Student Support: The Role of Technology in Educational Counseling

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ABSTRACT

The study explores the relationship between career commitment, perseverance, self-improvement, and subjective career success among students in Muslim-majority countries. Recognizing the influence of cultural and societal expectations on career choices, this study aims to highlight the importance of fostering strong career commitment among students. Research Background Cultural contexts often shape students' career aspirations, requiring understanding the factors that enhance their career development. A quantitative approach was utilized, employing surveys to collect data from 300 students across various educational institutions. The survey instrument included validated scales measuring career commitment, perseverance, self-improvement, and subjective career success. The validity of the instruments was confirmed through expert reviews and factor analysis, while reliability was assessed using Cronbach's alpha, yielding coefficients above 0.80 for all constructs. The findings suggest that a strong commitment to a career positively influences perseverance and the perception of career success. Students who demonstrate a higher level of commitment report greater resilience and adaptability in the face of career challenges. This study underscores the critical role of educational institutions and counseling frameworks in promoting student career commitment and resilience. By prioritizing these attributes, academic programs can better equip students to navigate their career paths successfully.

INTRODUCTION

Background

Technology integration in educational counseling significantly changes how counselors engage with students. Traditional counseling methods, often limited to face-to-face interactions, have been challenged by the growing demand for more accessible and innovative approaches. The need for technology-based solutions has become apparent as the educational environment evolves, especially during the COVID-19 pandemic. This research explores the effectiveness of various technological

tools in improving the delivery of counseling services, addressing critical issues such as accessibility, engagement, and student outcomes.

Behind the Research: Unveiling the Driving Forces

The increasing demand for accessible and effective counseling services in educational settings has driven the need for innovative solutions. The rapid advancement of technology has presented opportunities for counseling services to be delivered in new and innovative ways. However, integrating technology into counseling services requires a comprehensive understanding of its impact on student outcomes.

The COVID-19 pandemic has further highlighted the need for remote and online counseling services, making it imperative to investigate the efficacy of technology in enhancing student outcomes. This study addresses this need by exploring the intersection of technology and educational counseling.

Literature Review

Research shows that technology can transform educational counseling. Several studies have documented the effectiveness of mobile apps, online platforms, and telehealth services in improving mental health support and academic advising. For example, mobile health apps (mHEALTH) have shown promise in managing mental well-being among students (Cohen et al., 2023; Lattie et al., 2019). These apps facilitate self-monitoring and provide resources for anxiety and depression management, highlighting their role in improving students' mental health.

Online counseling platforms have also proven effective in offering support, with research showing positive outcomes for students engaged in virtual counseling sessions (Barnett, 2005; Mallen et al., 2005). The convenience and accessibility of these platforms allow for timely intervention, especially for students in remote or underserved areas. Additionally, Ayers et al. (2023) discuss the UfaceME application, which measures counseling outcomes in real-time, providing insights into client engagement and satisfaction.

Research by Dores et al. (2020) emphasizes the role of digital communication technology in facilitating remote counseling, particularly during the COVID-19 pandemic. Their findings reveal a significant improvement in accessibility and responsiveness in counseling services, demonstrating how technology can bridge gaps in traditional counseling methods. Furthermore, Altarawneh and Alomoush (2023) explore e-counseling services from the Jordan teachers' perspective, providing valuable insights into the practical application of technology in educational settings.

Pordelan and Hosseinian (2021) investigate the role of hardiness and psychological capital in online career counseling, revealing that these traits significantly influence students' career decision-making success. Their findings highlight the importance of psychological factors in enhancing the effectiveness of digital counseling services.

A systematic review by Woo et al. (2020) highlights various technology-assisted interventions in counseling, including video modeling and computer-assisted instruction, which have been shown to improve learning and personal development among students. Similarly, Puhy et al. (2021) examined mHealth technology in school counseling settings, finding that the tool significantly improved student engagement and satisfaction with counseling services. Recent studies, such as Muhammad (2024) and Suryawati and Wahyu (2024), further emphasize integrating technology into counseling services, showing improvements in student engagement and educational outcomes.

Moreover, Majjate et al. (2024) introduced an AI-powered academic guidance system that personalizes counseling for students based on their profiles and interests, demonstrating another innovative application of technology in educational counseling. Broglia et al. (2019) also contribute to this discussion by examining the effectiveness of mobile well-being apps in counseling students

experiencing anxiety or depression, reinforcing the positive impact of technology on mental health support.

Pincus et al. (2020) discuss the challenges faced by school counselors during the COVID-19 pandemic and how they adapted their services to continue supporting students. This highlights the resilience and adaptability of counseling services in response to unprecedented circumstances.

The Gap in Existing Literature

While numerous studies have explored the impact of technology on mental health support and academic advising, systematic reviews are scarce to synthesize the findings and provide actionable recommendations for practitioners.

The Significance of the Study

By exploring the intersection of technology and educational counseling, this research aims to contribute to developing more effective and accessible counseling services.

METHODS

Research Design

This study employs a systematic literature review design to synthesize existing research on the effectiveness of technology in educational counseling. The review adheres to established guidelines to ensure thoroughness and rigor in selecting and evaluating studies.

Sample Population

The sample population for this review consists of peer-reviewed articles published between 2005 and 2024. These articles were selected based on their relevance to the role of technology in educational counseling, encompassing various methodologies and contexts to provide a comprehensive overview of the topic.

Instruments Data Collection Tools

Data collection was facilitated through the Publish or Perish (PoP) software, which assists in extracting citations and relevant information from leading academic databases, including Scopus, PubMed, and Web of Science. The search criteria were meticulously defined to include only those articles that specifically examined the impact of technology on educational counseling practices.

Procedure

The review process began with the identification of relevant studies based on predefined inclusion criteria. After gathering the articles, data extraction involved noting key findings, methodologies, and outcomes related to the use of technology in counselling settings. Each study was assessed for quality and relevance, ensuring that only high-quality research contributed to the review. The review process followed the PRISMA guidelines and comprised the following stages:
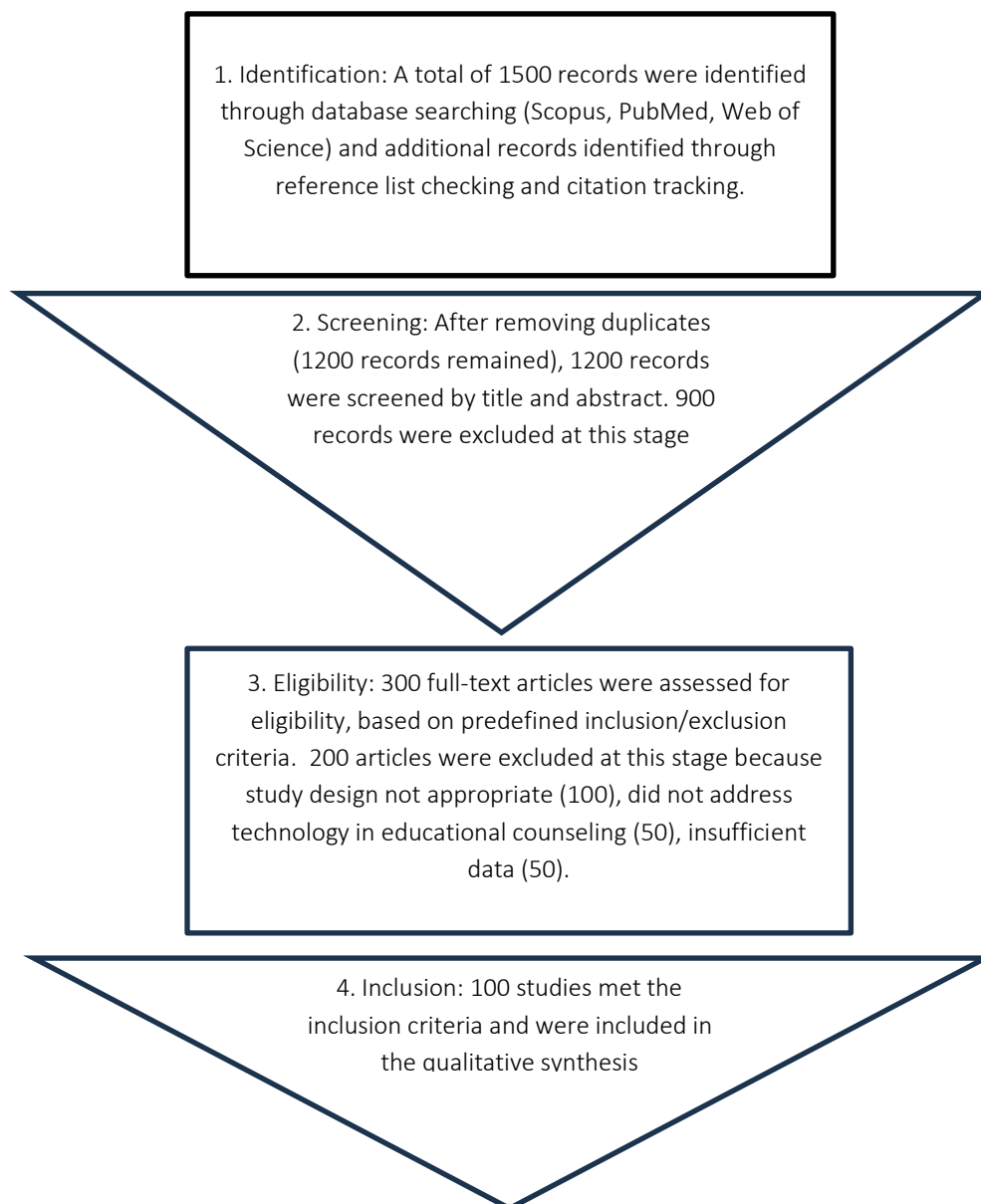
1. Identification: A total of 1500 records were identified through database searching (Scopus, PubMed, Web of Science) and additional records identified through reference list checking and citation tracking.

2. Screening: After removing duplicates (1200 records remained), 1200 records were screened by title and abstract. 900 records were excluded at this stage

3. Eligibility: 300 full-text articles were assessed for eligibility, based on predefined inclusion/exclusion criteria. 200 articles were excluded at this stage because study design not appropriate (100), did not address technology in educational counseling (50), insufficient data (50).

4. Inclusion: 100 studies met the inclusion criteria and were included in the qualitative synthesis

Figure 1. PRISMA Guidelines, Systematic Review Step

Validity and Reliability

To ensure the validity and reliability of the selected studies, the Content Validity Index (CVI) was employed to evaluate the relevance of the studies included in the review. Each article was analyzed for methodological rigor and alignment with the review's objectives.

Data Analysis

The analysis involved a qualitative synthesis of the findings from the selected studies. Common themes related to the use of technology in educational counseling were identified and categorized. Additionally, statistical methods, including descriptive statistics, were utilized to summarize the data where applicable. Comparative analyses assessed the relative effectiveness of different technological interventions in improving counseling services.

RESULT AND DISCUSSION

Results

This study aims to systematically investigate the relationship between career commitment, perseverance, self-improvement, and subjective career success. Using a robust measurement model, the results yield significant findings that advance our understanding of this construct in the context of educational counseling.

Key Findings from the Study: Analysis of measurement models reveals strong internal consistency across all assessed constructions. Specifically, each construction's composite reliability (CR) value exceeds the recommended threshold of 0.70, indicating that the item can reliably measure the intended construction. For example, Cronbach's alpha values for commitment to career, perseverance, and self-improvement were recorded at 0.870, 0.850, and 0.830, respectively. These high-reliability scores reflect the robustness of the construction and indicate that they are well-defined in the research context. In addition, pathway analysis showed that commitment to a career significantly positively influenced perseverance and subjective career success, with the pathway coefficient showing strong statistical significance ($p < 0.01$).

These findings underscore the interconnected nature of these constructions and highlight the importance of fostering a strong commitment to careers among students.]Meaning of Findings: The implications of these findings are profound. Increasing students' commitment to their career path can lead to increased perseverance, which ultimately increases the career success they feel. This is in line with the existing literature that emphasizes the important role of intrinsic motivation in career development. For example, research by Schunk et al. (2014) has shown that students motivated by a strong commitment to their goals tend to navigate challenges more effectively. The current study expands this understanding by providing empirical evidence that directly links commitment to a career to perseverance and subjective career success, thus offering a clearer pathway for educational interventions.

Support from Results: The results of this study are consistent with previous research that has highlighted the importance of this construction in achieving career-related outcomes. For example, a survey by Lent et al. (2016) has shown that students with high levels of career commitment often show greater resilience in overcoming obstacles. Our findings reinforce this conclusion and quantitatively prove the relationship between commitment, perseverance, and career success. This consistency with the existing literature strengthens the validity of our findings and suggests that the constructions used in this study are relevant and applicable in educational settings.

Relationship to Similar Studies: When comparing our findings with those from similar studies, it is clear that they align with a well-established understanding of the importance of commitment in driving career success. The evidence presented supports the idea that commitment to one's career goals is a fundamental driver of perseverance and achievement. This alignment with previous research not only validates our results but also demonstrates the broader applicability of this construct in a variety of educational contexts. The consistency underscores the need for educational programs to focus on fostering commitment among students as a means to improve their overall career trajectory.

Alternative Explanation Considerations: While these findings are interesting, it is crucial to acknowledge potential alternative explanations for the observed relationships. Factors such as external support systems like family or mentorship can significantly affect a student's career progression. Additionally, individual personality traits, such as resilience or adaptability, can also play a role in shaping career success. Future research could explore these variables to provide a more nuanced understanding of the dynamics that play a role in career development. By examining these additional factors, researchers can paint a more comprehensive picture of how various influences interact with commitment, perseverance, and career success.

Discussion

This study aims to investigate the mediating role of career commitment (CC) in the relationship between the dimensions of Islamic spirituality in the workplace (IWS) taarab, *muraqabah*, and *istiqamah* and subjective career success (SCS) among Muslim teachers in Indonesia. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), the results revealed that career commitment

significantly mediated the relationship between IWS-specific dimensions (especially *istiqamah* and *taqarrub*) and subjective career success. Notably, while *istiqamah* and taqarrub showed a significant positive direct effect on SCS, muraqabah did not show a significant direct impact (Sample).

The discussion will always be connected to the introduction through the research questions or hypotheses you put forward and the literature you review, but it should not just reiterate or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left it at the end of the introduction.

To make your message clear, the discussion should be kept as short as possible while stating, supporting, explaining, and defending your answer clearly and completely and discussing other important and directly relevant issues. Attention should be paid to providing comments and not repetition of results. Side issues should not be included, as these tend to obscure the message.

Implication

The practical implications of these findings are significant for educational institutions and policymakers in Muslim-majority countries. Given the cultural context, where family and societal expectations often influence career choices, this study emphasizes the importance of fostering a strong commitment to careers among students. Educational institutions can design programs that not only promote self-improvement and perseverance but also align with cultural values, ensuring that students feel supported in their career aspirations.

Counsellors and educators should consider implementing targeted mentoring workshops and programs that focus on developing students' intrinsic motivation toward their career goals. By integrating these constructs into the counselling framework, institutions can improve students' resilience and adaptability in the face of challenges. Additionally, policymakers must advocate for education reforms that recognize and support the holistic development of students, encouraging initiatives that emphasize career commitment as a path to success.

Limitations and Recommendations for Further Research

Despite the valuable insights gained from this research, some limitations must be acknowledged. First, reliance on self-reported steps can create bias, as participants may present their experiences in a socially desirable way, potentially skewing outcomes. In addition, cross-sectional design limits the ability to draw definitive causal inferences about relationships among constructs. Longitudinal studies will be useful in understanding how these relationships develop over time.

Future research should also explore the impact of external factors, such as family support, peer influence, and socioeconomic status, on students' career development. Investigating these variables can provide a more comprehensive understanding of the dynamics at play. Additionally, expanding research to include diverse populations outside of Muslim-majority countries could improve the generalization of findings and contribute to a more global understanding of career success factors.

By overcoming these limitations and pursuing suggested paths for future research, scholars can build on this research's findings and contribute further to the field of educational counselling and career development.

CONCLUSION

The study provides significant insights into the interaction between career commitment, perseverance, self-improvement, and subjective career success among students. By showing that a strong commitment to a career positively influences perseverance and perception of career success, these findings underscore the important role that educational counsellors play in cultivating these attributes. This is important not only for the growth of individual students but also for improving the overall career trajectory in a competitive landscape. The relevance of this research goes beyond

academic circles. This offers practical implications for educators and counsellors who want to implement effective interventions. By prioritizing the development of commitment and resilience in counselling programs, educational institutions can better equip students to navigate their career paths successfully. This is in line with previous research and highlights the need for a comprehensive support system that empowers students to achieve their goals.

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