

Strategic Formulation of Guidance and Counseling Services for Student Well-Being in Islamic Education

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ABSTRACT:

This research formulates a strategic approach to guidance and counseling services aimed at enhancing student well-being in an Islamic educational setting. Data were produced by semi-structured interviews, observations, and document analysis encompassing school administrators, counselors, educators, and students. The examination combined strategic management methodologies with the characteristics of school well-being: having, loving, being, and health. The results suggest that successful guidance and counseling services necessitate a methodical assessment of student requirements, integrated institutional backing, constructive interpersonal connections, avenues for personal growth, suitable educational settings, and ongoing psychological and health assistance. Strategic efficacy is contingent upon the amalgamation of needs assessment, service planning, collaborative execution, oversight, and ongoing evaluation, rather than on discrete remedial actions. Theoretically, the research enhances the school well-being framework by situating guidance and counseling as an ingrained institutional mechanism that links diverse student needs with effective educational administration. The results offer a systematic foundation for educational institutions to reconfigure counseling services to focus on preventive, developmental, integrative, and sustainable support for students.

Keywords: Student well-being; Guidance and counseling; Strategic formulation; School well-being; Islamic education.

Introduction

The well-being of students has progressively emerged as a crucial factor in assessing educational excellence. Scholarly success is significant; yet, modern educational studies reveal that students' learning and developmental paths are influenced by their feelings of safety, belonging, emotional well-being, connections, autonomy, and the perceived quality of the educational setting. Recent longitudinal findings indicate that nurturing educational environments correlate with enhanced self-efficacy, improved psychological well-being, and less stress and depressive symptoms in adolescents (Wong et al., 2021). Likewise, nurturing educational environments can mitigate declines in school satisfaction and adverse attitudes toward school during transitions in secondary education (Hoferichter et al., 2021).

The significance of the educational setting is most evident throughout the teenage years. This phase of development encompasses escalating academic expectations, exploration of identity, evolving peer dynamics, increased sensitivity to social assessment, and nascent worries regarding educational and career prospects. Findings from extensive longitudinal research demonstrate that students' views on school environment continue to correlate with mental health and well-being results, even when controlling for various individual-level factors (Hinze et al., 2024; Klik et al., 2023). School identity and a sense of belonging may serve as conduits via which the broader school environment fosters good emotions and diminishes depression symptoms (Klik et al., 2023).

These advancements have intensified the focus on multifaceted interpretations of student welfare. The well-being framework introduced by (Konu & Rimpelä, (2002) is especially beneficial since it contextualizes well-being across four interconnected domains: having, loving, being, and health. Possessing includes the tangible, structural, and contextual aspects of education; affection pertains to social connections, communal support, and a sense of belonging; existence relates to

engagement, acknowledgment, personal development, and self-actualization; and wellness pertains to both physical and mental health. Despite being established over twenty years ago, this paradigm continues to align with modern research highlighting that student well-being encompasses more than just happy emotions or the lack of mental illness. Contemporary research likewise defines student well-being as a multifaceted construct situated at the convergence of personal, relational, instructional, institutional, and societal factors (Collie & Hascher, 2024; Jiang et al., 2025). The recent systematic study distinctly recognizes health, autonomy, involvement, values, equity, and school culture as interconnected elements of well-being in secondary education.

An additional set of research indicates that favorable educational settings may serve both developmental and safeguarding roles. (Chen et al., 2024) utilized longitudinal data from Australia to demonstrate that the school atmosphere and identity significantly correlated with children's ability to sustain mental health and learning engagement amid significant educational disruptions. The sense of belonging in school has also been linked to subsequent mental health results that last beyond secondary education (Allen et al., 2024). Support for teacher autonomy has been linked to patterns of school satisfaction, enjoyment, mental health, and academic stress (Kleinkorres et al., 2023; Kristensen & Jenö, 2024).

This literature redirects focus from interventions aimed just at individual pupils to the structure of the school itself. Critiques of mental health initiatives within educational settings are progressively highlighting the significance of implementation contexts, institutional culture, interpersonal interactions, organizational assets, and comprehensive school strategies (Baffsky et al., 2023; Donaldson et al., 2023; Scholz et al., 2023). A recent meta-analysis encompassing 424 universal social-emotional learning studies identified advantages that reach beyond personal skills to include peer interactions, school performance,

environment, safety, and academic results (Cipriano et al., 2023).

In this expansive institutional framework, guidance and counseling services have a crucial role. School counselors engage with individual kids while also functioning at the classroom, familial, organizational, and community tiers. Modern school counseling thus transcends mere responsive measures. It includes prevention, mental health enhancement, developmental support, consultation, advocacy, career advancement, crisis intervention, and systemic collaboration. Johnson et al. (2023) define preventative school counseling as encompassing both student-centered and environment-centered approaches, contending that counselors ought to tackle the broader circumstances influencing student mental health instead of confining their practice to reactive measures. Throughout the COVID-19 upheaval, school counselors emerged as vital institutional figures in tackling rising mental health demands, despite organizational limitations often hindering their effectiveness (Alexander et al., 2022).

Organizational structures are thus significant. A meta-analytic assessment revealed that elevated student-to-counselor ratios correlated with minor negative variations in student outcomes, while the authors prudently noted that constraints in the foundational evidence limit causal conclusions (Kearney et al., 2021). The workload of counselors, the support from the organization, and their professional self-efficacy are interconnected with counselor burnout, thereby influencing the institution's ability to offer enduring support (Bardhoshi & Um, 2021).

However, a significant disparity persists. Numerous studies on student well-being investigate the correlations between climate, belonging, emotions, mental health, engagement, and academic success. Similarly, literature on school counseling often investigates particular interventions, the roles of counselors, their workloads, or the results achieved. Relatively minimal focus has been directed into the formulation of school guidance and counseling as an organizational approach that systematically converts multifaceted well-being requirements into planning, execution, coordination, and assessment.

This disparity is especially significant in educational settings that are culturally and institutionally unique. Islamic secondary institutions integrate general education, spiritual training, personal growth, organizational discipline, societal values, and pastoral duties. The interpretations that students assign to safety, belonging, relationships, identity, personal development, and support may consequently be ingrained in both educational and religious-cultural traditions. Transferring generic counseling frameworks without scrutinizing these institutional traits may hide locally significant processes.

This research examines the strategic development of guidance and counseling services aimed at enhancing student well-being within an Islamic secondary school context. It pertains to the subsequent study inquiry:

In what ways may school guidance and counseling services be effectively designed to enhance student well-being in the areas of having, loving, being, and health?

The research offers contributions in three areas. Initially, it amalgamates the theory of school well-being with strategic management procedures instead of considering the two bodies of literature in isolation. Secondly, it redefines counseling as an organizational wellness framework that transcends mere remedial case management. Third, it offers an evidence-based structure for linking student requirements, counseling methodologies, leadership assistance, school environment, student input, and ongoing assessment.

Literature Review

Student Well-Being as a Multidimensional Educational Outcome

Student well-being is progressively understood as a multifaceted educational result rather than only a state characterized by happy emotions, psychological health, or the lack of mental health issues. Contemporary research warns against seeing similar concepts like school adjustment, engagement, belonging, and subjective well-being as synonymous, as they represent unique yet interrelated aspects of students' educational experiences (Collie & Hascher, 2024). The well-

being model of Konu & Rimpelä (2002) offers a comprehensive framework across four domains: having, which pertains to material and organizational conditions; loving, which signifies interpersonal relationships and a sense of belonging; being, which includes participation, acknowledgment, and personal growth; and health, which addresses physical and psychological well-being. Current evidence corroborates this ecological viewpoint, indicating that nurturing school environments correlate with enhanced social-emotional well-being (Wong et al., 2021), whereas school identification and a sense of belonging foster improved well-being results (Allen et al., 2024; Klik et al., 2023). Consequently, the well-being of students necessitates a systemic strategy that tackles environmental, relational, developmental, and health-related factors instead of predominantly depending on personal counseling.

Guidance and Counseling as a Preventive and Developmental System

Traditionally, school counseling has been connected to remedial actions for disciplinary, behavioral, emotional, and academic challenges; however, this approach is becoming less effective in addressing the comprehensive determinants of student health. Current guidance and counseling is best understood as a preventative and developmental model that integrates universal prevention, specific interventions, social-emotional advancement, mental health literacy, referrals, advocacy, and holistic support within schools. Johnson et al. (2023) highlight that impactful prevention strategies ought to focus on environmental influences on student mental health rather than being limited to individualized care, thereby expanding the counselor's function beyond addressing issues. This expansive viewpoint is bolstered by data demonstrating that universal school-based social-emotional learning can elevate social-emotional abilities, behavior, interpersonal connections, school atmosphere, and educational outcomes (Cipriano et al., 2023). Consequently, the success of counseling is contingent not just on the direct interaction between counselors and students but also on its incorporation with the curriculum, school leadership, teachers, student engagement,

health services, and family-community networks, thereby positioning guidance and counseling as a fundamentally integrated mechanism for enduring student development and well-being.

From Counseling Programs to Strategic Formulation

Strategic development improves school counseling by meticulously aligning institutional circumstances, student needs, goals, resources, execution tactics, and assessment techniques, transcending the simple preparation of yearly activity plans. This study characterizes strategic formulation as a repetitive process encompassing strategic environmental analysis, strategy creation, strategy implementation, and evaluation and adjustment. Environmental evaluation identifies student needs and organizational contexts; development transforms these findings into strategic objectives and service programs; execution coordinates relevant stakeholders, resources, and institutional support; and assessment generates information for program improvement and organizational insight. This perspective corresponds with implementation research indicating that the efficacy of mental health initiatives in educational settings depends on both the nature of the intervention and elements like organizational readiness, leadership support, staff competence, contextual adjustments, fidelity to implementation, and sustained integration within the educational system (Baffsky et al., 2023; Scholz et al., 2023). Thus, guiding and counseling should be perceived as a systematically coordinated institutional function rather than a collection of isolated efforts.

The proposed framework characterizes student well-being as the primary outcome of a cohesive guidance and counseling system, wherein the components of having, loving, being, and health are amalgamated within four iterative strategic processes: environmental analysis, strategy formulation, strategy implementation, and evaluation and adjustment. The elaborate design corresponds with the well-being framework proposed by Konu & Rimpelä (2002), emphasizing material conditions, social relationships, personal development, and overall health. Strategic environmental analysis acknowledges contextual

requirements, whereas formulation converts these requirements into priorities, implementation coordinates stakeholders and resources, and assessment fosters continuous improvement. This cyclical reasoning aligns with findings that underscore the importance of organizational

preparedness, leadership support, contextual adaptation, implementation quality, and ongoing institutional integration for successful school-centered well-being and mental health programs (Baffsky et al., 2023; K. F. Johnson et al., 2023; Scholz et al., 2023).

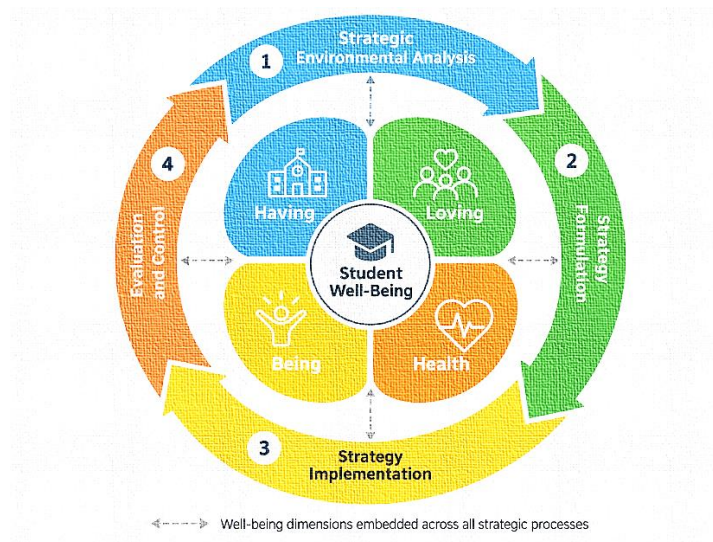


Figure 1. Comprehensive Strategic Development Framework for Counseling Services and Student Welfare

Methodology

Study Framework

This study employed a qualitative case study methodology, as the strategic enhancement of guidance and counseling services is intrinsically connected to the institutional context where policies, organizational culture, leadership practices, student needs, and service frameworks intersect. Case study research is particularly adept in thoroughly investigating context-dependent processes and preserving the relationship between a phenomenon and its real-world setting (Creswell, 2018; K. E. Johnson & Stake, 1996; Stake, 1995; Yin, 2018). The inquiry primarily concentrated on the institutional framework through which guiding and counseling services were methodically established and executed, rather than on the individual participants. The assessment integrated the school well-being model of having, loving, being, and health (Konu & Rimpelä, 2002) with strategic management concepts encompassing environmental analysis, strategy formulation, execution, and evaluation and control (David &

David, 2020). This approach improves methodological uniformity by aligning contextual exploration, analytical focus, and the theoretical foundation of the study.

Subjects and Selection

Participants were selected through purposive sampling to ensure the inclusion of individuals with direct knowledge of school policy, counseling practices, student development, classroom interaction, and service experiences, consistent with the principle of information-rich case selection in qualitative research (Lawrence A P et al., 2016; Lawrence A. Palinkas et al., 2015; Palinkas et al., 2015; Patton, 2015; Shakman et al., 2017). Maximum variation sampling was applied to capture diverse institutional perspectives from school leaders, guidance and counseling personnel, teachers, and students, thereby broadening the contextual understanding of the phenomenon under investigation (Etikan et al., 2016). Participant selection was guided by relevance to the research focus and direct involvement in, or experience with, guidance and counseling services and student

well-being. Sampling continued until the collected information was considered sufficiently rich and repetitive to support the study objectives and thematic interpretation.

Data Collection

Data were collected through three complementary approaches: semi-structured interviews, direct observation, and document analysis. Semi-structured interviews were utilized to explore participants' perspectives on student needs, counseling techniques, institutional support, strategic planning, implementation, and evaluation, while allowing sufficient flexibility to accommodate emerging issues relevant to the research context (Kallio et al., 2016). Direct observation was conducted to evaluate physical amenities, institutional protocols, student-teacher dynamics, counseling initiatives, and practices associated with student welfare in their genuine setting (Ciesielska et al., 2018). The review of papers included organizational policies, counseling programs, strategic frameworks, activity summaries, and other relevant materials, providing contextual and corroborative information (Bowen, 2009). Methodical comparisons were conducted between observational and documentary evidence with interview data to enhance methodological triangulation, reduce reliance on individual sources, and increase the credibility and contextual depth of the findings.

Data Analysis

Data analysis was conducted in an iterative manner utilizing a thematic approach, where interpretation progressively developed through ongoing engagement with interviews, observations, and documentary materials. The procedure consisted of four interconnected stages: initial coding, categorization, topic development, and examination. Initial coding identified critical elements related to student needs, counseling techniques, institutional contexts, social interactions, well-being factors, and strategic approaches; these codes were subsequently amalgamated into broad categories and refined into coherent themes before analysis within the research framework. This analytical approach corresponds with thematic analysis and qualitative data

reduction techniques that emphasize structured coding, pattern identification, and repetitive interpretation (Braun & Clarke, 2006; Lorelli S. Nowell et al., 2017; Miles, M. B., Huberman, A. M., & Saldaña, 2020; Milles et al., 2014; Nowell et al., 2017). Coding-coverage charts were solely employed as visual aids to depict the relative significance of coded material and were not interpreted as inferential statistics, prevalence evaluations, or measures of statistical significance.

Trustworthiness

The assessment of trustworthiness was conducted using the interconnected concepts of credibility, transferability, dependability, and confirmability, in accordance with established qualitative research standards (Lincoln et al., 1985; Lorelli S. Nowell et al., 2017; Nowell et al., 2017). The dependability was improved through source triangulation that included school administrators, counselors, educators, students, observers, and institutional records, while technique triangulation enabled the juxtaposition of data gathered from interviews, direct observation, and document examination. Transferability was enhanced by a contextual clarification of the institutional framework and service protocols, while reliability was strengthened by following a systematic analytical trajectory linking raw data, codes, categories, themes, and interpretations. The credibility of the results was bolstered by juxtaposing interpretations from several sources and distinguishing participant accounts from researcher assessments. The final report must articulate [the researchers' affiliation with the research site] and [the strategies utilized to mitigate interpretive bias]; this reflexivity statement should be completed before publication to improve transparency and scientific rigor.

Ethical Considerations

This research was carried out in alignment with recognized ethical standards for studies involving human subjects, encompassing voluntary involvement, informed permission, confidentiality, respect for participants' autonomy, and safeguarding against undue risk. Prior to data gathering, all subjects were apprised of the study's aims, methodologies, confidentiality measures, data utilization, and their entitlement to refuse

participation or withdraw without negative repercussions. Adult participants granted informed consent before engaging in the study. For student participants who had not attained the legal age of consent, involvement necessitated parental or guardian approval alongside student agreement. The identities and personal details of participants were safeguarded during the processes of data collection, analysis, and reporting. The specifics of ethical approval, encompassing the approving committee, approval number, and date of approval, must be documented precisely as indicated in the official ethical clearance for this research.

Results

Strategic Environmental Analysis

Strategic environmental analysis was the fundamental foundation for formulating guidance and counseling services, as understanding student well-being required an examination of elements beyond simple behavioral or academic issues. The analysis presented in Table 1 encompassed internal school elements—such as institutional culture, staff

competencies, student support services, infrastructure, communication patterns, and educational experiences—together with the four dimensions of school well-being: having, loving, being, and health. Empirical metrics included safety and educational resources, teacher-student interactions, social support and community, student engagement and personal development, along with psychological and health-related concerns, derived from data provided by school administrators, counselors, educators, students, observations, and institutional records. These findings indicate that counseling methodologies should be informed by the broader environmental and organizational elements affecting students' everyday experiences, consistent with research highlighting the significance of context-aware and systemic strategies for mental health and counseling in educational settings (Baffsky et al., 2023; K. E. Johnson & Stake, 1996). Thus, strategic environmental analysis forms the essential basis for contextually relevant advice and counseling methodologies.

Table 1. Thematic Analysis of Strategic Environmental Factors Affecting Guidance and Counseling Services for Student Well-Being

Main Theme	Subtheme / Analytical Dimension	Empirical Indicators	Primary Data Sources	Strategic Implication for Guidance and Counseling
Strategic Environmental Analysis	Internal School Conditions	Academic setting, staff competencies, learner assistance services, supplementary amenities, interaction patterns, and students' educational encounters	Academic atmosphere, staff proficiency, learner support programs, aid structure, interaction patterns, and students' academic journeys	Establishes the contextual basis for identifying student needs and determining service priorities.
Strategic Environmental Analysis	Having	Security in academic establishments, ease within educational settings, excellence of instructional amenities, and robust support systems for student welfare	Observation, interviews, institutional documents	Counseling and guidance strategies must integrate the physical and structural factors that affect students' welfare.
Strategic Environmental Analysis	Loving	Participation of pupils, nurturing of interests and talents, communication of self, individual progress,	Guidance and counseling teachers, subject teachers, students	Counseling and guidance ought to enhance interpersonal interactions, foster social connections,

Main Theme	Subtheme / Analytical Dimension	Empirical Indicators	Primary Data Sources	Strategic Implication for Guidance and Counseling
		and actualization of potential		and bolster students' feelings of belonging.
Strategic Environmental Analysis	<i>Being</i>	Involvement of learners, development of passions and skills, expression of identity, personal growth, and fulfillment of capabilities	Guidance and counseling teachers, students, school-program documents	The provision of guidance and counseling should fortify interpersonal bonds, social ties, and the sense of belonging among pupils.
Strategic Environmental Analysis	<i>Health</i>	Psychological support, timely identification of emotional difficulties, reduction of psychosocial risks, and health-focused aid	Guidance and counseling teachers, students, service-program documents	Connections between educators and learners, peer companionship, societal integration, a sense of belonging in the educational setting, a positive school culture, and dispute resolution.

Institutional and Stakeholder Contributions

The findings indicate that the strategy orientation and advisory services were shaped by collective institutional responsibility rather than by counselors acting independently. Table 2 indicates that school leaders established institutional vision, policy direction, strategic priorities, and organizational legitimacy, while vice-principals and school management executed these priorities via operational frameworks related to curriculum, student affairs, facilities, and inter-unit coordination. Educators specializing in guidance and counseling provided professional perspectives on student needs, counseling programs, case developments, and service evaluations, whereas subject teachers contributed ongoing assessments

of classroom behavior, engagement, instructional strategies, and peer relationships. Students provided an essential experiential perspective by articulating their perceptions of safety, belonging, social relationships, service accessibility, and psychological and developmental needs. This distribution of duties suggests that student well-being is more effectively promoted when counseling is incorporated into a unified institutional structure involving leadership, educators, students, and relevant support systems, rather than being exclusively relegated to counseling personnel, consistent with system-oriented approaches in school mental health and counseling services (Baffsky et al., 2023; Kallio et al., 2016).

Table 2. Stakeholder Contributions to the Strategic Formulation of Guidance and Counseling Services

Stakeholder Category	Primary Information Domain	Strategic Contribution to Guidance and Counseling	Institutional Function
Head of Madrasah	Institutional vision, policy, strategic priorities, and organizational direction	Grants policy validation, strategic backing, and organizational assistance for counseling initiatives	Ensures alignment between counseling services and institutional priorities

Stakeholder Category	Primary Information Domain	Strategic Contribution to Guidance and Counseling	Institutional Function
Vice-Principal / School Management	Curriculum, student affairs, facilities, coordination, and operational management	Translates strategic direction into operational arrangements and cross-unit coordination	Connects counseling strategy with broader school management functions
Guidance and Counseling Teachers	Student requirements, counseling initiatives, case trends, interventions, and service assessment	Provides specialist evidence for determining counseling priorities and designing appropriate services	Serves as the principal professional unit for counseling formulation and implementation
Subject Teachers	Classroom interaction, engagement, learning behavior, attendance patterns, and peer dynamics	Provides continuous observations of students' academic, behavioral, and social functioning	Supports early identification and coordinated student support
Students	Safety, belonging, relationships, counseling accessibility, psychological needs, and developmental experiences	Provides first-hand evidence of experienced well-being, perceived service relevance, and unmet needs	Strengthens student-centered planning and responsiveness of counseling services

Strategic Formulation and Implementation

The findings indicate that needs assessment yielded strategic advantages only when systematically transformed into counseling priorities, cohesive service frameworks, and continuous evaluation mechanisms. According to Table 3, the strategic process had four interconnected stages: needs assessment, strategic planning, implementation, and monitoring and evaluation. The needs assessment recognized the environmental, relational, developmental, and psychological elements influencing student well-being; strategic planning converted these elements into service objectives aligned with the dimensions of having, loving, being, and health; implementation

integrated individual, group, classroom, developmental, preventive, referral, and collaborative services; and monitoring and evaluation provided insights for ongoing enhancement. This trend suggests that guidance and counseling should operate not as isolated initiatives but as an integrated institutional framework where leadership support, teacher participation, school culture, student engagement, and available resources collectively enhance service effectiveness. This approach is consistent with strategic management tenets that emphasize the importance of harmony between organizational needs, implementation abilities, and continuous evaluation (Chotia et al., 2025; Sigalas, 2015).

Table 3. Structure for the Development and Execution of Strategic Direction and Advisement

Strategic Stage	Empirical Basis	Strategic Formulation for Guidance and Counseling	Expected Strategic Function
Needs Assessment	Student well-being reflects environmental, relational,	Conduct periodic multidimensional needs assessments rather than	Establishes evidence-based

Strategic Stage	Empirical Basis	Strategic Formulation for Guidance and Counseling	Expected Strategic Function
	developmental, and psychological conditions	relying solely on disciplinary records or identified problem cases	priorities for counseling services
Strategic Planning	Counseling programs necessitate coherence with possession, affection, existence, and wellness.	Formulate a cohesive counseling strategy focused on well-being, incorporating clear goals for each dimension of wellness.	Synchronizes counseling goals with the diverse requirements of students
Strategy Implementation	The efficacy of services is contingent upon leadership, educators, institutional culture, student engagement, and resource availability.	Integrate individual, group, classroom, developmental, preventive, referral, and collaborative services	Converts strategic priorities into coordinated institutional action
Monitoring and Evaluation	Counseling services require continuous review and adjustment	Formulate metrics to evaluate service accessibility, student engagement, relational atmosphere, developmental advancement, psychological assistance, and subsequent results	Generates feedback for service improvement and strategic refinement

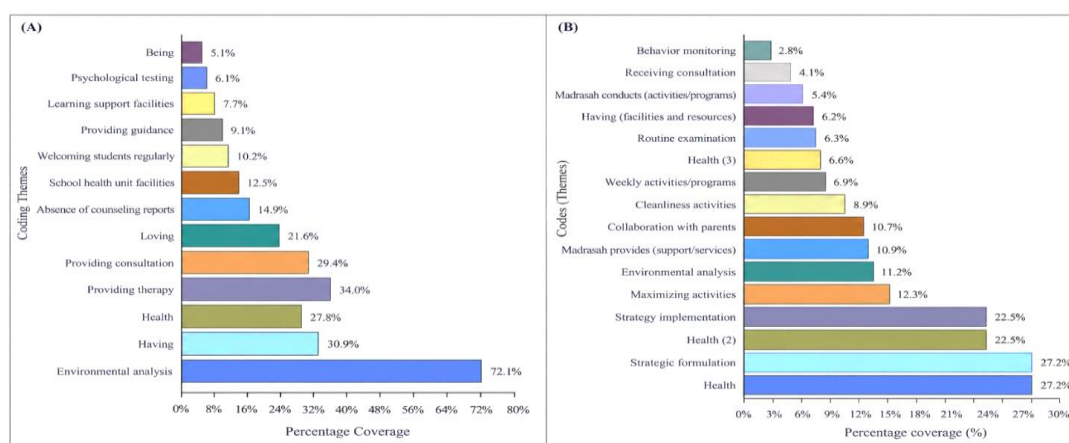


Figure 2. Comparative Thematic Coding Distributions from School Counselor and Student Perspectives

Figure 2 illustrates a comparative examination of thematic coding patterns from two separate stakeholder perspectives. Panel A delineates the perspective of the school counselor, highlighting

that environmental analysis holds paramount thematic importance, in conjunction with subjects related to ownership, wellness, love, guidance, therapeutic support, and service administration.

This tendency indicates that counseling practice is fundamentally anchored on contextual assessment and institutional support rather than solely focused on individual concerns. Panel B depicts the perspective of students, highlighting that health, strategic planning, strategy implementation, environmental evaluation, facilities, consultation, and school-focused support activities are more comprehensively distributed throughout the coding system. The correlation between Panels A and B suggests that both professional and student viewpoints recognize guidance and counseling as essential components of a comprehensive institutional support system that links psychosocial needs, educational settings, service cohesion, and student development. These coding distributions are examined descriptively and are not intended to represent inferential statistical comparisons.

Case-Level Strategic Pattern

The synthesis at the case level reveals that guidance and counseling roles were predominantly evident in the relational and psychosocial aspects of student well-being, especially through practices linked to affection and health, whereas the dimensions of

having and being relied more heavily on collaboration with other institutional entities tasked with learning environments, student development, facilities, and extracurricular activities. Table 4 shows that this trend situates counseling within a comprehensive framework for school enhancement rather than as a standalone corrective service. The counselor's responsibilities thus encompass not just case management but also psychosocial support, advisory services, relationship enhancement, developmental aid, and interdepartmental cooperation within the school. Maintaining this position necessitates backing from leadership, cooperation among educators, involvement from students, ongoing assessment of needs, and methodical evaluation. The pattern aligns with the multidimensional paradigm of school well-being, highlighting the interconnectedness of relational, environmental, developmental, and health factors (Konu & Rimpelä, 2002). Consequently, counseling serves as a unifying institutional framework that connects students with educational, psychological, and organizational assets.

Table 4. Case-Specific Strategic Framework for Guidance and Counseling Services Aimed at Student Well-Being

Strategic Aspect	Case-Level Pattern	Strategic Interpretation	Implication for Guidance and Counseling
Institutional Orientation	Strengthening school culture, institutional quality, and positive interpersonal relationships	Student well-being is embedded within broader institutional development rather than confined to counseling activities	Guidance and counseling should be integrated into school-improvement priorities and institutional planning
Dominant Well-Being Dimensions	Strong visibility of loving and health, accompanied by having and being	Relational and psychosocial dimensions are particularly prominent, while environmental and developmental dimensions require wider institutional involvement	Relational and psychological support should remain central while being systematically connected to environmental and developmental strategies
Role of Guidance and Counseling	Psychosocial support, consultation, student development, and relationship strengthening	Counseling functions extend beyond disciplinary intervention and problem remediation	Counselors should assume preventive, developmental, consultative, and coordinating roles

Strategic Aspect	Case-Level Pattern	Strategic Interpretation	Implication for Guidance and Counseling
Strategic Requirement	Cross-unit coordination and continuous needs analysis	Effective services depend on shared institutional responsibility and evidence-informed adjustment	Leadership support, teacher collaboration, student participation, and continuous evaluation should be institutionalized
Expected Institutional Function	School-wide architecture for supporting student well-being	Counseling connects multiple forms of support across the school system	Guidance and counseling should function as a coordinating mechanism linking students with educational, psychosocial, developmental, and institutional resources

Figure 3 delivers an integrated visual overview of the strategic formulation process by charting the relative importance and hierarchical associations among environmental analysis, strategy formulation, strategy implementation, evaluation and control, and the four dimensions of school well-being: having, loving, being, and health. The treemap indicates that student well-being is not shown as an independent outcome divorced from management activities, but as a multidimensional entity incorporated into strategic decision-making and service execution. The examination of

environmental factors and the creation of strategic plans are crucial since they provide the contextual and planning framework for later execution and evaluation, while the well-being dimensions specify the critical areas that counseling services are required to address. Hence, this representation substantiates the study's position that effective guidance and counseling entails a recursive institutional process that interlinks student necessities, organizational priorities, collaborative execution, and continual assessment within a holistic school well-being paradigm.

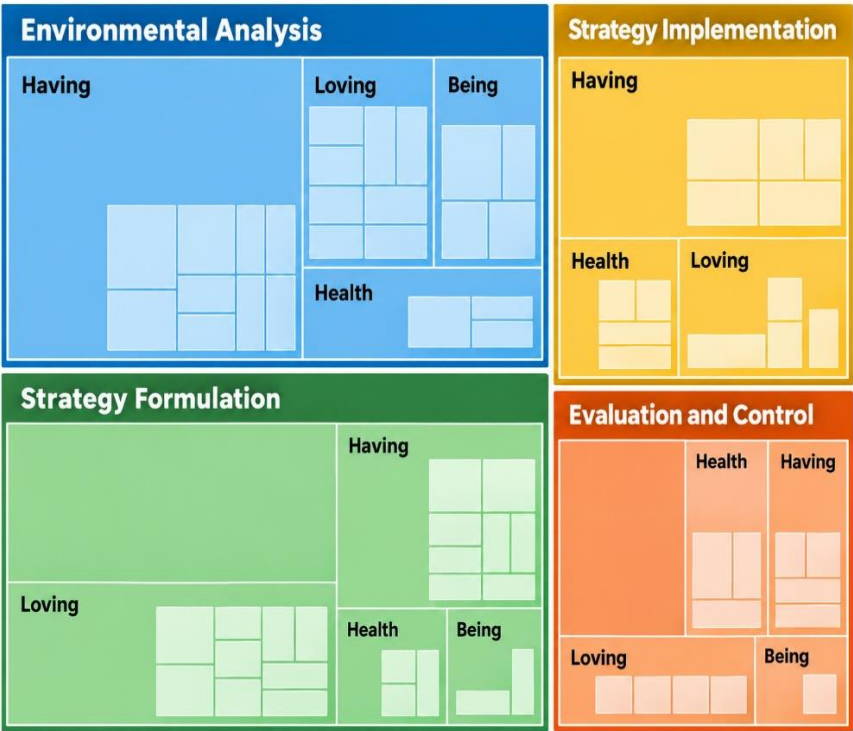


Figure 3. Treemap of Strategic Formulation Processes and School Well-Being Dimensions

Discussion

The results suggest that guidance and counseling should be perceived as an integrated well-being framework inside institutions rather than merely a corrective service employed when students have disciplinary, academic, or emotional challenges. This transition aligns with modern findings indicating that student well-being is influenced by both personal attributes and factors such as school environment, social identity, sense of belonging, institutional support, and availability of developmental resources (Allen et al., 2024; Klik et al., 2023; Wong et al., 2021). The current results broaden this viewpoint by demonstrating that counseling gains strategic significance when student requirements are converted into synchronized institutional actions across the four aspects of school well-being: having, loving, being, and health (Konu & Rimpelä, 2002). The dimension of having underscores the significance of physical, organizational, and service environments, whereas loving accentuates interpersonal interactions, social ties, and a sense of belonging. Crucially, these relational factors must not to be regarded solely as personal counselor traits, since they are also influenced by leadership, institutional culture, educator collaboration, service availability, and student engagement.

The entity dimension expands counseling from only addressing deficiencies to fostering agency, involvement, skill enhancement, and self-fulfillment. This analysis corresponds with studies highlighting autonomy, engagement, and participation as crucial elements of student well-being (Jiang et al., 2025; Kleinkorres et al., 2023; Kristensen & Jenö, 2024), and it further advocates for inclusive mechanisms that amplify student voices beyond just those who are highly engaged or privileged (Finneran, 2024). The health aspect underscores the growing importance of counseling in promoting mental health, facilitating early detection, providing psychosocial assistance, and making referrals, however, counselors should not be regarded as replacements for clinical practitioners. Research regarding school-based mental health programs suggests that their efficacy is contingent upon contextual customization, institutional backing, and the quality of

implementation, rather than solely on the substance of the intervention (K. E. Johnson & Stake, 1996; K. F. Johnson et al., 2023; Scholz et al., 2023; Werner-Seidler et al., 2021; Zbukvic et al., 2024).

These results endorse a cohesive strategic framework wherein environmental assessment discerns multifaceted student requirements, strategy development translates those requirements into priorities, execution aligns stakeholders and resources, and assessment and regulation produce feedback for ongoing refinement (David & David, 2020). This reasoning aligns with holistic school counseling viewpoints that situate counseling within broader developmental and organizational frameworks (Carey et al., 2017; Griffith & Greenspan, 2017). The study's theoretical contribution is the introduction of the Strategic School Counseling for Well-Being Framework, which is founded on four principles: well-being is multifaceted, well-being is ecological, counseling is holistic, and strategy is iterative. By connecting the essential areas of possession, affection, existence, and wellness with a strategic management cycle, the framework elucidates how student well-being can be integrated into institutional planning instead of being tackled through disjointed interventions.

The pragmatic consequences have equal significance. Educational administrators ought to incorporate counseling into their school enhancement strategies and allocate the necessary organizational authority and resources for ongoing execution. Counselors ought to integrate metrics of school climate, sense of belonging, agency, environmental factors, developmental requirements, and psychological well-being into needs assessments instead of solely depending on disciplinary incidents. Educators must to provide regular insights on student involvement, behavioral modifications, interpersonal dynamics, and academic challenges, whereas learners should actively engage in service development, accessibility evaluation, and assessment. These results collectively establish strategic guidance and counseling as a coordinating institutional framework that connects student requirements, organizational assets, relational assistance, developmental prospects, and ongoing assessment to enhance student welfare.

Conclusion

This research illustrates that guidance and counseling services can enhance student well-being more efficiently when they are established as a cohesive institutional framework rather than merely a reactive solution to specific student issues. The results indicate that strategic counseling must evolve through an ongoing process of environmental assessment, plan development, execution, and appraisal, while concurrently focusing on the four aspects of school well-being: having, loving, being, and health. In this arrangement, student welfare is fostered by the interplay of physical and organizational factors, constructive interactions, avenues for personal growth and engagement, as well as psychological and health-related assistance. The research consequently suggests a Strategic School Counseling for Well-Being Framework that aligns diverse student requirements with institutional strategies and integrated service provision.

The structure necessitates dedication from leadership, proficiency from counselors, collaboration among teachers, engagement from students, and ongoing assessment of service applicability and results. Guidance and counseling ought to be integrated into comprehensive school-enhancement initiatives and underpinned by methodical needs evaluations instead of depending predominantly on disciplinary documentation or individual instances. Given the study's contextual nature, the results ought to be understood within the unique institutional framework analyzed. Future investigations ought to explore the framework within various educational settings and evaluate its relevance via more extensive comparative and longitudinal methodologies. The research underscores the pivotal function of guidance and counseling as a coordinating entity for fostering sustainable, preventive, developmental, and student-focused well-being assistance.

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KU: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Writing – original draft. **AP:** Conceptualization, Methodology, Supervision, Validation, Writing – review & editing. **HN:** Methodology, Validation, Supervision, Writing – review & editing. **AF:** Investigation, Formal analysis, Validation, Writing – review & editing. **MA:** Investigation, Data curation, Validation, Writing – review & editing. **All authors** reviewed and approved the final version of the manuscript and agreed to be accountable for the work.

Data Availability Statement

The information underpinning the conclusions of this research can be obtained from the corresponding author upon a reasonable inquiry, adhering to ethical, confidentiality, and institutional limitations safeguarding participant privacy.