Academic Counselling in a Multi-Tiered System in Higher Education in China

Bai Rui[1,*]

Chai Ching Tan[1]

[1]Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin, Nakhon Pathom, Thailand
*E-mail address: bai.rui@rmutr.ac.th
Corresponding author

Abstract

Schools, colleges and universities are in a unique position not only to impart knowledge to students and sharpen their cognitive abilities, but to assist those who may experience personal problems (social, mental, or difficulties with their studies). Thus, counselling services have become an important service and has become a part of a multi-tiered sytem. However, there are some studies which report that not all students support these counselling service. Such studies tend to be rare. Using the theory of planned behavior as the theoretical base, this present study considers four mediating roles: subjective norm, student satisfaction, self-esteem, and burnout reduction. Apart from student satisfaction, Sobel, Aorian and Goodman provided statistical evidence to support the importance of a mediating role. As student satisfaction is an affective or subjective state, the mediator role can become difficult. Academic counselling service personnel can significantly leverage the performance of their counselling services, and thus, affect attitudes towards those services.

Keywords: Counselling service quality, MTSS, necessity attitudes, attitudes toward counselling in higher education

1. Introduction
1.1 Background & Rationale

Mental health issues among students are serious public health issues. One out of every five students will have a mental disorder requiring professional help. The majority of cases begin before the age of twenty-five and frequently follow a life-long cycle of remission and recurrence (Mcluckie, Kutcher, Wei & Weaver, 2014). Most teenagers in need of treatment, in fact, are denied care, despite the significant burden of handicaps they endure. Undiagnosed and/or untreated mental illnesses can have profound implications, including diminished educational or vocational achievement,

interpersonal and family functioning concerns, and, shortened life expectancy due to medical ailments and suicide (Mcluckie et al., 2014). Early detection and effective treatment increase the chances of positive outcomes.

School counselling is an essential advising service for educational institutions, including schools (Trotter, Chandler, Goodwin-Bond & Casey, 2008). It is the most visible advising component and has often been used interchangeably with the word counsel, since it communicates the concept of assistance in different settings and for various services. Counselling is typically provided on a variety of levels. Doctors guide patients at clinics and hospitals, while parents guide their children at home. In educational institutions or schools, instructors also act as counsellors to their students (Trotter et al., 2008).

Counselling is defined as a type of treatment that comprises talking with a therapist about one's problems. After taking note of the issues, counsellors advise clients on the best course of action to take. Because they make every effort to uncover the clients personal and psychological challenges contributing to their mental instability and emotional suffering, counsellors must become experts in counselling (Odaci, Deerli & Bolat, 2017).

The role of counsellors is crucial since they are responsible for finding the root of a problem and developing practical solutions. Furthermore, counsellors aid clients in making some of the most significant decisions and, often by assisting them in maintaining healthy attitudes. Counselling is essential for some students since they cannot always make the best career decisions. A majority of students are often unclear about which university subjects to pursue. It is in such a circumstance counselling comes in handy (Bolu-Steve & Oredugba, 2017).

The goal of counselling should be to assist students in making academic choices which will lead to success in their careers, for example (Maree, Cook & Fletcher, 2018). Counsellors can be compared to torchbearers for pupils. They are skilled at assisting students identify and achieve their professional and academic objectives as well as foster personal development and interpersonal connections.

However, several issues have been raised. First and foremost, it is about the students' mindsets. Some students believe that going to counselling services to relieve stress or receive better advice for their choice of academic careers is perfectly natural. However, there will be some who worry about the perceptions of their classmates. This is a predicament that frequently occurs in Chinese culture. They may feel ashamed as they consider their present surroundings and how their friends perceive them. As a result, Chinese students, particularly those from mainland China, are less likely to seek counselling services, even when they require such help (Wallace & Huang, 2022).

It is this fact which has motivated this present study: to investigate the attitude towards counselling among Chinese students. This has led to another related issue, namely, what is the quality of counselling services in institutions of higher learning (Wallace & Huang, 2022). Another issue is availability. Are the resources sufficient? If there are few such on-campus resources does that have an impact on uptake?

In this study the MTSS is examined (see Figure 1). It has its roots in other cultures. It is one which should be considered in the context of China?

Multi-tiered systems of support (MTSS) are actually created and implemented by counsellors. The Multi-Tiered System of Support (MTSS) is a systematic, continuous framework that fosters the use of data-driven problem solving and decision-making at all levels of the educational system to assist students. School counsellors can use the MTSS framework to build school counselling programs which should then be connected to the MTSS to improve counselling services at college and university levels.

1.2 Objectives

The goal of this study is to study the contemporary counselling in the context of post-secondary education through the use of a questionnaire-based survey, "attitudes towards counselling", to learn the extent to which students accept school counselling services. Attitude is thus a dependent variable is essential. The Huynh and Giang (2021) research, used case studies and in-depth interviews of students. Some students expressed hesitation when asked about their using counselling services – issues related to confidentiality, that is, information security. In addition, Huynh and Giang (2021) discovered students who expressed dissatisfaction with the quality of the counselling services.

1.21. The research objectives are:

- To examine the relationship between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling.
- To examine if MTSS can be a moderator variable between counselling service quality (feasibility, responsiveness) and students' attitudes towards counselling.
- To examine if necessity attitude (satisfaction, self-esteem, burnout, subjective norm) can be a mediator variable between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling.

Thus, the research questions are:

- What is the relationship between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling?
- Is MTSS a moderator variable between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling?
- Is necessity attitude (satisfaction, self-esteem, burnout, subjective norm) a mediator variable between counselling service quality (feasibility, responsiveness) and
- Students' attitude towards MTSS with its emphasis on the use of high-quality, evidence-based education, intervention, and assessment techniques to ensure that each student receives the necessary assistance to succeed.

In the case of MTSS, counsellors work together with children, parents, school officials, and the community to address academic and developmental needs of children. Counsellors in higher education can assist students with gathering and completing college applications, as well as studying for crucial graduation exams for further path such as postgraduate education. Career intervention activities in schools are critical with the goal of providing students with information and guidance regarding their career options.

The majority of students receive insufficient practical knowledge about jobs and careers upon which to build their interests (Okolie, Nwajiuba, Binuomote, Osuji, Onajite & Igwe, 2020). Work experiences contribute significantly to the development of maturity in terms of occupational interests, talents, and characteristics. Counselling can help students develop career development skills such as decision-making and problem-solving skills (and problem-solving skills (Wood, Smith & Duys, 2018).

School counsellors can also help parents to improve home-school communication and support them to encourage their children to pursue appropriate career paths. The ease with which a person builds relationships is closely related to his or her ability to function well in a range of social settings. Counselling is concerned with the impact of the relationships between two or more parties. Interpersonal communication is critical for students because it enables them to exchange information, establish friends, get emotional support, and get to know one another better
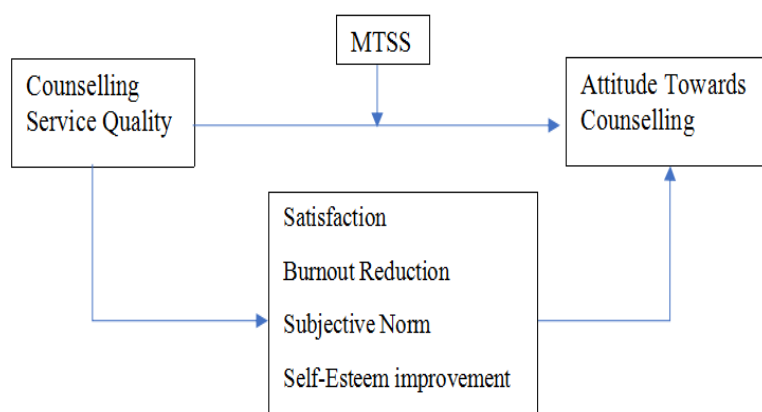
Figure 1: Multi-Tiered System of Support (MTSS)

1.2.1.1 Counselling Service Quality

Service feasibility is an attempt made by service providers to give comparable services to each user (Car, 2007, as cited in Makanuay, Thoyib, Rohman and & Solimun, 2018). Responsiveness refers to the willingness of the services provider to help provide proper and prompt services (Ocampo et al., 2019). Both of the concepts are related to counselling service quality. MTSS is a framework that can provide

continuous improvement in educational practices. The current study includes a discussion of MTSS sees it as a framework for counselling services in educational institutions, and counsellors who are aligned with the MTSS framework should seek improvements as well.

1.2.1.2 Necessity Attitude

Satisfaction, according to Kotler and Keller (2015), is the emotional state that results from a comparison of perceived performance to expectations. Satisfaction is an individual response to meet demands (Richard,1997, cited in Makanuay et al., 2018). Contentment is lowered when a person's needs are not met; satisfaction is boosted when those wants are addressed. User happiness is clearly driven by two factors: offered services' actual and expected performance. The service users will be satisfied if the services meet or exceed their expectations. As a result, when people employ the provided services to meet their needs, they will be satisfied. As previously said, a high level of counselling services assists students in dealing with their problems more effectively. In other words, high-quality counselling services meet the needs of students in their educational lives by increasing their favorable feelings toward counselling.

Burnout is a condition marked by emotional, physical, and mental exhaustion resulting from prolonged and severe stress (Nagar,2012). It occurs when a person is emotionally weary, overwhelmed, and unable to meet constant demands or expectations. Burnout frequently occurs in various settings, one of which is the educational setting (Nagar,2012). Many Chinese students deal with challenging academic situations. This is due, in part, to China's large population, and, high entrance standards of universities and colleges. Most students are looking for a highly rated institution in a competitive educational environment, or securing a place in a postgraduate program. This forces young people to study for long periods every day, putting them under considerable stress and emotional burnout. In this present study, burnout reduction refers to reducing injurious tensions which could lead students to seek professional counselling services, for example.

Subjective norms relate to the notion that a significant individual or group of individuals would approve of and support a given behavior. Subjective norms are established by an individual's perception of social pressure from others to behave a certain way and their drive to conform to those people's beliefs.

Social attitudes are established by a person's beliefs about the likelihood of social consequences of behavioral outcomes. In contrast, subjective norms are determined by a person's impression of other people's acceptance of his/her conduct and readiness to cooperate with those individuals. This means that the intention to participate in the counselling services or their attitude towards counselling could be affected by the belief of their surroundings. If counselling is seen to be a good quality service, most will have a positive mindset towards the counselling service providers. Students' attitudes will be affected and tend to have a positive attitude towards counselling.

Social attitudes are established by a person's beliefs about the social consequences of behavior and their likelihood, whereas subjective norms are determined by an individual's impression of other people's acceptance of his/her conduct. Self-esteem has

an effect on motivation, interpersonal connections and emotional well-being. Individuals with poor self-esteem are less confident in their skills and may have doubts about their decision-making process (Li, Liu, Peng, Jiang, Chen & Yang, 2019). They may lack motivation to undertake the activities if they believe they are incapable of achieving their goals. With understanding the self-esteem in a better way, self-determination theory could be used.

Self-determination is a meta-theory of human motivation and personality development (Legault,2017). It asserts that people's fundamental psychological needs for autonomy, competence, and relatedness can be undermined by a deficient social environment. Self-esteem will be improved when students are fulfilled autonomy, competence and relatedness. Students with self-confidence are better equipped to deal with failures. Good service quality could improve self-esteem. In other words, students will tend to have a positive attitude towards counselling.

The paper makes use of the Theory of Planned Behavior. In 1985, Icek Ajzen published an article titled "From Intentions to Actions: A Idea of Planned Behavior". The Theory of Reasoned Action served as a foundation for the creation of the Theory of Planned Behavior. There is a greater likelihood of being able to understand a person's actual attitudes that result in the physical behavior that is being carried out when using the Theory of Planned Behavior. The Theory of Planned Conduct is based on the idea that a person's attitude, their perceived behavioral control, and the subjective standards of society have an impact on their intention and, ultimately, on their behavior. Having a bad attitude and believing that they are powerless over an activity might make someone less inclined to carry out the action in question.

Furthermore, if members of society do not approve of this activity, it will have a negative influence on a student's motivation for taking part in the action. It is dependent on students' own beliefs whether their attitude and perceived behavioral control have a good or negative influence on their intention and the activity. Based on the theory of planned behavior that is explained above, counselling service quality based on the perception of the students could affect their attitude, and, in turn, change their behavior.

2. Methodology

2.1 Quantitative techniques are the most often utilized research frameworks in the social sciences (Coghlan, Brydon-Miller, 2014). It is a set of techniques, methodologies, and theories used to investigate psychological, social, and economic phenomena using numerical and correlation patterns. Quantitative research necessitates the collection of a large number of numerical data points. Certain numerical data types are quantitative by nature, whereas others are constrained by a numerical framework imposed on them. Following quantitative data collection, researchers can perform simple to complex statistical analyses that aggregate the data, demonstrate links between the data, and compare the data. The current study is designed to make use of numerical data collected through a questionnaire. As a result, the quantitative technique is utilized as the research design in the current study to achieve this goal.

In contrast to qualitative research, quantitative research uses procedures such as surveys, systematic observations, and experiments to gather information. An essential

goal of quantitative research in social science is to gather information and improve understanding of the social environment (Allen,2017). Social scientists, particularly communication scholars, use quantitative research to investigate events or occurrences that impact people's behavior. Such individuals are of interest to social scientists because they may be studied. When it comes to acquiring knowledge about a specific group of individuals, known as a sample population, quantitative research is a strategy that is used. Through the use of seen or measured data, quantitative research can explore topics about a sample population scientifically.

2.2 Sample Selection

The sample size of the current study is 150 respondents, calculated by the g-power, a statistical tool for sample size calculation. The statistical tool was set with 0.15 effect size with 5 predictors, and it calculated the minimum of total sample size to be 138. For backing up, this study will include 150 respondents to deal with the issue of non-valid data set, such as missing data or any respondents that did not fulfill the recruitment criteria. The criteria are students who are degree students and who come from universities in China which did provide school counselling services and who had some experience with school counselling services during their study program and volunteered to participate in this study.

A probability sampling technique is any sampling technique that makes use of some type of random selection. It is the sampling technique in which each item in the population has an equal chance and probability of being included in the sample, which is known as simple random sampling. Because the selection of items .is entirely based on chance or probability, this sampling strategy is sometimes referred to as a method of chances or a method of chance selection. Simple random sampling is a straightforward sampling approach that can be easily incorporated into a more complex sample processes as an afterthought.

3. Data Collection

Data Analysis

The current study has one independent variables, one moderator, four mediator and one dependent variable, and based on the research objectives, the researcher aims to examine the relationship between the variables. Multiple Linear Regression has then fit in the characteristic of this. Hence, multiple linear regression is used in the current study as data analysis approach and it is running by SPSS Version 25.0.
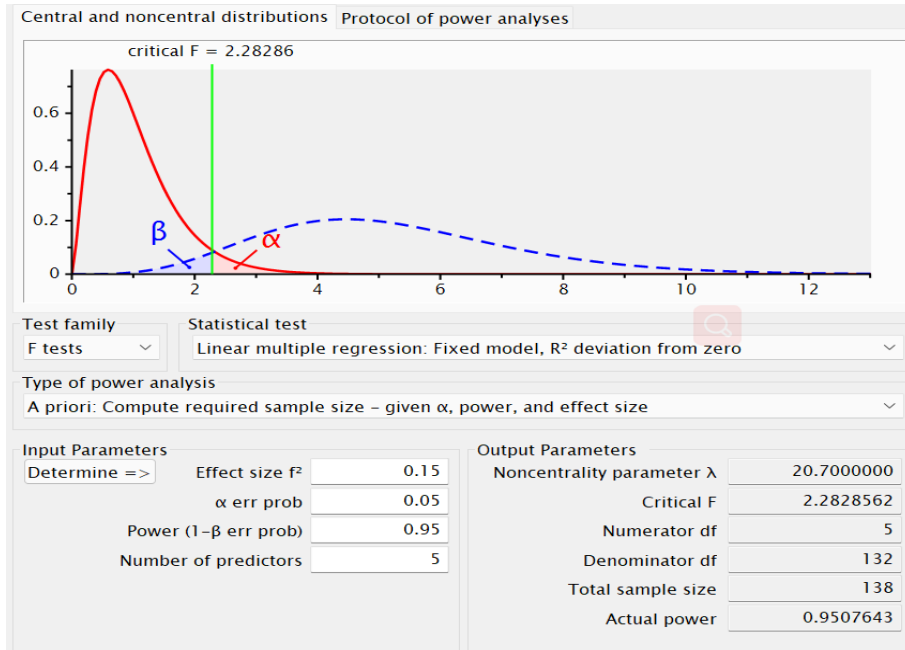
4. Results

4.1 Moderation Analysis

Results given in Table 3.1 indicate that MTSS (multi-tiered system of support) does not show a statistically significant moderating effect on the relationship between school or college counselling quality and attitudes towards counselling. Nevertheless, MTSS plays an equally important role in directly influencing the attitude towards school counselling, shown by the standardized regression weight of 0.231 versus 0.259 for school counselling. Thus, H1 (counselling service quality → attitude towards counselling) is supported, and H2 (MTSS is a moderator) is rejected.

Table 1. Assessing the Moderating Role of MTSS
Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.424a	.180	.169	1.49890	.180	16.150	2	147	.000
2	.426b	.181	.164	1.50314	.001	.172	1	146	.679

a. Predictors: (Constant), MTSS, CSQ (Counselling Service Quality)

b. Predictors: (Constant), MTSS, CSQ, Inter_MTSSCSQ (MTSS X CSQ)

c. Dependent Variable: AC (Attitude towards Counselling)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.568	2	36.284	16.150	.000[b]
	Residual	330.266	147	2.247		
	Total	402.833	149			
2	Regression	72.956	3	24.319	10.763	.000[c]
	Residual	329.878	146	2.259		
	Total	402.833	149			

a. Dependent Variable: AC

b. Predictors: (Constant), MTSS, CSQ

c. Predictors: (Constant), MTSS, CSQ, Inter_MTSSCSQ

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Collinearity Statistics Tolerance	VIF
1	(Constant)	4.230	.830		5.096	.000	2.590	5.871		
	CSQ	.220	.061	.296	3.630	.000	.100	.340	.838	1.193
	MTSS	.142	.056	.207	2.542	.012	.032	.253	.838	1.193
2	(Constant)	4.359	.888		4.906	.000	2.603	6.115		
	CSQ	.193	.090	.259	2.151	.033	.016	.370	.386	2.594
	MTSS	.158	.068	.231	2.315	.022	.023	.294	.563	1.776
	Inter_MTSSCSQ	.007	.017	.047	.414	.679	-.027	.041	.443	2.256

a. Dependent Variable: AC

The interaction of counselling service quality and MTSS statistically not significantly predicted attitude towards counselling, b = 0.007, SE = 0.017, β = .047, t = 0.414, p = .679, 95% CI [-0.027, 0.41]. However, MTSS is significant predicted attitude towards counselling.

4.2 Mediation Analysis
Counselling Service Quality & Attitude towards Counselling

To perform the mediating effect of subjective norm, satisfaction, self-esteem improvement, and burnout in between the relationship between counselling service quality (CSQ) and attitude towards counselling (AC), this study adapts Sobel test (Sobel, 1982). Sobel test requires the regression calculations of independent variable CSQ to dependent variable AC in Table 3.2, CSQ to individual mediator to be tested, namely

SN (in Table 3.3), S (in Table 3.4), SI (in Table 3.5), and BR (in Table 3.6). In addition, the simultaneous regression of CSQ, SN, S, SI, and BR on AC is also needed as shown in Table 7.

Table 2. CSQ → AC

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.380[a]	.144	.138	1.52631

a. Predictors: (Constant), CSQ

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.048	1	58.048	24.917	.000[b]
	Residual	344.785	148	2.330		
	Total	402.833	149			

a. Dependent Variable: AC

b. Predictors: (Constant), CSQ

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.575	.651		8.557	.000
	CSQ	.282	.057	.380	4.992	.000

a. Dependent Variable: AC

Table 3. CSQ → SN (Subjective Norm)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.093	.609		6.719	.000
	CSQ	.404	.053	.531	7.627	.000

a. Dependent Variable: SN

Table 4. CSQ → S (Satisfaction)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.523	.668		9.761	.000
	CSQ	.196	.058	.268	3.379	.001

Table 5. CSQ → SI (Self-Esteem Improvement)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.905	.662		10.437	.000
	CSQ	.168	.057	.233	2.918	.004

a. Dependent Variable: SI

Table 6. CSQ → BR (Burnout Reduction)

Coefficients[a]

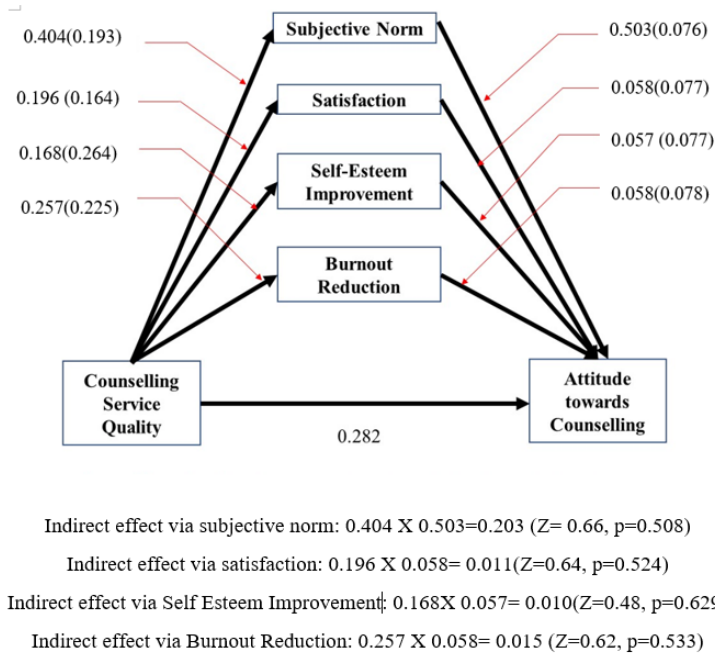| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.914	.662		8.933	.000
	CSQ	.257	.058	.345	4.472	.000

a. Dependent Variable: BR

Table 7. Finding the Regression Coefficients of The Mediators

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.362	.811		1.678	.095
	SN	.193	.076	.197	2.527	.013
	S	.164	.077	.161	2.133	.035
	SI	.264	.077	.255	3.440	.001
	BR	.225	.078	.225	2.870	.005

a. Dependent Variable: AC

Indirect effect via subjective norm: 0.404 X 0.503=0.203 (Z= 0.66, p=0.508)

Indirect effect via satisfaction: 0.196 X 0.058= 0.011(Z=0.64, p=0.524)

Indirect effect via Self Esteem Improvement: 0.168X 0.057= 0.010(Z=0.48, p=0.629)

Indirect effect via Burnout Reduction: 0.257 X 0.058= 0.015 (Z=0.62, p=0.533)

Figure 2 Four Factors, Two Variables

The Sobel test was performed, as noted in Table 8 from Sobel test (Sobel, 1982), Aroian test (Aroian, 1944,1947), and Goodman test (Gooman, 1960). However, not one of the mediators was supported. Subjective Norm was not a significant mediator, as also shown in Figure 2 the indirect effect for CSQ and AC via subjective norm was 0.203, and is not statistically significant, with the statistics test value Z at 0.66, p=0.508. Student satisfaction was also not a significant mediator, as also shown in Figure 2, the indirect effect for CSQ and AC via satisfaction was 0.011, and is not statistically significant, with the statistics test value Z at 0.64, p = 0.524.

Self Esteem Improvement was not a significant mediator, as also shown in Figure 2, the indirect effect for CSQ and AC via Self Esteem Improvement is 0.010, and is statistically insignificant, with the statistics test value Z at 0.48, p=0.629. Burnout Reduction is not a significant mediator, as also shown in Figure 3.1, the indirect effect for CSQ and AC via Burnout Reduction is 0.015, and is statistically insignificant, with the statistics test value Z at 0.62, p=0.533. Hence, H3 is rejected.

Table 8: Sobel test

Subjective Norm

Input:		Test statistic:	Std. Error:	p-value:
a	.404	Sobel test: 0.6616184	0.03236307	0.50821581
b	.053	Aroian test: 0.60261286	0.03553193	0.54676626
s_a	.193	Goodman test: 0.74223038	0.02884819	0.45794776
s_b	.076	Reset all	Calculate	

Satisfaction

Input:		Test statistic:	Std. Error:	p-value:
a	.196	Sobel test: 0.63723874	0.01783947	0.52396935
b	.058	Aroian test: 0.52011639	0.02185665	0.60298246
s_a	.164	Goodman test: 0.90216476	0.0126008	0.36696935
s_b	.077	Reset all	Calculate	

Self-Esteem Improvement

Input:		Test statistic:	Std. Error:	p-value:
a	.168	Sobel test: 0.48256519	0.01984395	0.6294045
b	.057	Aroian test: 0.33708908	0.02840792	0.73604975
s_a	.264	Goodman test: NaN	NaN	NaN
s_b	.077	Reset all	Calculate	

Burnout Reduction

Input:		Test statistic:	Std. Error:	p-value:
a	.257	Sobel test: 0.6231724	0.02391954	0.53317124
b	.058	Aroian test: 0.50243916	0.02966727	0.61535864
s_a	.225	Goodman test: 0.91715406	0.01625245	0.35906192
s_b	.078	Reset all	Calculate	

5. Conclusion and Discussion

The current study aimed to examine attitudes toward the implementation and the role of MTSS in counselling service quality and students' attitude towards counselling. The variables that are included in the study are an independent variable, counselling service quality; mediator variable, necessity attitude that made up by satisfaction, self-esteem, burnout, subjective norm; moderator variable, MTSS and dependent variable, students' attitude towards counselling. The current study was a quantitative study and the data were collected in universities in China.

Some 150 students volunteered. They had experience in Chinese universities which provided school counselling services. A Multiple Linear Regression with moderation analysis and mediation analysis, as well as Sobel Test were used to analyse. The findings revealed that there is a relationship between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling.

MTSS was not a moderator variable between counselling service quality (feasibility, responsiveness) and students' attitude towards counselling but it predicted the students' attitude towards counselling. Necessity attitude (satisfaction, self-esteem, burnout, subjective norm) is not a mediator between counselling service quality and students' attitude towards counselling.

The Multi-Tiered System of Support (MTSS) is comprised of three stages of prevention: primary, secondary, and tertiary. It is a school-wide, three-tiered strategy to delivering academic, behavioral, and social supports to all children depending on their needs and abilities. MTSS is frequently used as an overarching framework for PBIS, RTI, and other interventions (Ziomek-Daigle et al., 2016). Universal screening has been used in certain schools in an effort to better detect pupils who are experiencing mental health issues such as anxiety or depression. The researcher recommends a specific type of MTSS such as Positive Behavioral Interventions and Supports (PBIS) should be implemented in schools. Data is utilized to continuously determine the requirements of students and schools, as well as their success in meeting those needs, and to guide future decisions. (Ziomek-Daigle et al., 2016).

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Appendix

Instruction: You are to answer each statement based on your real experiences. If you strongly disagree with the statement, please mark X in the box corresponding to "1", or otherwise according to the meaning below:

1 = Strongly disagree

2 = disagree

3 = neutral: meaning neither disagree nor agree

4 = agree

5 = Strongly agree

	1	2	3	4	5
MTSS: • To my knowledge, the counselor carefully diagnoses the issue I faced. • To my knowledge, the counselor carefully evaluates each of the steps during counsel. • To my knowledge, the counselor carefully monitors the progress of the counseling process. • To my knowledge, the counselor is very careful to look at the issue I faced from many angles. • To my knowledge, the counselor involves anyone who can help me.					
Counseling Service Quality: • Overall, the counseling service in my school functions very well. • The counselor I have experienced in school is well-trained to handle a diversity of issues we students often face, such as stresses or academic performance. • The counselor I have experienced in my school shows a positive, enthusiastic attitude towards students. • The counselor is quick to address students' issues.					
Subjective Norm: • Friends around me have a positive opinion about school counseling. • In general, friends around me support that I take school counseling. • My family supports me using school counseling service.					
Satisfaction: • Overall, I am satisfied with the school counseling.					

• The school counseling services have helped me overcome challenges/issues I faced. • Overall, the school counseling has enabled me to resolve the issue I faced.					
Self-esteem Improvement: • To the best of my knowledge, I feel I am more satisfied with myself after the counseling. • To the best of my knowledge, I feel I can do a lot more academically after the counseling. • To the best of my knowledge, I take a more positive attitude towards my life after the counseling.					
Burnout Reduction: • To the best of my knowledge, I feel life is full of possibilities after the counseling. • To the best of my knowledge, I feel more energy after the counseling. • To the best of my knowledge, I feel fresh most of the time and ready to take on any challenge, after the counseling.					
Attitude towards Counselling: • I definitely support other students in using counseling. • I consider counseling an important means to help students overcome the "difficulties or challenges" faced. • I support using school counseling as it provides a new perspective to look at life or academic issues.					
Continue Intention of Using Counselling Services • I will continue to get in the counselling services in the near future. • I will choose to seek to counselling service for dealing with my trouble in school. • I always intend to use counselling services to deal with the education related issue in my life.					