investigated guidance and counselling management as a career guidance study, whereas this study focuses on the management of guidance and counselling services. Previous studies concentrated on the management function of guidance and counselling services, including planning, organising, implementing, and evaluating challenges and solutions. In contrast, this study examines the role of guidance services in planning, implementation, and supervision.

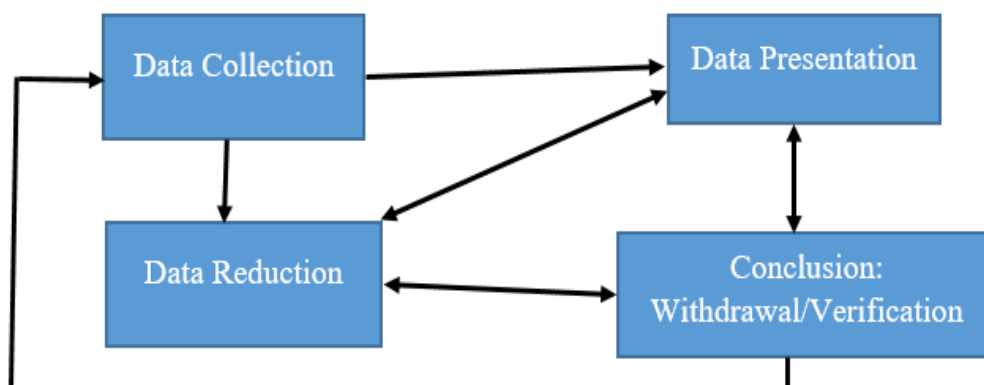
This study is significant since it allows students to influence their future educational decisions. This study attempts to delve deeper into management guidance and counselling services to support students in deciding on a career at Atebubu senior high school. Specifically, this research has two objectives: 1. To describe the planning, implementation, and supervision of the management of guidance and counselling services in supporting students in choosing a career at Atebubu senior high school, and 2. Describe the challenges faced and solutions in managing guidance and counselling services to support students in selecting a career at Atebubu senior high school.

METHODOLOGY

This study takes a qualitative approach, employing a case study method. Data is gathered through observations, interviews, and documentation to obtain in-depth information. These data have meaning, specifically actual and concrete data, and a value that lies behind the visible facts. This study's data-gathering approaches included in-depth interviews, participative observation, and documents. The sample for this study consists of the school headmaster, student leader, curriculum leader, two BK teachers, five parents/committees, five subject teachers, and five students.

This research was carried out at Atebubu senior high school. This study data analysis technique uses the Miles and Huberman interactive model. Below are Miles and Huberman data analysis technique model:

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RESULT AND DISCUSSION

Result

Counselling and guidance teachers are essential in managing counselling and guidance services at Atebubu senior high school, which supports students' career selection. The researcher conducts data collection tasks ranging from planning to implementation and supervision.

Planning

Several factors need to be addressed while planning guidance and counselling services for career choices at Atebubu senior high school, including:

Task Distribution Meetings for Teachers and Employees are held every Term.

A start-up meeting is held at the start of each term, which includes a task distribution meeting between teachers/lecturers and staff. The meeting covers task distribution, teaching hour allocation for subject teachers, and guidance and consultation. The BK teacher instructs, advises, and supervises students.

Guidance and Counselling Teacher Team Working Meeting

This meeting covered the planning of one-term guidance and counselling activity programme and the distribution of student assignments between supervisors as well as instructors per the assignment decision letter for each guidance teacher. Discuss the guidance and counselling programme plan for Atebubu senior high school, comprising daily, weekly, monthly, termly, and annual programmes (service and support units for students in forms 1, 2, and 3). During the work meeting, the programme design included four areas of guidance and counselling services: personal, learning, social, and career.

Identify and Define Student Needs in the Guidance and Counselling Programme

To determine students' needs, finding out about students' problems can be done using methods such as questionnaires, observations from form teachers, teachers, or the teachers themselves as part of the guidance and counselling programme plan on career support for students at Atebubu senior high school, so that students can decide whether to continue their education (by enrolling into various tertiary institutions), take apprenticeship work, or work. Starting a family is not suggested for students because they are not mentally prepared. When someone is ready to start a family, they continue to study, work, or take apprenticeship work to prepare for it.

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Filling out a career plan questionnaire does not cover everything students want, so parents, who are closest to students at home, influence their future choices. At the same time, teachers, such as the headmaster, assistant headmaster, and guidance counsellor, are the individuals closest to children at school. As a result, all parties must work together to aid students in making decisions about their future. The data analysis results from the career plan questionnaire can be used to develop a more straightforward career guidance programme.

Determine the Priority of the BK Programme in the Curriculum

Priorities are established based on assessing the needs of students who will receive services. Students can comprehend by learning about their needs in additional work, study, and self-development programmes. This programme was designed over a year and then scaled down to metered, daily, weekly and monthly programmes. This programme refers to annual and biennial programmes in which activities complement one another in attaining the goals of guidance and counselling services at Atebubu senior high school.

Guidance and counselling service planning activities include all parts of Atebubu senior high school, beginning with the headmaster, assistant headmaster, guidance and counselling teachers, and subject teachers. Because their roles differ, this school should also recruit external staff from counselling programmes such as psychology institutions to learn about students' interests and talents, making it less complicated for guidance and counselling teachers to identify students' career needs rather than relying solely on the questionnaires provided. In an interview with two guidance and counselling teachers stated:

"There has only been an MoU with professional schools, but only for a short time; until now, it is no longer there, and also, the students themselves who are handled regarding careers are only 10-30% by us, sir, that's low."

The guidance and counselling teacher plays a vital role throughout this planning period. There is no standard curriculum for advice and counselling; hence, it falls within the category of curriculum preparation. Guidance and counselling teachers build their programmes depending on the students' challenges the previous year. The annual guidance and counselling work programme includes the following preparations made at the start of each academic year:

1. Meetings with supervisors and other officials to discuss programme design as a consultation tool.
2. Developing a work programme as a collection of actions to be carried out in the coming year, as well as identifying challenges from one year to the following and formulating challenges and objectives in the form of individuals, finances, facilities, and planned activities. These activities will be imposed and implemented within a set time frame.
3. The needed amenities include a guidance room with a whiteboard, data storage, and an activity announcement board displayed outside or on the BK wall. The researcher discovered no wall or bulletin board from this facility in the Bk room at Atebubu senior high school as a place for information linked to study and career, designed to help students get information.

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Implementation

Implementation is the next step after planning, organising, and determining personnel to achieve the desired goals successfully and efficiently. It cannot be detached from the other management duties. Implementing career guidance and counselling service programmes involves several time and resource implementations.

1. Implementation of Career Guidance and Counselling Service Programmes

The career guidance and counselling service programme at Atebubu senior high school is a regular and continuing programme for students in forms 1 through 3. The advice and counselling service programme for a student in form 3 requires more time to implement than forms 1 and 2. In class for form 3, a career guidance and counselling service programme has been created using several activity formats. As a result, implementing guidance and counselling services requires a structured approach. So that the guidance and counselling service programme can be managed cautiously and effectively, thereby benefiting student development. Atebubu senior high school implemented the 17 Plus model, which includes two processes:

1. **Guidance Service Process.** The implementation of guidance services centres around four service areas: personal guidance services for all grade levels, learning, and career services. Furthermore, social guidance is limited to forms 1 and 2 due to class.

The guidance process is divided into four service areas: personal, study, and social, available to students at all levels, and class-specific career guidance. Aside from that, there are seven different sorts of implementation services: information, orientation, placement, individual counselling, learning, group counselling, and group guidance services. As a result, guidance and counselling services are integral to education and one of the means for implementing an adequate education system. Overall, the introduction of guidance and counselling at Atebubu senior high school has helped students develop their personalities, overcome problems, and develop their talents and interests. All programmes are specifically designed to meet the needs of students.

It is gradually and continuously implemented for students from form 1 to form 3, with varying service intensities. When students are in class, the objective is that they will choose a suitable specialisation to reflect their future career ambitions. Students in form 2 will better understand college or advanced studies, work, and skill courses. For the class, two supervising teachers with bachelor's degrees in education from the guidance and counselling (BK) department oversee and support the implementation of guidance and counselling services at Atebubu senior high school. As a guidance and counselling teacher, you must complete the following tasks: a. Prepare and implement guidance and counselling service programmes. b. Provide assistance and guidance to students so that they can participate and flourish in teaching and learning. c. Coordinating collaboration with class and field of study teachers to resolve career and study issues. d. Offer students advice and considerations as well as an overview of continuing education and employment options. e. Summarise the findings from the evaluation of guiding and consultation services. f. Conduct performance evaluations for orientation and consulting services. g. Creating programmes to provide guidance and advising services.

2. The Process of Implementing Career Guidance and Counselling Services

The guidance and counselling service process occurs when students face challenges that hinder the smooth learning and teaching process; in this case, counselling is executed to

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achieve changes in the person being guided regarding attitudes, views, skills, and so forth. This increases the likelihood that the individual being directed can accept himself, direct himself, make decisions, and eventually actualise himself optimally. In the counselling process, support is provided through face-to-face interaction, carried out by interviews with guidance and counselling teachers and students. Counsellor interviews are conducted utilising a variety of modalities, including directed, non-directive, and elective counselling. This curriculum lacks a precise schedule for applying guidance and counselling related to careers at Atebubu senior high school. However, due to school policies and awareness of the need for guidance and counselling, whenever there is free time, the guidance and counselling teacher needs to attend class and coordinate with the teacher in charge of advising and guiding the teacher and giving good theoretical guidance and counsel for students' progress and passion in their studies and future careers.

The curriculum representative stated, "The career guidance and counselling programme at Atebubu senior high school is implemented by guidance and counselling teachers to assist students who are confused, uncertain, or lack goals after completing their education. As far as I know, the guidance and counselling teacher will help students choose a major and register for college". "Everything is done as a kind of good service, as well as for students who are not studying; they also receive consultation guidance."

Guidance and counselling services are not complex; they strive to adapt to students' needs. In addition, this service does not have to be offered in a boring manner in the classroom. They can, however, use the service from anywhere within a virtual counselling room. So, guidance and counselling teachers are essential in conveying information in various ways. Whereas the headmaster said that:

"Communication via social media such as WhatsApp groups, school social media for information and guidance and counselling teachers coming to class or vice versa, students coming to the counselling room to consult regarding careers, studies or whatever"

Bk teachers employ a variety of advice and counselling services to implement students' careers, including 1. Service areas include career guidance, personal, study, and social. 2. Services include information, orientation, placement and learning, learning, group counselling, group guiding, and individual counselling services. 3. BK service methods and strategies include both direct and indirect methods. 4. Support BK services equipment application, home visits, data collection, case conferences, and case transfers.

Supervision

Counselling guidance can be supervised through activities:

Process Evaluation

The supervision procedure is assessed at the end of each term. The headmaster conducts periodic supervision. Curriculum by visiting the advice and counselling room to watch activities carried out by career guidance and counselling services independently, individually, classically and in groups. The process evaluation assesses the extent to which the success of guidance and counselling services may be seen through the process. They must constantly revise and produce new evaluations to make management assessments of guidance and counselling services effective.

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Supervision actions occur as part of the evaluation process. Supervision is the practice of monitoring activities to evaluate educational programmes that have been finished and met their objectives. In this scenario, supervision is used to supervise guidance and counselling services in schools connected to students' careers. Supervision is a monitoring activity scheduled to take place every term per a curriculum schedule developed by the assistant headmaster. The school's curriculum and senior housemaster help the headmaster evaluate this supervision. Supervision seeks to control the execution of guidance and counselling services, monitor potential impediments, solve difficulties, and improve service quality.

Thus, in Atebubu senior high school, students have received career guidance and counselling in various formats, including group, classical, individual, and memorable. This supervision is carried out by the school headmaster in collaboration with the curriculum sector and senior housemaster, directly or through documentation studies and connections to implement service activities.

Evaluation of results

Results evaluation is the process of obtaining efficacy information from summative assessment results. Summative assessments are exercises designed for students to determine whether or not the goals of guidance and counselling services have been met. For example, summative assessments are based on daily values. This form of assessment has a significant and specific purpose.

The supervision provided in the evaluation above focuses on implementing guidance and counselling services, with follow-up in the form of guidance and the growth of guidance and counselling activities. In this evaluation, the success of adopting guidance and counselling is measured by students' attitudes and conduct. As a result, evaluation supervision in implementing guidance services and career counselling for students needs to be carried out as effectively as feasible. This evaluation is conducted constantly in response to feedback from the implemented guidance and counselling process.

Challenges and Management Solutions for Guidance and Counselling Services in Supporting Students Toward Career Selection

Guidance and counselling teachers must implement and conduct a counselling service programme in their schools. Implementing this activity programme will bring about some challenges preventing the counselling advice implementation process from running successfully. Challenges in implementing counselling activities are caused by an unanticipated condition that is also undesirable to the counselling guidance teacher; therefore, this condition must assist the smooth implementation of counselling. Numerous challenges encountered and confronted in the execution of counselling impede counselling guidance teachers carrying out the planned counselling programme as well as students themselves.

According to the research findings, the following difficulties exist in the management of guidance and counselling services in supporting career selection among students at Atebubu senior high school:

1. Internal factors restrict factors originating from students related to career planning, such as a lack of parental support due to constrained family economic conditions or differences of opinion among students and parents in career choices.

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2. Guidance and counselling teachers should provide more in-depth help to students as they choose careers.
3. Giving enough guidance and infrastructure is essential to increase the quality of guidance and counselling services at Atebubu senior high school.
4. The subjects at Atebubu senior high school are so busy that advice and counselling cannot be taught in class as permanent subjects. As a result, students receive guidance and counselling in their leisure time or on a flexible basis, taking time away from other subjects.

At the same time, the solution to the challenges mentioned above is as follows:

1. There is a need for strong collaboration among guidance and counselling teachers and school staff to assist parents and students with economic issues by directing them to government programmes. Explained and assisted so parents are not burdened with fees when students pursue higher education and attend official bond institutions that do not charge tuition. Parents attend the introductory PPDB meeting (admission of new students) every school year to plan for their children's careers after graduation.
2. The guidance and counselling teacher schedules activities, hours, and days such that career guidance and counselling services begin from the start and continue until the students may make vocational decisions in form 3. The school headmaster, head of student affairs, head of curriculum and area of study teachers strongly endorse this.
3. The BK room of Atebubu senior high school has facilities and infrastructure. It includes announcements about job opportunities, courses, and further education, as well as posters and pamphlets about career options in the workplace, institutional institutions' courses or special skills, and various types of additional education or university studies that students desire.
4. Counselling and guidance teachers must be extremely exact and inventive in organising their time to provide better attention and monitor student improvement.

DISCUSSION

A trained and experienced guidance and counselling teacher aids students with challenges. Guidance and education are integral to the educational process, preparing students to tackle career-related challenges. This tries to maximise individual potential and adapt to the surroundings. Guidance and Counselling Services in Schools seek to maximise student development and solve student difficulties across various service areas. Counselling assistance provides personal, learning, social, and career development services.

In this study, the objectives are more aimed at:

Planning, Implementation, and Management Supervision of Guidance and Counselling Services in Supporting Career Selection Among Students at Atebubu Senior High School.

This study collected data on the management of guidance and counselling services in supporting career selection among students at Atebubu senior high school. The researchers recommended three management stages: planning, implementation, and supervision. Thus, planning entails considering what to do with your resources. The school guidance and counselling teachers decide the goals to be met during a given period, as well as the activities to attain the goals and other aspects of the guidance and counselling programme. 1. Career guidance planning is done during official meetings at the start of the school year; 2.

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The career advice organisation comprises multiple professionals with several significant tasks and functions. 3. Career guidance implementation has gone well through several programmes planned in official meetings, though there are still classical and individual challenges; 4. The school headmaster carries out the programme evaluation at the end of the school year so that it can be implemented as material for consideration in preparing the programme for the following school year.

Planning for general school goals and how to achieve them best. All managerial functions rely on planning to function well. The first step in implementing a programme is to prepare it. Planning is the process of planning a programme to be directed toward accomplishing the programme's goals. Planning is critical for guidance and counselling teachers as they prepare to implement guidance and counselling management in schools. A plan implemented at Atebubu senior high school, among other things, includes hosting a task distribution meeting for teachers and employees every term and holding guidance and counselling teacher team meetings. In addition, in the guidance and counselling programme, students' needs must be identified, and boundaries must be established. It also decides the importance of the counselling advice programme within the curriculum. A well-developed planning programme will be implemented with enough facilities and infrastructure in place (Fikriyani, 2021). This entails an organised process for developing goals, strategies, and steps to attain the desired results in counselling assistance services.

Based on the findings from interviews with guidance and counselling teachers at Atebubu Senior High, the steps in carrying out after a complete plan has been prepared based on all factors that go into holding guidance and counselling activities at Atebubu senior high school, change the circumstances and requirements of the school to the needs and problems of students. The implementation of guidance and counselling is done by paying particular attention to the required guidance and counselling personnel, responsibilities, and forms of cooperation among officers. This study is related to research conducted (Fikriyani, 2021) on career guidance programmes that help boost students' planned career exploration. Every programme that the guidance and counselling teachers and counsellors create will require media backing. This media serves as a training guide for planned learning and is intended to assist students in achieving their desired goals, and a programme bundle that includes clear instructions and can train students' independence (Pambudi et al., 2019).

Sukardi (2008) approach also includes implementing guidance and counselling service activities directly related to counselees. Guidance and counselling are implemented at Atebubu senior high school by guidance and counselling teachers, who their class coordinators oversee. Subject teachers help according to their schedules. Guidance and counselling teachers stimulate one another by encouraging each other's performance in achieving the programme's objectives.

Implementation in the management of counselling guidance programmes. At this point, the BK teacher fulfils his obligations by offering counselling and guiding services. According to one of the guidance and counselling teachers at Atebubu senior high school, career counselling can be done individually or in groups during free time. After graduating from school, some of the students' ideas for implementing the guidance and counselling programme management were collected through interviews with guidance and counselling teachers from the previous year. Surprisingly, just 5%-20% of students pursued their studies at various tertiary institutions, while others worked to help their parents with farming

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activities and marrying. At this implementation stage, the BK teacher fulfils his responsibilities to provide counselling guidance services, as demonstrated by research undertaken by (Sinaga et al., 2022), which analysed trends in implementing guidance and counselling management in schools. During this phase, the BK teacher completes duties teamly and annually based on the defined programme (Sinaga et al., 2022). The researcher, along with the headmaster and assistant headmaster, conducted interviews. Subject teachers, headmaster, students, class teachers, and committees reaffirmed their commitment to advancing management implementation in schools to provide students with more comprehensive career guidance and counselling services.

Meanwhile, supervision is used in guidance and counselling activities to monitor the growth and performance of counselling guidance. Monitoring cannot be removed from the programme. Monitoring and management programmes are inextricably linked. Monitoring and evaluation assist in determining what is required for programme implementation. Research from (Multidisciplinary, 2024) looks at evaluations that can indicate guidance and counselling requirements. School supervisors are in charge of counselling guidance, monitoring, and evaluation, with the primary goal of conducting an assessment of the implementation of guidance and counselling activities and mentoring supervising teachers by providing direction, guidance, examples, and suggestions to supervising teachers to improve the quality of guidance and counselling implementation in schools. It is said that the school supervisor is a state authority. Guidance and counselling supervision activities in schools entail direct, dynamic interaction among supervising teachers and school supervisors in guidance and counselling, which the headmaster coordinates.

So, the school headmaster and supervisors in the Guidance and Counselling Division are in charge of supervision, which includes process and results evaluations. There is supervision throughout the examination procedure. According to Susanto (2018), the most typical method for carrying out this supervision is to conduct contact sessions with the individual being evaluated over some time. A supervision process model can help clarify some of these issues, one of which is to undertake a reflective review of the content of the current counselling session. This coaching focuses on the client, assessing what is said, how various aspects of the client's life are linked, and what the client desires. Some of the information these clients supply can help supervisors inadvertently express their ideas. This library research aims to discuss the best strategies or approaches supervisors can take to supervise their clients.

Practical guidance and counselling management allows schools' guidance and counselling systems to work smoothly, effectively and efficiently, achieving the goals of guidance and counselling activities. According to Zamroni & Rahardjo (2015), guidance and counselling management is an endeavour to make the best use of all available components and resources, such as staff, funds, infrastructure, and information systems, in the form of guidance and counselling data. The stated objectives call for the provision of guiding and counselling services. As a result, this study focuses on the most critical aspects of management implementation in schools.

Guidance and counselling (BK) teachers play an essential role in the development of students by providing career planning services and information. Counsel teachers assist students in understanding their interests, abilities, and career objectives and provide the counsel and assistance required to plan steps toward achieving those goals. BK teachers use

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their counselling services to help students identify options that match their potential and needs, as well as provide appropriate information about employment opportunities and requirements. Thus, investing in the role of guidance and counselling teachers in schools is a critical step toward ensuring that students have appropriate access and assistance to plan and fulfil their career objectives.

Challenges and Management Solutions for Guidance and Counselling Services in Supporting Career Selection Among Students at Atebubu Senior High School.

Challenges and obstacles in guidance services at Atebubu senior high school, namely:

1. Internal factors, restricting factors arising from students themselves connected to career planning, where there is little parental assistance due to constrained family economic conditions or differences of views among students and parents in deciding their career;
2. Guidance and counselling teachers should provide more in-depth help to students as they choose careers.
3. To improve guidance and counselling services at Atebubu senior high school, proper assistance and infrastructure are necessary for successful implementation.
4. Due to the high density of subjects at Atebubu senior high school, guidance and counselling cannot be taught regularly in class. As a result, they are done in their free time or made available to students. Faced with these issues, schools must discover strategies to overcome them.

Several earlier studies provided me with several solutions to the problems I encountered as a researcher, including:

1. There is a need for a close partnership among guidance and counselling teachers and school workers to help parents and students deal with economic challenges by directing them to government programmes.
2. The guidance and counselling teacher schedules activities, hours and days so that career guidance and counselling services commence at the beginning and stay until the students can choose their careers in form 3 later. Alternatively, coordinating among teams of teachers or working with other parties. And socialise guidance counselling among students.
3. The BK room of Atebubu senior high school has facilities and infrastructure.
4. Guidance and counselling teachers need to be accurate and inventive in time management to pay closer attention to and watch student progress.

CONCLUSION

Based on the analysis and discussion given, numerous conclusions may be drawn from this study:

1. Management guidance and counselling services to assist students in making career choices. At Atebubu senior high school, the school has progressed from planning to implementing a guidance and counselling programme based on the 17-plus pattern and supervision.
2. Guidance service management limitations and counselling in directing students in selecting a career at Atebubu senior high school focus on internal factors, insufficient infrastructure and facilities, assistance in providing information from guidance and counselling teachers, and busy lesson schedules, making it impossible to teach BK in the classroom. To overcome challenges, BK teachers have four solutions:

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cooperation and strong connections among guidance and counselling teachers and school personnel, creating a list of activities, equipping infrastructure and facilities in the guidance and counselling room, and high proficiency and creativity by guidance and counselling teachers, particularly in terms of timing.

Based on these findings, researchers make several recommendations, including:

1. The headmaster hopes that the findings of this study can be used as connected feedback management of guidance and counselling services in recognising and solving existing challenges.
2. In terms of guidance and counselling teachers outcomes, it is envisaged that this study would improve the role of BK teachers in enhancing the management of guidance and counselling services throughout their careers.
3. Future researchers hope that this study's findings may lead to associated scientific advancements in the management of guidance and counselling services, as well as student career selection.

In conclusion, the management of guidance and counselling services in supporting career selection among students at Atebubu senior high school is quite good. The study also advocated better management of guidance and counselling services in supporting career selection among students at Atebubu senior high school.

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Conflict of Interest

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