THE UNIVERSITY OF HULL

COUNSELLOR'S ROLE AND FUNCTION AS PERCEIVED BY STUDENTS, TEACHERS AND EDUCATIONAL COUNSELLORS AT CREDIT COURSE SECONDARY SCHOOLS IN KUWAIT

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KAZEM A. H. ABAL MOHAMMAD

Dip., teaching Sc., Kuwait, B.A Psy., (Kuwait University)
M.A in Classroom Learning and Guidance
(Michigan State University)

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ABSTRACT

This study investigates the perceptions of teachers, students and educational counsellors regarding the role and function of educational counsellors in credit course secondary schools in Kuwait. A field study was carried out in ten credit course secondary schools located across Kuwait's five educational geographical zones. A sample of 300 students, 300 teachers and 30 educational counsellors completed a twenty-item questionnaire, the data from which were analysed using the SPSS statistical package. Differences in perceptions were found between the three groups, suggesting role conflict and ambiguity.

To obtain information about the actual role of educational counsellors, all 32 educational counsellors from all the credit course secondary schools in Kuwait were interviewed, and were asked to complete a checklist, and answer a time-scale questionnaire. The results confirmed the view that role conflict and ambiguity are impairing the performance and lowering the morale of educational counsellors. Possible causes of the conflict are identified, and recommendations made for modification of the guidance and counselling programmes.

DEDICATION

In memory of my mother, in recognition of my wife's support and to my children AbdulAzeez, Laila and Ali. Also, my family and friends for accepting my long duration away from home, during the research and writing of this dissertation. The inspiration they gave to me was remarkable, for they were subject to the invasion of my country and the difficulties associated with that time. In spite of their frustrations and suffering, they gave me the desire to continue to study and to complete this Doctor of Philosophy degree.

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CHAPTER ONE: BACKGROUND OF THE STUDY

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1.2. THE SCHOOL SYSTEM IN KUWAIT
1.3. GUIDANCE AND COUNSELLING IN KUWAITI SCHOOLS
1.4. AMBIGUITY IN THE ROLE OF EDUCATIONAL COUNSELLOR IN KUWAIT
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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1. STATE OF KUWAIT

The State of Kuwait lies at the north-west extreme of the Arabian Gulf, bordered to the north-west by Iraq and to the south by Saudi Arabia. The State comprises a mainland region and nine small islands of which the largest is Bubian, although the most populated is Failaka. Immediately to the south of Kuwait, along the Gulf, lies a Neutral (Partitioned) Zone of 5.700 sq. km, which is shared between Kuwait and Saudi Arabia. Much of the country is arid desert, and the climate is generally hot and humid. Summer temperatures may exceed 50 C° (122 F°) and in January, the coldest month, temperatures range between 2.8 C° and 28.3 C° (27F to 85F). The official language is Arabic, which is spoken by virtually all Kuwaiti nationals (40.1 % of Kuwait's population in 1985) and by many of the non-Kuwaiti residents of the country. English is also used in commercial circles. Apart from other Arabs, the non-Kuwaitis are mainly Iranians, Indians and Pakistanis. At the 1975 census 95.0% of the population were Muslims, while 4.5% were Christians (The Europa Year Book, 1990).

1.2. THE SCHOOL SYSTEM IN KUWAIT

According to the constitution of the State of Kuwait education is a fundamental requisite for the progress of society, assured and promoted by the State. Furthermore, education is a right for all Kuwaitis, guaranteed by law within the limits of public policy and morals. Education in the elementary and intermediate stages, between the ages of six and fourteen, is compulsory and free. The State education system pays particular attention to the physical, moral and mental development of youth (Ministry of Information, 1962).

The system of education in Kuwait is centralized. All Kuwaiti schools and the curriculum for every stage are integrated and developed under the control of the Ministry of Education. Kuwait is divided geographically into five educational districts (zones): The Capital, Hawalli, Farwaniya, Ahmadi and Jahra (Kuwait Facts and Figures, 1988).

The education system in Kuwait is required to encourage modern technological advances. The Kuwait Ministry of Education monitors the achievement of other countries such as the United States, Britain and France, taking into account their experiences and modern educational theories. It adopts what is appropriate for the Kuwaiti environment

and what is suitable in the field of education for various sectors (Kuwait Facts and Figures, 1988).

The schooling system in Kuwait consists of three stages:

a. Elementary School: children enter elementary school at the age of six and attend for four years;
b. Intermediate School which lasts four years and where English is taught as a second language;
c. Secondary School which also lasts four years, at the end of which the students take the "Certification of General Secondary Education".

There are two types of secondary school: in the traditional secondary schools, students take examinations at the end of each academic year. In these schools, guidance and counselling are not provided. The other type are called credit course secondary schools. These provide guidance and counselling for students and are the focus of the present study.

1.3. GUIDANCE AND COUNSELLING IN KUWAITI SCHOOLS

School counselling is a profession of the twentieth century which emerged from the American experience (Wrenn, 1962). The theory and practice of counselling in Kuwait have been

derived from western sources (mainly American). However, western models have not been adopted wholesale, but have been modified in accordance with Kuwait's Islamic traditions and culture.

Although originally applied only in the teaching and care of people with handicaps, counselling has gradually achieved wider recognition in Kuwait. Counsellors in Kuwait's credit course system secondary schools are expected to offer educational, vocational and personal counselling (Kuwait Ministry of Education, 1979 and 1981). They are involved in testing and assessing students, advising on course selection and checking on the credits obtained, liaising with teachers regarding students' academic and behavioural difficulties, educating parents as to their children's development and needs,and channelling students towards an appropriate career, taking into account academic performance, aptitudes and parental wishes. They identify those with severe behavioural and psychological problems for referral.

Counselling provision and style are to a large extent determined by traditional social values, such as respect for authority, and even more so, by the values of Islam, which pervade every aspect of life. Counselling is seen as a religious and moral, as well as a social and academic matter (Hall and Lauwerys, 1955). The counsellor is expected to

have a thorough understanding of the principles of Islam, and apply these in his or her work with students. This is a sensitive, challenging and difficult task. At present, the country in general and young people in particular, are confronted by the new ideas and values associated with the country's oil wealth, development efforts and importation of western technology. Thus, part of the counsellor's role is to act as a steadying influence, guiding those confused by exposure to conflicting values, and upholding Islamic principles (Saleh, 1987).

1.4. AMBIGUITY IN THE ROLE OF EDUCATIONAL COUNSELLOR IN KUWAIT

A few studies have been carried out on secondary school counselling in Kuwait (Mansour, 1981; Abueita, 1982; Kuwait University Conference, 1984). These studies have pointed out misconceptions among teachers and students about the role of guidance and counselling in credit course secondary schools.

In 1981, the Ministry of Education, upon the instructions of UNESCO, conducted a study regarding educational and vocational guidance at secondary schools in Kuwait. The report, prepared by Mansour (1981), stated that "The role and function of the educational counsellors are too closely

linked to the course credit type school" (Mansour, 1981, p. 29). It was commented that should the credit course system be abolished, the need for the educational counsellor would automatically disappear. It appeared that educational counsellors were identified as test users concerned mainly with the streaming of students. It was suggested that this misconception should be corrected (Mansour, 1981).

Moreover, Mansour's review of students' records in offices of educational counsellors in credit course secondary schools in Kuwait showed that interviews held by the educational counsellors with students focused more on the giving of advice than on personal counselling. According to Mansour, this lack of personal counselling in the guidance services provided in Kuwaiti schools was because of the lack of professional training of the educational counsellors in Kuwait, who did not feel competent to carry out personal counselling.

Mansour pointed out that guidance work involves the participation and collaboration of a number of persons if effective functioning is to be maintained and if misplacement and duplication of functions and friction in working relationships are to be avoided. He suggested that the roles and responsibilities of all personnel in guidance needed to be clearly defined and functionally described (Mansour, 1981).

Abueita (1982) recommended that the counsellors' role should be extended to include procedures for planning and preparing curriculum sequences for students, assisting parents in understanding the developmental progress and the needs of their children, and providing adequate counselling services for secondary school students, individually or in groups. She also recommended that the proper functions of educational counsellors and guidance be clearly defined.

A Conference was held at Kuwait University 1n 1984, the main aim of which was to discuss the development of educational counselling in Kuwait. One of the recommendations from this meeting was that the Ministry of Education should identify and clarify the concept of educational counselling (Kuwait Association for Scientific Development, 1986, p. 21)

However, it seems that the position in this respect has changed little. The Ministry of Education (1989) defines counselling as helping students to explore the educational options open after graduation and to draw up the educational plans that are most appropriate to their potentialities. Consideraly less emphasis is given to the personal counselling role.

1.5. AIMS OF THE STUDY

A number of studies in the counselling literature have drawn attention to problems of role conflict and ambiguity arising from the multiple perspectives on the counsellor's role and the dysfunctional consequences that can result (see Chapter Two). If educational counsellors in credit course secondary schools are to fulfil their potential role as an integral and an effective part of the educational system in Kuwait, students', teachers' and educational counsellors' views about counselling should be investigated, misconceptions corrected, and conflicts and ambiguities resolved. Therefore, the aims of the present study are as follows:

First, to investigate differences in the perceptions of students, educational counsellors, and teachers in credit course secondary schools regarding the role and function of educational counsellors.

Second, to determine whether there are differences in perceptions between male and female students, those studying at different levels and students studying in different geographical educational zones, regarding the role and function of educational counsellors.

Third, to determine whether there are differences in perceptions between male and female teachers in different

zones and with different lengths of experience, regarding the role and function of educational counsellor.

Fourth, to determine whether there are differences in perceptions between male and female educational counsellors in different zones and with different lengths of experience regarding the role and function of educational counsellors.

Finally, to obtain a detailed picture of the actual activities undertaken by the educational counsellor, with an indication of the time spent on each, and to identify difficulties and obstacles faced by counsellors during the course of their work, in order to make recommendations for the further development of guidance and counselling programmes and enhancement of their role in Kuwaiti secondary schools.

1.6. OPERATIONAL DEFINITIONS

These are definitions of the main terms used in the thesis:

1.6.1. Credit Course Secondary School (C.C.S School): This is a school with a course system; every course represents either one unit or a half unit. A one unit course is taught for five hours a week for the semester, while a half unit course is taught for 3 hours a week for the same period.

Students must complete an agreed number of units. At the end of the semester, the students are notified of the result of the course and credits are given as follows: Excellent= A, Very good= B, Good= C, Pass= D. If a student fails a course, he/she repeats it.

1.6.2. Educational Counsellor: This term is used in the study to refer to counsellors, school counsellors or guidance counsellors. The educational counsellor is a person who holds a Bachelor's degree in psychology, and has training in the Department of Educational and Vocational Guidance. He/She works under the Administration of Psychological Services within the Ministry of Education.

1.6.3. Educational Counselling: Educational counselling is a process or an activity which helps the student to adjust to school life, and to understand his or her own abilities, in order to make academic progress and fulfil his/her potential.

1.6.4. Teacher: A trained qualified teacher, with a Batchelor degree, teaching full-time at a credit course secondary school

1.6.5. Academic Advisor: A teacher who has a certain degree of experience in credit course secondary schools.

1.6.6. Guidance: A general term which includes a number of services, one of which is educational counselling in the school.

1.6.7. Student: A student enrolled in a credit course secondary school between the ages of 14 and 18 years.

1.7. OUTLINE OF THE THESIS

The background of the study having been defined and the objectives of this research clarified, the next chapter presents an overview of previous research about the role of educational counsellors in secondary schools in various countries. In the third chapter, the research design and methodology are explained in detail. The results of the study are presented and analysed in two chapters. Chapter Four deals with the responses of students, teachers and educational counsellors to the 20-item questionnaire. Chapter Five presents the responses of educational counsellors to a time-scale questionnaire, checklist and interviews. The main results are summarised and discussed in Chapter Six. Finally, recommendations are presented in Chapter Seven, along with suggestions for future research work.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. INTRODUCTION
2.2. OVERVIEW OF THE HISTORY OF SECONDARY SCHOOL GUIDANCE AND COUNSELLING PROGRAMMES IN UNITED STATES
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2.3.3. Islamic Influence in Guidance and Counselling in Kuwait
2.3.4. Guidance and Counselling in Credit Course Secondary Schools in Kuwait
2.4. PERCEPTIONS OF EDUCATIONAL COUNSELLORS' ROLE
2.5. CONCLUSION.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

The main purpose of this chapter is to present the theoretical constructs and previous empirical research related to guidance and counselling in secondary schools. First, an overview of the origins and history of secondary school guidance programme in the United States is presented.

A detailed account of guidance and counselling in Kuwait is then presented. This begins with a general survey of guidance and counselling provision in Arab countries, followed by an account of the history and development of guidance and counselling in Kuwait. Islamic influences in guidance and counselling provision are also discussed, together with the policies and guidelines applicable to the educational counsellor's duties in Kuwait's credit course secondary schools.

Section four of the chapter examines the perceptions and attitudes of students, teachers, educational counsellors and administrators towards the role of secondary school counsellors, as presented in various studies. The chapter ends with a conclusion.

2.2 OVERVIEW OF THE HISTORY OF SECONDARY SCHOOL GUIDANCE AND COUNSELLING PROGRAMMES IN UNITED STATES

Brewer, (1942) and Miller (1961) claim that the history of secondary school guidance and counselling has roots in the vocational counselling movement, which started in 1898 at Central High School in Detroit, Michigan. The movement was begun by Jessie Davis and Frank Parsons. Jessie Davis worked with students as counsellor, helping them to solve their educational and vocational problems. Parsons, who is referred to as the "Father of Guidance", established the vocational bureau in the Civic House in Boston in 1908. Parsons worked with youth who were out of school and under the care of various service agencies. In 1909, he published his book, "Choosing a Vocation". Parsons' fundamental concept was that the counsellor had to have the power to analyse himself and make wise decisions based on that analysis.

As a result of the work of Davis, Parsons and others like them, educators began to recognise the need for vocational guidance and established the National Vocational Guidance Association, in 1913 at Grand Rapids, Michigan. Aubrey (1977) pointed out that gradually, most of the states of America started to establish vocational guidance programmes in their schools. By 1913, thirty-five cities in

the United States had implemented or were working on plans for vocational guidance in the school.

Super (1955) has recounted that, in the thirties, the job placement activities of vocational guidance developed while at the same time the field of psychometrics began to be accepted as part of school guidance functions. Psychometrics gave the guidance movement some scientific respectability and its first firm foothold in education (Aubrey, 1979) Thus, testing and its relationship to job placement were emphasized by guidance staff during the depression decade. However, this narrow approach was challenged by Brewer (1942), who called for guidance to incorporate more than just testing and job placement. He included giving students knowledge in the areas of citizenship, health, ethical character, vocations and worthy use of leisure time. Aubrey (1977) sees Brewer's thrust as accomplishing two ends. First, it made the earlier vocational perspective of guidance just one part of a more comprehensive model; and second, it laid the foundation for guidance to become directly linked to the educational process.

In 1942, as a result of the publication of Carl Rogers' "Counselling and Psychotherapy", secondary school guidance and counselling programmes gained great momentum, eventually replacing the emphasis on psychometrics (Super, 1955).

According to Aubrey (1977), Rogers is probably best known for his client-centred therapy. This theory had a great impact upon the field of guidance and counselling. During the late forties and the fifties, Rogers' approach prospered, eventually challenging the vocational guidance premise as the basic function of counsellors (Aubrey ,1977).

In 1952 the professional organization, the American Personnel and Guidance Association (APGA) was formed, and in 1953 the American School Counsellor Association (ASCA) was created as an independent branch organization. Rockwell and Rothney (1961) pointed out that secondary school counsellors became even more united as the American School Counsellor Association published a statement of policy for secondary school counsellors and guidelines for its implementation.

In 1958, the National Defence Education Act was created. This legislation resulted in over 14,000 secondary school teachers and counsellors being trained between 1959 and 1963. The number of full-time counsellors in public secondary schools grew from 12,000 in 1958 to 29,545 by 1963 (Shertzer and Stone, 1971).

During the sixties, the number of counsellor education programmes multiplied. Greater concern developed over counsellors' experience and educational background. Counsellors themselves began to see their role as more

encompassing. Wrenn (1962) suggested that counselling should address the developmental needs of the many, rather than focusing narrowly on the problems and crises of the few.

Despite the progressive movement of the sixties, the seventies did not fare as well in practice, however, and many hopes and expectations were not all realised. Watts (1973), from the Careers Research and Advisory Centre, Cambridge, visited the United States in 1972 and met nearly a hundred people in the guidance and counselling field. He wrote that:

> Whatever the future of career education may be, it seems likely that the role of counsellors in American schools will change in four main ways over the next few years. In the first place, they will start paying more attention to the vocational aspect of their work. ..Secondly, it seems likely that counsellors will be less preoccupied with one-to-one work with individual students, and more involved in group work and in supportive work with teachers...Thirdly, it seems likely that counsellors will off-load the more routine and administrative aspects of their work. Finally, it seems likely that in all counselling work there will be more emphasis on the setting of behavioural objectives and the measurement of the extent to which they have been achieved. (p. 33-34)

However, these hopes and expectations were not all realised. The seventies were marked by confusion over the proper tasks and roles of school counsellors, who were bogged down by increased clerical work and quasi-administrative functions. Such jobs as testing, maintaining student files, and scheduling, often fell under the domain

of the school counsellor (Shaw, 1977). As a result, the role and function of the secondary school counsellor became unclear to students, teachers, and counsellors alike (Aubrey, 1982, Schmidt, 1984). Furthermore, relationships among counsellors, teachers, and administrators in schools, tended to be strained and often complicated by misperceptions (Murray, Levitov, Castenell and Joubert, 1987). As a result, school counsellors during the seventies often experienced frustration while trying to meet with their students for vocational or personal counselling. Seldom were counsellors able to see all of their assigned students (Odell, 1973).

In a study of the counselling literature from 1970 through to 1974 (Gerber, 1976) much of the literature provided encouragement to school counsellors to broaden their services and to work more with large groups, institutions and communities, rather than primarily with individuals and small groups. The call for the counsellor's role to be broadened came from within as well as outside the profession.

Counsellors in the seventies were faced with increased calls for accountability and evaluation. Much of this pressure came as a result of shrinking school budgets and the increased demand for counsellors' services. Counsellors were asked to justify their functions or face budget cuts

(Crabbs and Crabbs, 1977, Herr, 1976). They had difficulty in meeting these demands, often due to lack of time to carry out the accountability activities. They exhibited confusion over how and where to start and resented forced, inadequate evaluation procedures (Atkinson, Furlong, and Janoff, 1979). Some saw the very survival of school guidance and counselling programmes linked to the abilities of counsellors to conduct a thorough and quality evaluation of their programmes (Bardo, Cody, and Bryson, 1978).

Many secondary guidance programmes were set up in a hazardous manner, reacting mainly to immediate problems and administrative demands (Celotta, 1979). A counsellor's day might be a series of reactions to crises, clerical duties, and administrative concerns. Little time was left for reflection on students' needs and the effect, if any, of counsellors' current functions. Counsellors were hard pressed to describe their priority objectives. Few secondary guidance and counselling departments had a planned programme which considered student, faculty, and community input while providing a means for meeting and evaluating student needs (Shaw, 1977).

The proliferation of school guidance and counselling approaches and role confusion continued without abatement during the eighties (Aubrey, 1982 ; Schmidt, 1984). In fact the eighties was a time of particular confusion regarding

the actual role and function of school counsellors. A study has ascertained that various groups such as students, teachers, school administrators, and counsellors, perceived the role of school counsellors differently (Helms and Ibrahim, 1985).

Relationships amongst counsellors, teachers and administrators in schools tended to be strained and often complicated by misperceptions (Murray, Leviton, Castenell, Joubert, 1987). Secondary school counsellors were bogged down in non-professional activities. There was concern regarding counsellors' abuse of their role, programme design and administration, lack of state guidelines, and the lack of delivery of established guidance practices in such areas as career guidance and group counselling (Peer, 1985). Scheduling, testing, record keeping, and non-counselling activities required more counsellor time and attention than counsellors believed was warranted (Hutchinson, Barrick, Groves, 1986). Also, counselling programmes were being challenged to be more accountable for the services they provided, yet counsellors showed a lack of familiarity with methods for obtaining accountability information (Fairchild and Zinns, 1986).

In 1986, the Kansas Department of Education called for a major long-term commitment by school guidance programmes to assist students in setting career goals, planning

education and work experience around those goals, developing effective work habits and interpersonal skills, and successfully completing their high school programme (Kansas State Department of Education, 1986).

2.3. GUIDANCE AND COUNSELLING IN KUWAIT

2.3.1. Guidance and Counselling in Arab Countries

In some Arab countries, there are being developed interesting and sensible counselling services, whilst in other nations, little recognition has been given to this growing feature of education. In most Arab countries the educational system gives little opportunity for individual choice and there are overwhelming overtones of the principles of the Muslim belief. Students are strongly influenced by family and community attitudes, so the counselling and guidance services have to measure and cope with the conflict between social attitudes and the individual's abilities, interests and opinions.

Some Arab countries have encouraged the establis-hment of counselling services and have allowed for some element of choice in the subjects studied, within their policies. Egypt, Kuwait and Jordan have accepted the need for counselling training and opened appropriate courses at university level. Further, they have encouraged in-service

courses and study abroad to foster new ideas and techniques in counselling preparation. At this stage, resources are limited but these countries are aware that adequate funding is necessary to promote an active and effective guidance system.

Over the last few years, Kuwait has made strong efforts to begin and maintain a guidance programme, which will aid the personal, social and educational welfare of individuals. Counselling is seen as a means to develop individuals with initiative and confidence, who will be able to contribute to the economic and social growth of their communities, as well as benefitting by their own personal esteem (Day, 1983; Moracco, 1979). Despite this forward approach, counselling services have been slow to develop, even though they are recognised as having an important role to play in their communities.

Soliman (1987) declared that counselling has been slow to develop in the Arab countries and counsellor education programmes do not exist in most Arab countries. He pointed out that in the 1980s, only three of the 22 Arab countries; i.e., Jordan, Kuwait and Saudia Arabia, had instituted counselling services in their schools and universities. In other Arab countries, counselling may be subsumed under other job titles such as social work. He also stated that:

> there is a need to explain the nature of counselling and an urgent need to develop and implement counsellor

> education programmes in the Arab countries. Unless counsellors are trained adequately, effective counselling may not be achieved and damage may also be done to the clients and the profession. Currently in-service and study abroad courses are being used to learn more of the concepts of counselling. Efforts have been made to encourage and develop counselling programmes within secondary schools and institutions of higher education. Financial funding has been secured but a recognised framework of counselling technique has yet to be officially accepted. Nevertheless, progress has been made and the current services aim at improving the effectiveness of individuals within schools and colleges so that their societies will enjoy the benefits. (p. 131)

The present counselling approaches cover four aspects: developmental, educational and vocational, preventive and remedial measures (Ivey, 1976).

The development concept deals with activities which enable the individual to plan, choose, organise, understand and produce sensible decision making. The educational and vocational aspect deals with all the difficulties and problems which may confront students in schools and universities. This service aims to support the student in selecting subject options, screening the students into ability groupings, planning future careers and encouraging acceptable social behaviour. The preventive approach is useful in supporting the individual during periods of economic and social change, with its subsequent risk of cultural and religious conflict. The fourth aspect of guidance is there to reduce anxiety, overcome educational

and social difficulties, develop potential achievements or to remedy deficiencies (Soliman, 1987).

Although these four areas are considered important,not all educational institutions have yet produced definite systems of counselling. Emphasis has been laid on the need for a professionally trained group of counsellors utilizing a realistic and effective programme.

Day (1983), pointed out that young Middle Easterners today experience great stress in the world of work. There are more vocational options today; many jobs require continual learning of new skills to keep up with latest technology. In addition, the more traditional worker may find it difficult to adapt to jobs influenced by the techniques and styles of western culture. He found out that counselling was a small but growing field in the Middle East. Counselling sessions with students dealt with typical youth problems, such as vocational choice, family pressures and study habits.

Soliman (1986) investigated the strong family pressures in the traditional Arab family. Some Arab youth feel pressured to follow their fathers' occupations, and family wishes in regard to career and marriage are dominant. He noted a number of social factors that may make it difficult for Arab youth to choose appropriate careers. The secondary

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school curriculum is often rigid, not allowing students easily to change their education pathway. Some students find the school climate to be impersonal, with emphasis on obedience and not enough recognition of the whole person. Many Arab youths lack work experience and thus make career choices without understanding the various kinds of satisfaction that may be obtained from a job. While job opportunities are limited in many countries, in some countries employment for graduates is guaranteed. Both limited opportunities and job guarantees can reduce students' motivation and result in the choice of inappropriate jobs.

2.3.2. History and Development of Guidance and Counselling in Kuwait

The information presented in this part of the study is derived from the following sources:

a. Directory for Sabah Al-Salem credit course secondary school, Ministry of Education, Kuwait, 1989
b. Annual reports of the Ministry of Education, 1970 to 1992
c. Files and records of the students at credit course secondary schools
d. Statements of policy and procedure relating to the role and functions of the educational counsellor
e. Resolutions of the Ministry of Education.

The philosophical principles underlying the practice of the Kuwaiti educational system have been derived from various educational sources, essentially American, English and French systems, though with due consideration for Kuwaiti customs, traditions, Islamic religion, behaviour and social obligations. Unfortunately counselling services have had little opportunity to be developed and improved, despite the recognition of the necessity for counselling services (Ministry of Education, Kuwait, 1988).

Counselling services were established in 1960, when the Kuwaiti Government established an institution to teach and care for people with handicaps. Emphasis was placed on the need for psychological therapy alongside other basic human needs, hence the instigation of the counselling programme. The institution was inaugurated to detect and study cases of people with mental handicap, and there was a requirement to provide relevant education to help them adjust to a more independent way of life. Most of the institution's educational programmes were based on an unamended test, therefore it was not free from western cultural influences (Ministry of Education, Kuwait, 1987,)

In 1965, the Department of Social Services was established under the auspices of the Ministry of Education (Ministry of Education , 1965). During this venture, the Department learned that there were many psychological cases

within mental institutions, indicating a need for the expertise of a trained psychologist. Eventually, the Ministry of Education established a post and premises for a psychologist. The subsequent treatment and efforts to help solve the personal and educational problems of students, were designed to provide an appropriate atmosphere to enhance their chances of achieving educational success in academic and practical courses. Furthermore, emphasis was given to the personal development and personality growth of the student (Al-Rafae, 1984).

The great interest and the importance of the benefits emerging from this work with the mentally handicapped led to an increased study of the causes of mental deficiency and educational retardation. Emphasis was laid on the causes of emotional problems and the reasons for manifestation of disturbed behaviour and social disharmony.

In 1966/7, a bureau for psychological specialists was established in the same administration, to manage psychological cases referred from schools by social workers and requiring special treatment. The main areas managed by the bureau were as follows:

- Mental retardation
- Speech disorder
- Educational retardation

- Some emotional problems
- Some behavioural problems

In addition to the above, the bureau also drew up tests on the Kuwait environment, and carried out school studies (Al-Mousawi, 1987).

In 1968/9, two studies were published by the Social Services Administration, the first on non-verbal intelligence tests, the second, on senior students studying at intermediate school level. The bureau also supervised speech disorder centres which had been established in some schools to treat stuttering cases. Conviction of the benefits stemming from this focused study, trained expertise and resources applied to the improvement of educational and social provision for people with handicap, inspired the Ministry of Education in 1970 to make changes in social services administration (Al-Rafae, 1984).

Supervision of psychological services was established (Ministry of Education, 1971), and international psychological intelligence tests, e.g., the Weschsler, were amended as determined by Kuwaiti cultural and environmental issues, especially in respect of the role of the religious and value systems in the schools. These tests and new approaches were intended to deduce what was suitable for the educational aims and practices in Kuwaiti schools. Supervision of

psychological services was provided to the following centres:

1. Measurement and Tests Centre: Work carried out here centred around treatment for pupils with learning disability, the mentally retarded and vocational counselling. Students with these difficulties were to be transferred from elementary and intermediate schools under the supervision of social workers.

2. Psychological Counselling Centre: This institution was intended to work with the behaviourally disturbed, speech and hearing impaired and others with social adjustment problems

3. Psychological Research Centre: The emphasis here was to further the development of psychological and social educational research in the field of social education. More importantly, the main function for this centre was to amend and validate Intelligence Tests, such as the Weschsler Intelligence Scale and Personality and Achievement Tests, which are regarded as very important in the field of counselling (Al-Rafae, 1984).

In 1976, the names of these centres were changed by the Ministry of Education to reflect more accurately their roles, as follows:

a. The Measurement and Tests Centre became the Department of Educational and Vocational Guidance.
b. The Psychological Counselling Centre became the Department of Counselling.
c. The Psychological and Social Research Centre became known as the Department of Educational and Social Research (Ministry of Education, 1986).

Along with these re-namings of the three Centres, the Ministry of Education issued guidelines for the methodology of educational and vocational counselling to some secondary schools operating the credit system. Later, these guidelines were adopted gradually by all other secondary schools with the Credit system (Mansour, 1981).

In 1981, the Ministry of Education reflected the greater attention and significance accorded to the counselling services by upgrading the supervision of psychological services to the Administration of Psychological Services. Other allied departments were created. The Administration has its own functions and rules.

In the same year, the Ministry of Education appointed Dr. Joseph Mansour to produce a report evaluating educational and vocational guidance services in schools. He provided suggestions and instructions to modify and develop both the training of individual counsellors and the

organization of the service as a whole. Mansour made 56 recommendations for the development of education and vocational services, of which one notable example was: preparation in writing of the philosophy of each guidance project, for purposes of clarification, then translation of the objectives of the project into practical objectives which should involve liaising with other services.

In subsequent years, the guidance and counselling programme continued to grow, but was not fully effective (Ministry of Education, 1987).

In 1987, the Ministry of Education issued a report evaluating the educational system in Kuwait, which drew attention to the fact that:

> Under the centralized system, Psychological Services had been restricted, not reaching schools at all for 20 years, until the 1980's,..from 1984 to 1985, there were 157 employees working in Psychological Services, considerably less than the quota allocated in Department plans. In 1987, the number reached 183. (p. 261)

This means that there had been no guidance and counselling in the secondary schools before the 1980s, and the increase in the number was about 21 in two years, as compared to an intended 79 employees. The overall numbers of employees were 168 Kuwaitis (male and female), the overwhelming majority, and only 15 non-Kuwaitis, in accordance with government guidelines.

The Psychological Services, a recent development in Kuwaiti society, faced many problems in the early years. The major problem was the lack of frames of reference. Human interaction is very complex, so it is difficult to trace the origins of disturbance and to establish the link between cause and effect, particularly links between schools and other institutions, both social and educational, as well as the effects of Islamic Arab traditions.

A conference was held in March 1984, at Kuwait University, to develop psychological educational counselling in Kuwait. A number of knowledgeable and experienced researchers from Arab countries attended this conference. Some of the recommendations from this meeting were:

- that universities and colleges must establish opportunities for research and study in the field of educational and psychological counselling;

- that standardised regulations should be followed in the selection and appointment of the best qualified people to practice counselling;

- that universities should be concerned with identifying counselling problems in order to prepare counsellors in different educational psychological fields, and should promote the relationship between educational

counsellors and the families and other organisations, to encourage student growth.

- that teacher training programmes should include an element of counselling knowledge so that teachers would be aware of counselling provision and able to implement the counselling aims.

2.3.3. Islamic Influences in Guidance and Counselling in Kuwait

Hall and Lauwerys,'The Year Book of Education, 1955', mentioned that:

> The philosophical conception of guidance in Islam springs naturally from the Qur'an, and owes its practical inception to the prophet Muhammad. The pre-Islamic Arab traditional code of habitual deference to the authority and guidance of elders, whether parents or tribal chiefs, based as it was on blood relationship and mutual self-preservation, persisted no doubt in one form or another almost to our own time. But with the rise of Islam this code was transformed or superseded by a new one, which proclaimed that true guidance is not human but divine in origin, and is revealed by God to man in the Qur'an through Muhammad. (p. 207)

The guiding principles in Kuwaiti education are based on Muslim beliefs relating to religious, political, philosophical and cultural awareness. Hall and Lauwerys (1955) stated that:

> Guidance provided by either is really one derived from both. Eventually Islam became also a way of life, a culture. Hence our consideration of guidance in Muslim education must constantly be related to religious,

> political, philosophical and general cultural movements or institutions. (p. 208)

The underlying message in all aspects of Kuwaiti education is centred around the acceptance of Islam as a religion and a way of life.

In the Muslim world, this code of thinking determines all aspects of a person's activities and behaviour. The Islamic code stresses strong family and community values, demands appropriate behaviour patterns and seeks to achieve acceptable social awareness. Saleh (1987) declared that consequently, education is recognised as playing an important role in guiding adolescents into suitable Muslim social activities. Therefore, the dominant philosophy in Kuwaiti education originates from firmly laid Islamic principles. He investigated how counselling in an Arab country must be adapted to a particular cultural context, stating that, in an Islamic society, counselling cannot be as client-centred as it is in the West. According to Saleh, Islamic counselling must interpret facts and make recommendations in accordance with Islamic belief and the rules of Islamic society; the client is expected to follow Islamic rules of conduct. Also Saleh noted that counsellors and clients will have their own personal internalization of Islamic beliefs. He added that most disturbances in Muslims

result when the client or someone in his life does not follow Islamic guidelines.

The curriculum of any educational institution usually reflects the dominant influences and policies of its society, so accordingly the Muslim educational aims and policies are based on Islamic awareness of strong respect for learning and students (Abdullah, 1982).

On the educational front, present-day Kuwait has looked beyond its own country for ideas and practices; to its credit it has adopted many of these and accepted a need for changing attitudes to equip its young people for life in an ever-changing world. An increasing population, free education for all from kindergarten age to university level, a wide ranging curriculum and a good range of school and higher education facilities have all contributed to improved standards and technical competence. Within this changing society the counselling and guidance service is regarded by many as an essential part of Kuwaiti education. Like all other educational aspects it is based on Islamic principles (Badri, 1978). The counsellor helps the student make sensible decisions, consider choices and increase motivation to assist the student in his school career. Like counsellors in many other countries, he aims to offer all manner of guidance, whether it be personal, social or academic, by using his professional skills and Islamic doctrine.

Islamic belief stresses the essentially good qualities of mankind: his reasoning, his opportunity for choice and his commitment to Islamic values. Through Islamic guidance, counsellors seek to help students govern their behaviour and decisions in an acceptable fashion. Counsellors aim to bring strong Islamic values to the counselling situation in their dealings with students, parents and teacher colleagues, for it is believed that in this way students will progress to being balanced, productive people living and working within Islamic society.

It is firmly held that the counsellor in Kuwait should be wholly committed to enabling students reach positive decisions, have an understanding personality and be competent in coping with a variety of situations. Such competence can be gained by having a knowledgeable understanding of:

a. Education, especially its purpose, curriculum and objectives.
b. Professional competence in counselling techniques, methods, theories and individual or group counselling experiences (Saleh, 1987).

There is a growing recognition that qualified teachers with wide experience make skilled counsellors. Within this framework, the personality and the essential goodness of the

Islamic way of life must be paramount in the people chosen for counselling training, for there are many challenges ahead in the changing Kuwaiti society. As previously stated much of Kuwaiti education springs from the teachings of the Quran, but mindful of Islamic philosophical and religious principles, it is adaptive and accepts the need for change and compromise (Hall and Lauwerys, 1955). This is the root of much conflict faced by secondary school students. On the one hand, they are urged by their parents to remain true to the Islamic code, and on the other they see the excitement and opportunities offered by the challenging new curriculum. Personal achievement, struggle and challenge are considered important but now it is widely recognised that students need the guidance of trained counsellors, who back their skills with the personal example of social regard and achievement in learning.

Present-day students need the steadying influence and guidance of trained counsellors for they are increasingly faced with the conflict between western ideas and methods, and the traditional supremacy of Islam as a moral code. Influences of cultural changes stemming from Kuwait's recent oil wealth are bound to cause questioning of traditional attitudes and changed behaviours in the religious, moral and intellectual life of the younger generation in Kuwaiti communities. The counsellor in Kuwait, combining modern psychological insights with the Islamic approach, is well

suited to resolve much of this conflict. This guidance embedded in Islamic thinking will fulfil the society's religious and cultural requirements, and will constantly remind the student of the essential qualities of the Islamic up-bringing (Saleh, 1987). This guidance will contain the Muslim philosophy of the essential goodness of humanity, the power of reasoning and thought, the ability to make choices and the opportunity to change behaviours. The teacher's worry nowadays is to be aware of the implications of western education and the headlong rush into a rich and technological age, while keeping within the traditional teaching.

In summary, the anxiety facing Kuwait and its younger generation is how to maintain the religious and moral basis of its life in the face of the materialistic approach and changing skills and expertise required to keep the country viable in a competitive world, without losing its longstanding cultural heritage.

2.3.4. Guidance and Counselling in Credit Course Secondary Schools in Kuwait

The Ministry of Education, 1981, defined the term counselling as a process or an activity which is concerned with improved adjustment of the pupil. Counselling aims to help the students to understand their own abilities,

instincts and achievement, in order to adjust to the school and to create satisfaction between the student's interests and the various branches of knowledge fields. Counselling helps students educationally, vocationally and professionally, by defining their grades according to the Differential Aptitude Test and Vocational Interests Test. It draws their attention to professions which require their skills, interests and abilities, and makes them aware of the availability of scholarships abroad (Ministry of Education, Kuwait, 1981).

According to the Ministry of Education objectives set forth in 1989, the goals of educational counselling are:

1. To help the students understand and to know well their potentialities, tendencies and aptitudes, so that they may be in a position to set realistic goals and decide upon the course of study most suitable to them. This process is carried out by setting some tests revealing professional tendencies and aptitudes

2. To improve the failure rate for backward students by following up and making individual and group interviews, during which the student can be helped to discover means of bettering and challenging himself

3. To help the students to grow and develop by satisfying, as best they can, their physical, mental and social needs by positively interacting with society, through their active participation in social relationships

4. To help the students maintain their psychological health and guard them against unsound deviation and behavioural confusions.

The Ministry of Education in Kuwait (1979) stated the role and functions of the secondary school counsellor as follows:

1. Working with school students to help them understand and perceive their abilities, aptitudes and interests, and assisting them in setting realistic educational and vocational goals for the future. The counsellor will also give advice and guidance in the selection of courses in study and of choice of training institutes and colleges

2. Working with school students and cooperating positively with the social worker and other specialists at school. This will help achieve a better understanding of human relations, skills, habits and attitudes and will encourage positive values. Assistance can also be given in dealing with others, thus developing the student's personality in various individual and social situations

3.Working with school students to ensure they stay healthy and avoid psychological and behavioural disorders. Hopefully, any disorder will be identified at an early stage and allow for speedy referral to the psychological service administration

4. Working with specialists at school in studying the kinds of scholastic, educational and behavioural problems which students face, helping them to cope with these problems and if possible, solving them within an individual or group counselling situation

5.Studying those areas in school which have educational and psychological implications for transition from school to work, and then presenting recommendations based on the conclusions reached.

According to the Ministry of Education, in order that he may achieve the aims of guidance and counselling when fulfilling his role at the school, the educational counsellor must carry out the following duties:

1. Counselling and guiding freshmen students to assist their total adjustment educationally and socially, and their operation at an appropriate achievement level

2. Guiding students in their academic choices within the school curriculum, based on their test results, school work and other measures such as aptitude and interest tests

3. Providing the necessary vocational information to enable students to select a particular branch, showing them the range of study involved and assisting them to reach decisions

4. Attempting to carry out psychological surveys with school students in order to gain information on their mental levels, personal characteristics, school interests and identification of problems; utilizing the survey results for the educational process in general and for counselling in particular

5. Carrying out educational guidance, vocational and psychological counselling with the students in order to help them overcome some common problems and to create good habits, attitudes, positive values, and eliminate negative concepts

6. Carrying out vocational, educational guidance and psychological counselling processes with students in order to identify and guide their scholastic and vocational paths

7. Counselling students to encourage a healthy mind and attitude and considering any steps which might be taken in the school programme to assist this and prevent problems

8. Referring cases which need psychological counselling or mental psychotherapy to the competent authority

9. Cooperation with social workers and other specialists at school in studying student's problems and working with them in providing solutions

10. Studying educational and psychological areas which might arise within certain academic subjects, presenting and suggesting solutions

11. Involvement in school administration and in parent and teacher counselling

12. Preparing an individual file for each student which includes basic data: historical, scholastic, results of various tests, school work general vocational plans, and counsellor follow-up to the student during the period at school

13. Constantly up-dating the individual's record including entry of the counsellor's work with the student, or the appropriate specialist, teacher or parent.

14. The counsellor must respect the confidentiality of student record data and use them only to the students' benefit.

The Department of Psychological Counselling Services lays down certain rules and guidelines for the selection of Counsellors for credit course secondary schools, as follows:

1. A standard qualification in psychology with a minimum requirement of B.A in psychology.

2. A real and sincere interest in counselling.

3. Personal qualities which are essential are:

- Good mental health.
- Emotional stability, tolerance and patience.
- Insight into his/her own strengths and weaknesses, informed by respect and self-esteem, enabling him/her to accept criticism.
- He/She must be able to assess each counselling situation, appreciating complexities, clarifying ambiguities.
- He/She must accept people as they are.
- Every student must be seen as an individual, and their situation as unique.
- The educational counsellor must have the social skills and personal qualities necessary to form good relation-

ships.

- He/She must be able to engage the interest of students, gaining their confidence and respect, while maintaining professional distance, emotionally and confidentiality.
- He/She must be kind at all times, with a smiling face.
- He/She should respect his/her job and the concept of vocation; his/her self-development should be pursued by increased knowledge, providing him/her with as great an understanding of the culture as possible.

The educational counsellor deals with all sorts of students of differing levels of ability: weak, average and excellent. He/She handles simple psychological disturbances, behavioural disorders and academic difficulties such as problems with tension, examination apprehension and aggression, as well as more serious and obsessive-compulsive behaviour and aggression cases needing a multi-disciplinary team of clinical therapists, including psychologists.

The educational counsellor enlightens the intermediate students (Age 10 to 14, second compulsory stage) by visiting schools, explaining to them about secondary school education and focusing on the credit system. The counsellor should have a firm academic plan, which includes all the things that the pupil needs from the different counselling services, which are timed and structured to fit the academic situations. The educational counsellor should have a good

relationship with the people around him and should be able to understand and endeavour to help them.

Participation in Educational Counselling and Registration Processes:

The educational counsellor contributes in counselling and registration processes, following the academic plans for the students. The plans are individualised in their objectives and contents for each student in terms of his study and the Differential Aptitude Test results. The plan is also flexible according to the performance of the student, the time of the plan and other circumstances. The educational counsellor can give much help related to the student's academic plan. He/she can offer some suggestions and points of view which can be helpful to students' achievements, whether brilliant students, students who have problems, or students new to schooling. The following are the counselling services which are given to each group:

1. For freshmen students; counsellors prepare lists clarifying the student's capabilities and level in Intermediate School, the percentage of students and listing the brilliant and weak students. The academic advisors (every student has an academic advisor, who looks after the student's academic progress) are notified before the registration about the percentage of more able students, in

order to register them in courses such as Science and Mathematics, which would be their chosen subjects later. Academic advisors are also notified about the percentage of weak students, so they can reduce the number of course-units accordingly, for those students. The educational counsellor prepares the honour roll of students who have a grade point average of 3.25 or over. Each student is allowed to register in six or five and a half Units, according to his/her ability.

2. For students with reduced credits: The educational counsellors list weak students and their credits in each term. They review the students' school plans to check the number of credits for which they are registered and the different kinds of courses available, regarding the number of course-units for the students.

3. For students who are exempt from doing physical education: Educational counsellors prepare lists of students exempted from physical education, either for one term or for the whole year, giving them the chance to register for free courses, taking into consideration their health.

4. For students who are expected to graduate: educational counsellors prepare lists of students who are expected to graduate and review their schedules, to check on the remaining credits and help them to solve any schedule

problems.

The application of the Professional Tendencies Test:

This test, in its Kuwaiti version, contains 168 items, each of which contains three types of activities. Students should define the activity and choose the one they prefer. After they have answered, the educational counsellor will score the test according to the test instruction and extract the percentage marks, transferring them to the planning card. The test shows ten tendencies:

1. The Secluded Tendency; this contains the tendency to work outside, and this person is best suited to the non-social i.e., does not prefer human contact.

2. Mechanical Tendency; this involves interests and aptitude in operating, repairing and setting mechanical instruments.

3. Mathematical tendency; the desire to work with numbers, mathematical researches and commercial work.

4. Scientific Tendency; the tendency to work with things related to discovering new data, solving problems and experimenting.

5. Persuasiveness Tendency; the tendency related to

convincing others and adapting new ideas and transferring them to others.

6. Artistic Tendency; the tendency to do creative work which needs the use of the hands, such as drawing or sculpture.

7. Literary Tendency; the tendency to read, write and use language, orally and in writing.

8. Musical Tendency; the tendency to hear and play music, also, to harmonize and melodize music.

9. Social Services Tendency; the tendency to help people to improve their social and economic position, also, to get rid of their psychological and social problems.

10 Writing Tendency; the tendency to do office or desk work such as organizing correspondence and reports, also, following and fulfilling orders and tables.

The Ministry of Education in 1988 stated that the school counselling programme should assist pupils in choosing their majors of study after they have at least 10 credits. It helps them in developing their educational plans for the future, based on three factors:

1. The result of the General Differential Aptitude Test,

including Verbal, Numerical, Deductive Abstraction Test, Mechanical Deductive Abstraction Test, Spatial Relevance and Dictation Aptitude Test. Every student must take the General Differential Aptitude Test.

2. The student's preference.

3. The wishes of the student's parents.

4. The educational counsellor considers the result of the General Differential Aptitude Test, and assists the students to make their own decisions (Ministry of Education, 1989).

The Ministry of Education in 1981, stated the roles and functions of educational counsellor in credit course secondary schools as follows:

1. The functions of the educational counsellor related to teachers :

- To assist teachers and forward information to them about the students, so they can understand them
- To assist teachers to understand the behaviour of students and their motivations
- To assist teachers in analysing the results of examinations
- To assist them to understand student's behavioural problems in the classroom.

- To co-operate with teachers to organise the students' files and students' activities in the summertime, and to receive reports from the teachers about the students' behaviour in general.

2. The functions of educational counsellors related to parents:

- To hold meetings or sessions with parents.
- To discuss students' reports, grades and their behaviour.

In 1981, when Joseph Mansour evaluated the educational guidance and counselling programme, he found that considerable efforts had been made, but a number of differences existed. The service as it operated at that time may be summarised as follows:

1. Testing: The guidance programme placed special emphasis on testing, which was well-operated and supervised. The tests in use included: Tests of aptitude, interest inventories and intelligence tests.

Test data were being used by the educational counsellors mainly for educational placement within the school, that is, to help students in course selection and the choice of curriculum plans. In certain cases attempts were made by educational counsellors to interpret test results to parents to help them better understand their children. Tests were

also being used to identify mentally retarded students and low achievers. On the other hand, appraisal data were not used for curriculum development and improvement; the "adaptive" function of guidance was thus being neglected. Similarly, test results were not utilised by the teachers in classroom instruction and no systematic effort or provision had been made for disseminating and/or interpreting test data to them.

The record system in use was complex and had the disadvantages of duplication of information, duplication of effort and lack of uniformity among the different forms of records in use.

2. Counselling: This was considered the heart of the guidance activity. It included:

a. Educational Placement: This aimed to help the student to select an appropriate course of study or curriculum plan in keeping with his abilities and interests, and to help the student handle problems related to change of educational plans, withdrawals and the like.

b. Advising: The interviews held by the educational counsellor with the students were more of the advising than the counselling type.

3. The Information Service: No formal or organised programme of information services existed in the course credit

secondary schools, though some activities had been initiated in this area, including collecting local educational and occupational information, and orientation information.

4. The Orientation Programme: Orientation regarding the credit course system was extended to both students and parents, with one day for parents and one or two days for students. In certain schools, orientation was scheduled during the week preceding registration. In other schools, pre-admission orientation was also provided during the last semester of the last year of the intermediate cycle.

5. Group guidance: Group guidance activities were used by educational counsellors mainly for orientation purposes.

6. Referral system: Referrals of students at the course credit secondary schools were often made to the social worker who in turn either handled cases or refered them to others, including the educational counsellor. Referrals were usually handled and co-ordinated by the educational counsellor who acted as the referral agent at the school.

7. Community resources: The community resources and institutions available in Kuwait served as a valuable source of support to the guidance programme. A guide or directory of these institutions was being prepared.

8. Guidance facilities: A guidance office was provided in each school, but was shared by two educational counsellors, posing a privacy problem. One school had, in addition to the guidance office, a small adjacent room used for small-group testing. The office furnishing was considered temporarily acceptable, each office being provided with desk for the counsellor, chairs, filing cabinets, a bookshelf, and a telephone, shared by the counsellors.

9. The guidance library or resource centre: The libraries of the administrative Departments and of individual schools, all lacked reference materials on guidance.

(Mansour, 1981).

Since Mansour's report, however, no other comprehensive evaluation of the guidance and counselling service in Kuwait has been conducted.

2.4. PERCEPTIONS OF THE EDUCATIONAL COUNSELLOR'S ROLE

According to Banton, (1965) the term role refers to a set of expectations applied to the incumbent of a particular position by the incumbent and by others within and beyond an organisation's boundaries. One way of identifying the role of school counsellors is to examine the perceptions of them held by those they serve: pupils, teachers, administrators and parents (Shertzer and Stone, 1976).

Schmidt (1962) found that counsellors and principals generally exhibit a high degree of agreement on the role of the counsellor and on which responsibilities are associated with that role. Sweeney (1966) found that counsellors and principals marked attributes for counsellors similarly, but principals tended to stress leadership more than did counsellors. Moreover, the principal tended to see the counsellor in terms of attributes considered necessary for an administrator. Nonetheless, both of these studies suggested reasonable congruence in the perceptions of counsellors and principals.

Hart and Prince (1970) on the other hand, arrived at a contradictory conclusion. In their attempt to investigate the discrepancy between the principal s' expectations of the counsellor's role and ideal role as taught to the counsellor during his training and the effect counsellor experience and training had in shaping the way principals perceive the counsellor's role, they discovered that principals with no counsellor training were more apt to assign disciplinary duties and clerical tasks to the counsellor than were counsellor educators. Furthermore, they found that principals and counsellors disagreed on other important points: principals felt they should have access to all confidential files; principals did not see the counsellor dealing with the personal-emotional problems of the student: principals believed that the counsellors should accept many

varied problems not commonly associated with counselling. In short, it would seem that principals without training and experience in counselling should not be entrusted to act as supervisors. These viewpoints from principals are at variance with the role expectations of counsellors.

Filbeck (1965) has offered some specific suggestions as to how counsellors should behave in order to minimize conflict between themselves and their principals. He confirmed that:

> the counsellor must be highly sensitive to those aspects of his work that are threatening to his principal. He must be able to anticipate what professional counselling activities are anxiety inducing, and where professional considerations (e.g., ethics) dictate proceeding in a manner that will arouse anxiety and antagonism on the part of his administrator, he must prepare and plan strategies to alleviate or reduce such feelings. It is suggested here that helpful strategies include: verbalized understanding of the principal's feelings, opencommunications with the principal, and a constant professional, competent demeanour to develop confidence, on the part of the principal, in the counsellor as a proficient professional in the field of education. (p. 891)

Belkin (1981) stated that:

> The school counsellor must work effectively with his or her principal, taking into account and showing sensitivity to the principal's needs, expectations and fears. The counsellor has an opportunity to increase his or her professional posture by establishing a viable, mutually respectful and responsive relationship with the principal. (p. 208)

Sherman et al (1969), in a comprehensive study, found that teachers expressed some dissatisfaction with the counselling role; on the whole they viewed the school

counsellor in a rather negative light. They found that only 29 percent of the teachers interviewed perceived the counsellor as "well trained" and only 28 percent found the counsellor "efficient and effective". Even more distressing, only 17 percent of the teachers considered the counsellor a "highly professional person". What do these results tell us? Mainly, that although counsellors tend to be well liked by the teachers at their schools, they are not always respected as professionals, nor are they always perceived as being competent to handle serious and difficult problems.

Valin, Higgins and Hatcher (1982) demonstrated the need to assess the attitude of teacher colleagues towards the counselling service and the function it claims. Positive teacher expectations and attitudes can help the growth of guidance services if they can be seen to have a justifiable and successful role within the school. The above mentioned writers stressed that counsellors must demonstrate student need and be accountable for effective action, to gain the respect and co-operation of teacher colleagues.

Other research (Helms and Ibrahim, 1985) has emphasised the importance of counsellors declaring realistic objectives in meeting student needs and the necessity to develop ideas and methods to deal with any signs of discontent within the school staffing. They noted that a school counselling service will only prosper if it is fully

accepted and utilized by other school personnel.

A leading criticism of the counselling service is that the role and function of the secondary school counsellor are vague and ill-defined to students, teachers and counsellors (Aubrey, 1982; Schmidt, 1984). This apparent vagueness leads to lack of professional recognition, biased and inaccurate perceptions and inter-departmental conflict amongst counsellors, teachers and administrators (Murray, Levitov, Castenell and Joubert, 1987).

Stintzi and Hutcheon (1972) discussed the multiple roles of the school counsellor and how the counsellor's role is perceived by the counsellor, the students, the teachers, the administrators and the school district. Their conclusions regarding the counsellor's role are as follows:

The counsellor's role in his view:

1.He/She is an adviser precariously balanced in midposition.

2. He/She cannot be an administrator and a counsellor at the same time.

3. He/She should not be a disciplinarian.

4. He/She must be able to relate to students and be someone in whom they can have faith.

5. He/She should allow students to make their own decisions.

6. He/She should be available to provide orientation for new students.

7. He/She should encourage an open-door policy.

The counsellor's role from the student's view:

1.He/She should be a source of information for career. guidance and vocational opportunities.

2. He/She should be open for discussion on social and personal problems.

3.He/She should not be a disciplinarian, but should be available for consultation on discipline problems.

4.His/Her qualities should include sincerity and integrity; someone the students can have faith in.

5. He/She should allow students to make their own decisions.

6. He/She should be available to orient new students.

7. He/She should encourage an open-door policy.

The counsellor's role from the teacher's view:

1. He/She should be the teacher's advocate in supporting the teacher's views and decisions.

2. He/She should be the one to conduct case studies.

3. He/She should assume the position of consultant on disciplinary problems and administer discipline.

4. He/She should consult with the teacher before making decisions.

5. He/She should not have an autonomous position.

6. He/She should be obliged to participate in school supervision.

7. He/She should counsel students.

8. He/She should be active in scheduling and special placement of students.

The counsellor's role from the administrator's view:

1. He/She should not be in a position remote from the administrators.

2. His/Her prime function should be student counselling, individual and group.

3. He/She should be available to talk to parents.

4. He/She should be active in individual planning and learning programmes for special placement.

5. He/She should maintain informal, as well as formal, student contact.

6. He/She should consult with teachers.

According to the American School Counsellors Association (1977), "Statement on Counsellor Role and Function", the role and function of the counsellor is still unclear to students, parents, administrators, and counsellors themselves, though in 1965, the ASCA in a policy statement had identified ten professional responsibilities which secondary school counsellors should be performing. These were as follows:

1. Planning and Development of Guidance Programme: The counsellor defines objectivess and assists in continued planning, curriculum development, and evaluation of the guidance programme.

2. Counselling: The counsellor engages in individual or small group counselling to assist pupils in understanding and accepting themselves. The counsellor provides information to aid students in decision making and helps pupils to cope with and solve problems.

3. Pupil Appraisal: The counsellor identifies students with special needs and interprets pupil information to pupils, parents, teachers, and administrators. The counsellor co-ordinates a standardized testing programme for the school.

4. Educational and Occupational Planning: The counsellor collects and disseminates information to parents and pupils about careers and colleges.

5. Referral Work: The counsellor identifies community referral agencies, and maintains a close working relationship with them.

6. Placement: The counsellor assists students in making appropriate choices of school subjects and courses of study

and assists in placement of students in the work world and colleges.

7. Parent Help: The counsellor interprets guidance and counselling services to parents. The counsellor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests and attitudes related to educational and occupational planning.

8. Staff Consulting: The counsellor provides teachers with information about pupils to help them in identifying and working with students having special needs.

9. Local Research: The counsellor identifies student needs and assesses how well school services were meeting those needs. The counsellor follows up on graduates and students who have withdrawn.

10. Public Relations: The counsellor interprets the guidance and counselling programme to school staff, parents, and the community by assisting in developing programmes for presentation by radio or television.

According to Stoughton (1965), the American School Counsellor Association (ASCA) points out that counsellor role expectations should be based on specific skills in which the counsellor is trained:

> There is a core of preparation and professional roles which should be common to all counsellors. (p. 13).

Fitzgerald (1965) claimed that the ASCA study was:

> the first time there was a 'Statement on the role of the Secondary School Counsellor' that depicted consensus among the American School Counsellor Association and school counsellors throughout each of the 50 states. (p. 41)

He concluded that this study was a step toward achieving professionalization of the school counsellor. It provides principals with a better understanding of the professional role and responsibilities of the secondary school counsellor.

However, Wrenn (1965) pointed out that ASCA (1965) did not adequately emphasize vocational counselling as a role of the school counsellor. Wrenn proposed that the school counsellor should also pay special attention to women and students who are creative. Counselling would help these two groups in realising their greatest potentials.

In 1977, the ASCA Governing Board revised the 'Role Statement of the Secondary School Counsellor' and portrayed personal counselling as a major role of the high school guidance counsellor; the counsellor was to help students with their educational, vocational, and personal-social needs.

ASCA (1977) examined two areas of the counselling process:
(1) professional relationships and (2) professional responsibility. The following is a list of relationships and responsibilities which counsellors should have:

1. Professional Relationship:

A. Counselling relationships, such as: The counsellor respects the integrity of the student. The counsellor promotes welfare of the student. The counselling relationship must be kept confidential.

B. The Counsellor's relationship with the student, such as: The counsellor is available to all students. The counsellor works with them in relation to their educational, vocational, and personal-social needs.

C. The Counsellor's relationship with the parent, such as: The counsellor respects the basic right and responsibility of parents to assist their children in decision making.

D. The Counsellor's relationship with the teacher, such as: The counsellor shares appropriate individual student data with teachers. The counsellor assists teachers in recognizing individual differences between students and their needs in the classroom.

E. The relationship with the administration, such as: The counsellor recognises that the principal is a major member of the guidance team. The counsellor's outlook, leadership, and support creates the atmosphere for success in important school services. The counsellor serves as interpreter of the guidance programme to the principal.

F. The counsellor's relationship with significant others, such as: The counsellor maintains a co-operative working relationship with community and social agencies.

2. Professional Responsibilities:

A. The Counsellor's responsibility to the student, such as: The counsellor aids students in self-evaluation, self-understanding, and self-direction. Counselling enables students to make decisions consistent with their immediate and long-range goals.

B. The Counsellor's responsibility to the parent, such as: Counsellors share information with parents or guardians. Counsellors interpret pertinent data about students' academic records and progress.

C. The Counsellor's responsibility to the staff, such as: The counsellor works with members of the school staff by providing appropriate information, materials and

consultation assistance in supporting teacher efforts.
D. The Counsellor's responsibility regarding the community, such as: The counsellor has accurate information about current community programmes.

E. The Counsellor's responsibility to the profession, such as: The counsellor is aware of their level of professional competence and presents it accurately to others.

F. The Counsellor's responsibility to self, such as: The counsellor is well informed on current theories, practices, developments, and trends.

Hutchinson, Barrick, and Groves (1986) conducted a study which indicated that non-counselling activities required more counsellor time and attention than counsellors believed was warranted. At the same time, they argued that counsellors must look beyond the traditional roles of counselling. Counsellors must consider a wider outlook that requires students, teachers and administrators to have positive perceptions of the developing service. As this department may be in competition with other school sectors for financial allocation, their effectiveness and accountability are of prime importance. They concluded that a consistent and clear definition of counsellor functions is important and that universities when training counsellors need to ensure that counsellor functions, both ideal and

actual, are congruent with the philosophy of the profession.

According to Olson and Dilley (1988), substantial evidence exists to support counsellor assertions that they cannot meet all the demands placed on them and that counsellor confusion over which area to concentrate on affects the stress level of counsellors.

Abueita (1982), in her study to design a counselling programme for secondary schools of Kuwait, sought clarification of all activities in which the counsellors should be involved. She discovered that in comparison of the assessment of counsellors and administrators toward school counselling programme, significant differences were found on fourteen of the total 140 counselling activities and when the assessment of counsellors and teachers were compared, significant differences appeared on fifteen counselling activities. A comparison of the assessment of teachers and administrators, revealed significant differences on fifteen counselling activities. When she tested her hypotheses to compare the assessment of males and females, significant differences were found on fifteen counselling activities.

When the various parties interested in the educational counsellor's work have different perceptions and expectations, role conflict may occur. A high school counsellor who is attempting to play multiple and/or conflicting

roles often has diverse, potentially conflicting expectations placed upon himself. Kahn, Wolfe, Quinn and Snoek (1964) identified several types of role conflict:

1. Intra-sender role conflict: incompatible expectation from a single role sender

2. Inter-sender role conflict: expectations from one role sender which are incompatible with those from another role sender

3. Person role conflict: incompatibility between expectations held by the role incumbent and expectations otherwise associated with his/her position

4. Inter-role conflict: role pressures stemming from one position incompatible with the role pressures arising from a different position

5. Role overload: expecting the role incumbent to engage in several role behaviours in too short a time period.

Each type of role conflict may pressure the role holder, such as high school counsellors, to conform to the sender's (administrator's, teacher's, student's, or parent's) expectations. It should be pointed out, however, that in many areas, counsellors and principals find

themselves supplementing each other rather than clashing.

Van Sell, Brief, and Schuler (1981) came to the following conclusions regarding role conflict and ambiguity:

1. Role conflict and ambiguity appear to cause lower productivity, tension, dissatisfaction and psychological withdrawal from the work group

2. Individual difference in perceptions of and adaptability to the work environment, as well as the need for clarity are likely moderators of the relationships between role sender-focal person relationships

3. It appears that role conflict and ambiguity are partially a function of a complex interaction of job content, leader behaviour, and organisational structure.

Role conflict can lead to such dysfunctional work-related behaviour as tension, job dissatisfaction, and lowered commitment (Kahn et al, 1964; Bedeian and Armenakis, 1981).

Different perceptions of the educational counsellor's role lie behind the variety of calls for improvement, which Bradly (1978) classifies into various categories: First, those who call for defining and modifying the counsellor's role. Second, those who suggest that school counselling be

decentralized. Third, the call for counsellors to improve communication between themselves and others outside of the direct counselling relationship, such as parents and community agencies. Fourth, there are those who call for the abandonment of personal and systems diagnostic skills. Fifth, there are those who argue that, for counsellors to be more effective, they must concentrate on more self-knowledge and more self-understanding. Sixth, there is the call for counsellors to involve themselves in research and to obtain the skills to conduct good empirical studies. Seventh, those who subscribe to counsellors as acting as change agents, persons who identify and plan programmes to deal with problems. What all the above have in common, is that they see counsellors as needing to be active, to understand forces in society and institutions, if they are to have an effect upon students.

2.5. CONCLUSION

This chapter has examined the development of guidance and counselling services in the United States and Kuwait. It has been shown that counselling in the Arab world has been very slow to develop and attain recognition, compared with western countries, and Kuwait is one of only three Arab countries that have introduced counselling on a wide scale.

As in the West, counselling in Kuwait offers educational, vocational and social/behavioural guidance to students. The significant difference is that this must be done in the context of Islamic values, in a society where these values are increasingly being challenged by Western ideas associated with the country's new wealth and development.

Although counselling and guidance in Kuwait's credit course secondary schools started in the beginning of the 1980s, only two studies have assessed the role and function of educational counselling: those of Mansour (1981) and Abueita (1982). Since then, no study has been conducted specifically about the role and function of educational counsellors in credit course secondary schools in Kuwait.

The present research attempts to fill this gap by investigating how students, teachers and educational counsellors perceive the role of educational counsellors in credit course secondary schools. The hypotheses formulated in this regard are explained in the next chapter, along with the methodology used.

CHAPTER THREE:RESEARCH DESIGN AND METHODOLOGY

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The main objective of this study is to investigate differences in students', teachers' and educational counsellors' perceptions of educational counsellors' role and function in Kuwait. Two field studies were carried out. In the first, conducted in 1991, a twenty-item questionnaire was distributed to students, teachers and educational counsellors. As a result of the data obtained from this survey, a second study was carried out in 1992. It made use of interviews, checklists, time scale questionnaires and data sheets.

The purpose of this chapter is to present a detailed account of the research design and the methodology employed.

3.2 THE RESEARCH HYPOTHESES

It was suggested in the literature review (see section 2.6), that educational counsellors face the problem of role conflict. Teachers and students might have conflicting

expectations of the role of educational counsellors. Furthermore, there might be misunderstanding on the part of teachers and students about the role of educational counsellors. This could lead to a number of difficulties encountered by the counsellors when doing their job and could affect their efficiency.

Four hypotheses are therefore tested in this study:

Hypothesis One:

There are differences in perception among students of different gender, educational zone and grade levels regarding the role of educational counsellors.

Hypothesis Two:

There are differences in perception among teachers of different gender, educational zone and years of experience regarding the role of educational counsellors.

Hypothesis Three:

There are differences in perception among counsellors of different gender, educational zone and years of experience regarding the role of educational counsellors.

Hypothesis Four:

There are differences between students'; teachers' and educational counsellors' perceptions regarding the role of educational counsellors.

3.3 BACKGROUND TO THE FIELD STUDY

3.3.1 The Credit Course Secondary Schools.

The Credit Course Secondary Schools offer students the opportunity to choose a major from among the following subjects: Islamic Studies, Arabic Language, English Language, Social Studies, Mathematics, Science, Commercial Studies and Industrial Studies. Students' selection of any subject depends on the following procedure: firstly, the student chooses a subject. Secondly, the student takes a differential aptitude test which measures his or her aptitude towards each subject. Thirdly, the student's academic advisor makes recommendations. Fourthly, the student's father signs a letter indicating his approval of the choice of subject. As a result of the above procedure, the educational counsellor finally makes a decision about the student's selection of a subject.

3.3.2 The Administrative Procedure

On the 23rd December 1989, a request was sent to the Ministry of Education asking for permission to visit Credit Course Secondary Schools in Kuwait to carry out research work (see Appendix 1). An agreement letter was received after one week (see Appendix 1) as well as five copies of a letter of authorization to be delivered by the researcher to the Education Authority in each of the five administrative

zones. The researcher received from these Authorities, letters of recommendation to be forwarded to the principals of twenty-one credit course schools. He then visited all the schools and met their principals and educational counsellors to explain the purpose of the research.

3.4 THE FIRST FIELD STUDY

3.4.1. The Research Sample

a. The Credit Course Secondary Schools' Sample

A sample of 10 credit course secondary schools from a total of twenty one such schools was selected for the field study (see Table 1). The selection was made by the Administration of Psychological Services within the Ministry of Education and was based on counsellors' length of experience within the schools. Thus, all schools with trainee educational counsellors were avoided. One boys' school and one girls' school was selected from each of Capital, Farwaniya and Ahmadi zones. Jahra was represented by the boys' credit course secondary school, the only such school in the whole zone. From Hawalli, two girls' schools were selected as well as one boys' school, because this zone has the highest number of girls' schools (see Table 1). The sample of credit course secondary schools therefore consisted of five girls' schools and five boys' schools (see Table 2).

Table 1. List of Credit Course Secondary Schools In Kuwait with Number of Students, Educational Counsellors and Teachers

School Name	Zone	St.	Ed.Co.	Te.	*
Girls' Schools					
Al-Asma bint Al-hareth	Capital	692	2	112	
Al-Mansuria	Capital	638	2	108	*
Al-Jazaer	Capital	439	1	81	
Bayan	Hawalli	1050	2	138	*
Kalida Bint Al-Aswad	Hawalli	866	2	136	*
Imama Bint Al-Beshar	Hawalli	420	1	79	
Borqan	Hawalli	311	1	65	
Al-Yarmook	Farwaniya	831	1	126	
Al-Nahtha	Farwaniya	323	2	97	*
Om Amer Al-Ansaria	Farwaniya	870	2	131	
Hadia	Ahmadi	858	2	114	*
Boys' Schools					
Al-Qadesia	Capital	740	1	92	
Keefan	Capital	889	2	110	*
Soliman Al-Adasani	Hawalli	382	1	66	
Saleh Sehab	Hawalli	1028	2	122	
Al-Qortabi	Hawalli	800	2	120	*
Al-Asmae	Farwaniya	814	1	122	
Sabah Al-Salim	Farwaniya	1009	1	126	*
Homood Al-Jaber	Farwaniya	206	2	52	
Hesham Bin Al-Ash	Ahmadi	500	1	110	*
Jaber Abdullah Al-Sabah	Jahra	322	1	80	*

Key: Ed.Co= Educational Counsellors; Te= Teachers,
St= Students; *= Schools Selected for the study
Source: Ministry of Education, 1991-1992

Table 2. The Credit Course Secondary Schools Selected for the Study

Location	Girls Schools		Boys Schools		School
	Total	Selected	Total	Selected	Selected
Capital	3	1	2	1	2
Hawalli	4	2	3	1	3
Farwaniya	3	1	3	1	2
Ahmadi	1	1	1	1	2
Jahra	-	-	1	1	1
Total	11	5	10	5	10

b. The Students' Sample

A sample of thirty students was chosen at random in each of the ten selected schools. This was undertaken by the educational counsellors in the schools. The total sample was therefore three hundred students, one hundred and fifty male and one hundred and fifty female (see Table 3).

Table 3. Sample of Students, Teachers and Educational Counsellors

Zone	Students		Teachers		Ed. Counsellors.	
	Female N	Male	Female N	Male	Female N	Male
Capital	30	30	30	30	5	3
Hawalli	60	30	60	30	6	5
Farwaniya	30	30	30	30	5	4
Ahmadi	30	30	30	30	1	-
Jahra	-	30	-	30	-	1
Total	150	150	150	150	17	13

c. The Teachers' Sample

A random sample of thirty teachers was selected by the educational counsellors within each of the ten selected schools. The total sample of teachers was three hundred, one hundred and fifty male and one hundred and fifty female (see Table 3).

d. The Counsellors' Sample

Because of the small number of educational counsellors within the ten sampled credit course secondary schools, it was decided to include in the study all educational counsellors from all twenty-one credit course secondary schools in Kuwait. These totalled thirty-two educational counsellors, 8 female and 14 male. In fact, of a possible thirty-two educational counsellors, thirty agreed to take part in the study (see Table 3).

3.4.2 Research Instrument

a. The Connecticut Questionnaire

In 1981, the Connecticut study was carried out with the aim of developing a model curriculum for the preparation of Secondary School Counsellors (Ibrahim & Thompson, 1981). The perceptions of parents, counsellors, administrators and the business community regarding the role and function of secondary school counsellors were assessed. A questionnaire was designed, which consisted of thirty-seven questions grouped into several categories, including programme development, counselling, pupil appraisal, educational and occupational planning.

Since the credit course secondary educational system in Kuwait and its incorporation of guidance and counselling

were modelled on the American system, the researcher decided to take as a starting-point the questionnaire designed by Ibrahim and Thompson. The questionnaire's items were based upon the American School Counsellor Association list of desirable functions, which defines the role and function of educational counsellors in secondary schools. However, the questionnaire was not adopted in its entirety, but modified to take account of differences in emphasis between the American and Kuwaiti systems (see the following sub-section).

b. Adaptation and Modification of the Connecticut Questionnaire

In 17-7-1990, a telephone request was made by the researcher to the Connecticut Department of Education, inquiring about Ibrahim and Thompson's (1981) questionnaire. The researcher received subsequently all the publications about the study as well as the questionnaire, from which twelve items about the role and function of counsellors in secondary schools were carefully selected. These selected items reflected most closely the Kuwaiti model of the counsellors' role and function as explained in Chapter Two (see section 2.3.4). The items related to the counsellors' role in secondary schools were as follows:

1. Provide individual counselling services for personal problems and concerns.

2. Provide group counselling services for personal problems and concerns.
3. Provide individual counselling services for educational problems and concerns.
4. Provide group counselling services for educational problems and concerns.
5. Provide information for students about content of school courses and aid them in course selection.
6. Provide students with information about careers.
7. Provide students with information about educational opportunities after secondary school
8. Provide testing to help students make career choices.
9. Assist graduating students and drop-outs in getting jobs.
10. Conduct guidance activities in the classroom, such as career development, self-awareness, decision-making, along with the classroom teacher.
11. Conduct group guidance sessions for students in curriculum vitae writing, completing job applications, job interviewing skills and job application follow-up strategies.
12. Assist students to make educational plans for the future, such as: selecting a college, career training programme, etc.

The researcher translated these 12 items into Arabic. A group of 4 experts in translation from the Ministry of

Education in Kuwait, reviewed the translation for accuracy and clarity. They translated it again into English, to compare it with the 12 Connecticut items, then translated back into Arabic for comparison with the first translation. The group judged that the items were clear and understandable.

The researcher then submitted these 12 items for corrections and suggestions, to a research committee consisting of five supervisors and researchers in the Ministry of Education in Kuwait. A meeting between the researcher and the committee was held to discuss these 12 items. The instrument was revised upon their suggestions and recommendations. The committee agreed that the items were clearly stated and that each item suitably described the role and function of the educational counsellor. However, they felt that the items were not a sufficient basis on which to make a judgment. As a result, the researcher modified and developed the questionnaire. Eight additional items were added to the previous items, based on the Kuwaiti Ministry of Education's definition of the educational counsellors' role in credit course secondary schools. These eight items were as follows:

13. Consult with school social workers on specific cases.
14. Provide counselling services for parents to help them understand their children.

15. Keep a record of student test results and academic progress.
16. Plan, carry out and interpret achievement, ability and interest testing programmes to assess students.
17. Explain the result of testing to students and teachers.
18. Help students understand and perceive their abilities, aptitudes and interests.
19. Work with students to ensure they stay healthy and avoid psychological and behavioural disorders.
20. Consider those taught subjects which have educational and psychological implications for transition from school to work.

The items in the questionnaire were not arranged under topics or in a logical order, because the researcher did not want to influence the participants' responses by suggestive headings in the questionnaire. However, the items covered four main data categories related to the educational counsellor's role. The categories were:

- counselling, which was covered by items 1, 2, 3, 4, 14, 18, and 19
- information, which was covered by items 5, 6, 7, 15, 16 and 17
- educational and occupational planning which was covered by items 8, 9, 10, 11, 12 and 20

- staff consulting , which was covered by item 13 only.

Students, teachers and educational counsellors were asked to indicate their opinion of the importance of each item of the questionnaire, by rating it on a Likert-type scale ranging as follows: very important, important and no opinion, unimportant. Each response was given numerical weight as follows: very important= 4, important= 3, no-opinion= 2, unimportant= 1.

The same questionnaire was distributed to each of the three groups, although the cover of the questionnaire, which asked for information about the background of the participant was different for the students than for the other two groups.

3.4.3 Questionnaire pre-test

The 20 item questionnaire was pretested during the beginning of September 1991. The aim of the pre-test was to check that the wording and layout of the draft questionnaire were not confusing and did not encourage any particular response.

The questionnaire was tried out in a single school, Sabah Al-Salim, with a random sample of 30 teachers and 30 students, and the school's educational counsellor. In addition, four other counsellors from other schools were

given the questionnaire, as it was thought that the comments of one counsellor alone would be an insufficient basis on which to judge the suitability of the research instrument.

The administration of questionnaires always raises the question of the extent to which consistency and reliability may be effected by problems of semantic interpretation, and also by other factors related to the circumstances surrounding completion. Respondents' answers may be affected by their past experience (pre-experience response variable), by the length of time given to completing the questionnaire, and hence the care and attention given (time-related response variable), and by the situation the respondent is in while responding (situational-related response variable).

Although these factors can never be entirely within the control of the researcher, every effort was made to control them so far as possible. The question of semantic interpretation had already been addressed to some extent in the extensive consultation regarding the wording and translation of the items. However, to minimize the risk of items being misunderstood or interpreted differently, the researcher clearly explained the items to the respondents, and remained available for consultation about any difficulty. To control, as far as possible, time-related and situational-related response variables, all students completed the questionnaire in a single session, in the same

room. A similar procedure was adopted for teachers.

In the case of educational counsellors, this procedure was not possible, as they were drawn from different schools. They all completed the questionnaire in circumstances as alike as could be managed, in their own private offices, in the presence of the researcher, and with time allowed for them to consider the questions and respond carefully and thoughtfully.

On the basis of the samples' comments, minor corrections and adjustments were made to the wording of some items, to make them easier to understand. On this basis, the researcher felt that the instrument could then be used in the main study. The results from the pre-test were not included in the results of the main survey, presented in Chapter 4.

3.4.4 Data Collection

During September and October 1991, the 20-item questionnaire described in section 3.4.2. was distributed to students, teachers and counsellors in the ten sampled schools, using the same procedure as had been used in the pre-test. The researcher visited each school to encourage the counsellors, the teachers and the students to fill in the questionnaire, and to ensure that items were understood.

In the case of students, they were gathered in a classroom and the researcher explained the questionnaire carefully to ensure that it was understood, and made sure it was completed by each student. Teachers completed the questionnaire in a separate session from students.

In addition, the questionnaire was distributed to the remainder of the thirty counsellors making up the sample. The questionnaires were delivered in person by the researcher, who visited the counsellors at their schools for this purpose.

3.4.5 Data Analysis

The collected data were coded and introduced into computer files. SPSS PC+, a statistical package for the Social Science running on an IBM PC+, was used to analyse the data.

Students', teachers' and educational counsellors' questionnaire responses and summary statistics were computed to describe and compare the distribution of participants' responses. Statistics calculated included percentages, means and standard deviation.

The reliability of the questionnaire was measured by Cronbach's Co-efficient Alpha, which measures the correlation between items belonging to the same category. As

was explained in section 3.4.2., the four categories of items were: Counselling, Information, Educational and Occupational Planning and Staff Consulting. As the last category included only one item, coefficient Alpha could not be completed.

The hypotheses described in the beginning of this chapter (see section 3.2) were tested by computing means, t-test and ANOVA. The t-test compares sample means and tests the significance of the differences between the means. The t-test is appropriate for situations in which subjects have been divided into two groups (for example by gender) and the researcher is interested in the significance of the difference between the two groups on some variable. ANOVA can be considered as an extension of the t-test and makes it possible to investigate the significance of differences in a broader range of situations (Healey, 1990).

3.5. THE SECOND FIELD STUDY

After analysing the results obtained from the 20 item questionnaire, it appeared that there was a need for further investigation about the counsellors' perception of their role. It was therefore decided to conduct a second study, concentrating solely on the counsellors, and to devise four further instruments for this purpose: a structured

interview, checklist, time scale questionnaire and data sheet.

3.5.1. The Research Sample

The research sample consisted of all 32 educational counsellors working in credit course secondary schools in Kuwait.

3.5.2. The Research Instruments

a. The Structured Interview

The aim of the structured interview was to assess counsellors' views of their role and the difficulties they face when dealing with administrators, teachers students and parents. The interview schedule also assessed counsellors' satisfaction with their job and sought their suggestions as to ways of improving their relationships with parents, students and teachers. The questionnaire comprised 20 questions of three types:

- Fixed alternative questions where the respondent was asked to answer 'yes' or 'no', though sometimes additional information was sought in a supplementary question.

Example: Question 4: "Do difficulties emerge in dealing with teachers?"

A. Yes____ B. No____

If yes, summarize the difficulties.

The advantage of this format is that the responses are easily coded. However, such a format may limit the respondents because it is sometimes difficult for the respondents to choose between yes or no.

- Open ended questions were defined by Kerlinger (1969) as those that supply a frame of reference for respondents answers, but put a minimum of restraint on the answers and their expression. The advantage of this type of question is that the respondent is free to give any answer that he feels is appropriate. However, the responses to open ended questions may take time and are difficult to code.

Example: Question 1: "What are the main elements, which minimise your role as an educational counsellor?"

- Scale items questions: In this type of question, respondents are asked to answer on a given scale, as follows:

Example: Q13. Define the cooperation of commercial organisations with you:_____

Excellent - Very good - Good - To some Extent - Weak

b. The Checklist (see Appendix 5)

In addition to the structured interview, a checklist was designed to determine what tasks counsellors perform or do not perform in their daily work in the credit course secondary schools in Kuwait. The checklist contained 90 items which were developed from the 20 items of the first questionnaire and from the role of educational counsellors in Kuwaiti credit course secondary schools.

For example, item 12 in the questionnaire (see appendix 2), was expanded to items 13, 14 and 15 in the checklist (see Appendix 5):

Item 12 was: Assist students in making educational plans for the future, such as: selecting a college, career training programme, etc.

This item was expanded as follows:

13. Assist students in making educational plans for the future,
14. Assist students to make educational plans in selecting a college after graduation from secondary school.
15. Assist students to make educational plans in a career training programme.

The 90 items were designed to pinpoint specific details of the educational counsellor's function in distinct areas of responsibility, e.g, individual as distinct from group counselling, educational separate from vocational counselling. Furthermore, the educational counsellors were given the opportunity to detail other areas of responsibility, and make additional comments on duties they perceived as outside their job description, or grievances regarding their current post.

c. The Time-Scale Questionnaire (see Appendix 6)

In order to investigate how much time educational counsellors spend in performing various tasks, a questionnaire was designed. The questionnaire itemised 23 tasks. Counsellors were asked to rate on a scale the amount of time allocated to the activity per week, as follows:

0 Very little time, less than 1/4 hour
1 Approximately 1/4 hour
2 From 1/4-1/2 hour
3 From 1/2-1 hour
4 From 1-2 hour
5 From 2-3 hour
6 Over 3 hour

Counsellors were asked at the end of the time scale questionnaire to indicate the three activities on which they

would most like to spend more time than they do at present and indicate also the three on which they would most like to spend less time. The questionnaire ended with an opportunity for open comments.

d. The Data Sheet (see appendix 7)

The counsellor's background was recorded on a data sheet. Information such as age, status, qualifications and number of years experience was recorded.

3.5.3. Limitations

The Administration of Psychological Services imposed conditions on the researcher as follows:

- The Administration of Psychological Services would not allow the researcher to use a tape recorder to record the educational counsellors' voices.
- The researcher was allowed to use the agreed instruments but not to ask further questions of the educational counsellors.

It is worth mentioning here that the Administration of Psychological Services was not very keen to allow future interviews and discussion with the educational counsellors. Ten of the 32 educational counsellors were worried about the reaction of the Administration of Psychological Services

regarding their responses to the questionnaire. However, when they were reassured by the researcher that all responses would be treated in strict confidence and only used for the purpose of the present study, they agreed to participate.

3.5.4 Data Collection

In April 1992, the second survey, of all 32 educational counsellors in Kuwait was carried out as follows:

- The face to face structured interviews were conducted by the researcher in the counsellors' private offices. Opportunity was given to the educational counsellors to think and take enough time to consider the answer. The interviews were conducted with each educational counsellor individually. The researcher listened and wrote down the counsellors' suggestions without interrupting them.
- The checklists, time scale questionnaires and data sheets were completed by the educational counsellors, in the presence of the researcher.

3.5.5. Data Analysis

As with the first study, SPSS was used to compute the data. Percentages and frequencies were calculated. In the case of the open questions from the interview schedule, which could not be analysed by computer, the researcher scrutinised the

responses to identify the range of points made and calculated manually the proportion of counsellors who answered in a particular way.

3.6 SUMMARY

In this chapter, the research hypotheses and the fieldwork methodology have been described. The research sample as well as the design of the research instruments have been explained in detail. The major statistical procedures carried out in order to analyse the data have also been indicated. The next two chapters will present the results of the study.

CHAPTER FOUR: RESULTS OF THE FIRST FIELD STUDY PERCEPTIONS OF EDUCATIONAL COUNSELLOR'S ROLE

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CHAPTER FOUR

RESULTS OF THE FIRST FIELD STUDY

PERCEPTIONS OF EDUCATIONAL COUNSELLOR'S ROLE

4.1. INTRODUCTION

This chapter presents the results from the 20 item questionnaire (see Appendix 2) distributed to the three groups of participants: students, teachers and educational counsellors. The reliability of the questionnaire, as well as the hypotheses described in the previous chapter (see section 3.2) are tested. The results are presented in the following order: firstly, descriptive statistics are presented for each group. Secondly, the hypotheses regarding the influence of gender, grade level or years of experience and school geographical zone on perceptions are tested, for each group in turn. Finally, the differences in perceptions of the three groups are statistically tested and explained.

4.2. RELIABILITY OF THE QUESTIONNAIRE

As mentioned in section (3.5.2), the 20 items in the students', teachers' and counsellors' questionnaire fell into four categories, namely: counselling, information,

educational and occupational planning, and staff consulting. Because the fourth category contained only one item, there was no need to carry out a reliability test. The other three categories were used as scales, and the reliability of each scale tested by computing Cronbach's Coefficient Alpha, which measures the correlation between items belonging to the same scale. Since Alpha can be interpreted as a correlation coefficient, it ranges in value from 0 to 1. The closer to 1 is the value of Alpha, the higher is the correlation of items within a scale (SPSS, 1988, p. 206).

In order to determine the effect of each item on the reliability of the scale, Cronbach's Alpha is calculated when each of the items is removed from the scale. If an item is not strongly related to the other items in the scale, eliminating it from the scale will increase the value of Alpha, and so the reliability of the scale. Elimination of any of the other items from the scale will cause little change in Alpha (see SPSS, 1988, p. 207)

4.2.1. The Counselling Scale

The counselling scale includes items related to different types of counselling and contains items 1, 2, 3, 4, 14, 18 and 19 (see Appendix 2).

Alpha was computed for the seven items belonging to the counselling scale for each of the three groups in turn. Items in the counselling scale were found to be highly correlated, as the value of Alpha is higher than 0.70 for each of the three groups of participant (see table 4). When each item was deleted from the scale, the value of Alpha changed only slightly (see table 4). This means that all the items belonging to the counselling scale are highly inter-related for the three groups of participants.

Table 4. Alpha for Counselling Scale, by Educational Counsellors, Teachers and Students

Items	Alpha for the scale if item deleted Co.	Te.	St.
1 Provide individual, etc.	0.63	0.70	0.68
2 Provide group counselling, etc.	0.67	0.68	0.69
3 Provide individual, etc.	0.70	0.69	0.70
4 Provide group counselling, etc.	0.64	0.68	0.70
14 Provide counselling..etc.	0.77	0.72	0.70
18 Help students understand, etc.	0.71	0.72	0.68
19 Working with students, etc.	0.73	0.74	0.69
Alpha for the scale (all 7 items)	0.73	0.74	0.72

Key: Co= Educational Counsellors, Te= Teachers, St= Student

4.2.2 The Information Scale

The information scale contains all the items in the questionnaire which are related to the type of information that counsellors provide to students and teachers. The information scale includes 6 items: numbers 5, 6, 7, 15, 16 and 17 (see Appendix 2).

Table 5. Alpha for Information Scale, by Educational Counsellors, Teachers and Students

	Items	Alpha for the scale if item deleted Co.	Te.	St.
5	Provide information for, etc.	0.71	0.67	0.53
6	Provide students with, etc.	0.63	0.66	0.60
7	Provide students with, etc.	0.61	0.64	0.56
15	Keep a record of student, etc.	0.51	0.64	0.59
16	Plan carry out, and, etc.	0.55	0.66	0.52
17	Explain the result of, etc.	0.47	0.65	0.55
Alpha for the scale (all 6 items)		0.63	0.69	0.60

Keys: Co= Educational Counsellors, Te= Teachers, St= Student

Cronbach's Alpha was computed for the six items which were found to be fairly well correlated. The value of Alpha ranged from 0.60 to 0.69 (see table 5). When deleting each item from the scale, the value of Alpha for the scale changed slightly for seven items, the notable exception being item 5 for the group of educational counsellors. When this item was deleted, the value of Alpha increased from 0.63 to 0.71 (see table 5), indicating that this item is not highly correlated with the scale for educational counsellors. However, because acceptable levels of reliability were obtained with this item for students and teachers, it was decided not to delete it. Thus, the six items are fairly reliable for the three groups of participants.

4.2.3 Educational and Occupational Planning Scale

The educational and occupational planning scale contains six items (8, 9, 10, 11, 12, 20). These items describe the tasks that educational counsellors undertake to help students in planning their education and their career.

Cronbach's Alpha was computed for the six items (see table 6). The items were found to be highly correlated for the teachers and the students, with Alpha values for the scale of 0.81 and 0.76 respectively. However, in the case of the educational counsellors, the Alpha for this scale was only 0.53 (see table 6).

Table 6. Alpha for Educational and Occupational Planning Scale, by Educational Counsellors, Teachers, Students

Items	Alpha for the scale if item deleted Co.	Te.	St.
8 Provide testing to help, etc.	0.58	0.78	0.73
9 Assist graduating students, etc.	0.29	0.80	0.73
10 Assist students to make, etc.	0.54	0.77	0.72
11 Conduct group guidance sessions	0.33	0.78	0.74
12 Assist students to make, etc.	0.42	0.79	0.71
20 Studying those areas, etc.	0.56	0.78	0.74
Total Alpha (all 6 items)	0.53	0.81	0.76

Key: Co= Educational Counsellors, Te= Teachers, St= Students

In order to investigate which items are affecting and reducing the value of Alpha for educational and occupational planning scale, the following tests were conducted:

Test 1

When item 8 was deleted from the scale, the value for Alpha was not significantly affected; it increased slightly, from 0.53 to 0.58 (see table 7).

Test 2

When items 8, 10, and 20 were deleted from the scale, the value of Alpha increased to 0.72 (see table 7).

Test 3

When items 9 and 11 were deleted, the value of Alpha decreased to 0.25 (see table 7).

Test 4

When items 10, 12 and 20 were deleted from the scale, the value of Alpha increased slightly, from 0.53 to .56 (see table 7)

Table 7. Test 1, 2, 3, and Test 4, for the Educational and Occupational Planning Scale, by Educational Counsellors

Items	Test 1 Alpha	Test2 Alpha	Test3 Alpha	Test4 Alpha
Q8			0.35	0.82
Q9	0.36	0.45		0.04
Q10	0.61		0.17	
Q11	0.35	0.49		0.17
Q12	0.45	0.82	0.06	
Q20	0.65		0.21	
Total Alpha	0.58	0.72	0.25	0.56

According to these results, the reliability of the scale for counsellors is considerably increased by deleting items 8, 10 and 20. However, because acceptable levels of reliability were obtained in this scale for students and teachers (see table 6), it was decided not to delete those items but to retain the whole scale.

4.2.4. Summary

Items in the three scales were generally found to have satisfactory reliablility for the three groups of participants (see table 8). However, a low level of reliability was found in the educational and occupational planning scale for the educational counsellors group (see table 8).

Table 8. Summary of Alpha Values for the Three Scales, by Educational Counsellors, Teachers and Students

Scale	N	Co.	Te.	St.
Counselling	7	0.73	0.74	0.72
Information	6	0.63	0.69	0.60
Ed. Occ. Plan.	6	0.53	0.81	0.76

Key: Co= Educational Counsellors, Te= Teachers, St= Students.

4.3 STUDENTS' PERCEPTIONS

4.3.1 Descriptive Statistics

a. Students' Ranking of the Tasks in the Counselling Scale

Examination of students' ranking of the tasks in the counselling scale (see Table 9), reveals that the vast majority of the 300 respondents perceived the different counselling tasks described in the seven items as either very important or important. Table 9 shows that almost half of the students perceived tasks 3, 14, 18 and 19 as very important. The tasks described in items 3, 18 and 19 deal with students' welfare: ensuring that they stay healthy, helping them to understand their academic abilities and helping with their educational problems. The task described in item 14 is concerned with the involvement of parents in the counselling process.

Table 9 also shows that item 2, which deals with group counselling, was not as highly ranked by the students as the other items. This means that a significant proportion of students (over a third of them) do not consider group counselling for personal problems as important.

Table 9. Students' Ranking of the Tasks in the Counselling Scale

	Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
1	Provide individual counselling for personal problems		27	43	70	7	23	30
2	Provide group counselling for personal problems		18	41	59	15	26	41
3	Provide individual counselling for educational problems		47	31	78	9	13	22
4	Provide group counselling for educational concerns		30	38	68	14	18	32
14	Provide counselling services for parents		45	27	72	9	19	28
18	Help students understand their abilities, and interests		46	29	75	9	16	25
19	Working with students to ensure they stay healthy.		46	25	71	11	18	29

Keys: VI= very important, I= important, SU= sub-total NOP= no-opinion, UI= unimportant

b. Students' Ranking of the items in the Information Scale

As with the previous scale, the overwhelming majority of the 300 students ranked most of the 6 items in the information scale as being either important or very important. However, almost a third of the respondents perceived the task described in item 6, which concerns the provision of students with information about careers, as unimportant. The task of keeping records of students' test results and academic progress, described in item 15, received the highest rating; 85% of the 300 respondents perceived it as being important or very important (see table 10). Items 5 and 7 which deal with providing students with information about the content of school courses and educational

opportunities, were also perceived by the vast majority of the respondents (over 70%) as important or very important.

Table 10. Students' Ranking of the Tasks in the Information Scale

	Role	N 300	VI %	I %	SU %	NOP %	UI %	SU %
5	Provide information about content of courses		59	18	77	4	19	23
6	Provide students with information about careers		27	28	55	14	31	45
7	Provide students with information about educational opportunities after graduation		47	26	73	12	15	27
15	Keep a record of student test results and academic progress		61	24	85	8	7	15
16	Plan, carry out, and interpret achievement, to assess student		33	34	67	10	23	33
17	Explain the result of testing to students and teachers.		40	27	67	14	19	33

Key: VI= very important, I= important, SU= sub-total NOP= no-opinion, UI= unimportant

c. Students' Ranking of the items in the Educational and Occupational Planning Scale

Table 11 shows that students' ranking of the 6 items in the educational and occupational planning scale were reasonably high (see table 11), though lower than their ranking of the previous two scales. When comparing the ranking of the various items, we find that over 40% of the 300 respondents perceived the counsellors' role of assisting students with educational plans and conducting guidance activities in the classroom as being very important (see items 10 and 12 in

table 11). Whereas, tasks such as conducting guidance for students, on writing of their C.V. and helping them to get jobs after graduating (item 11) were perceived by almost a third of the respondents as being unimportant (see table 11).

Table 11. Students' Ranking of the Tasks in the Educational and Occupational Planning Scale

	Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
8	Provide testing to help students make career choices		38	29	67	13	20	33
9	Assist graduating students and dropouts in getting jobs		30	17	47	24	29	53
10	Conduct guidance activities in the classroom: decision making		48	23	71	13	15	28
11	Conduct group guidance sessions for students in c.v writing		20	37	57	16	27	43
12	Assist group to make educational plans for the future		43	30	73	10	17	27
20	Consider those taught subjects implications on students		35	27	62	15	23	38

Key: VI= very important, I= important, SU= sub-total NOP= no-opinion, UI= unimportant

d. Students' Ranking of Consultation Item

The vast majority (77%) of the questioned students perceived counsellors' consultation with school social workers on specific cases as being important or very important (see table 12).

Table 12. Students' Ranking of the Staff Consulting Role

Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
13 Consult with school social workers on specific cases		46	31	77	8	15	23

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

e. Summary

The examination of students' ranking of the 20 items in the questionnaire showed that most of the tasks described in the 20 items were perceived by the majority (usually more than two thirds of the respondents) as important or very important. Some items, however, were not as highly ranked by the students. For example, counselling about personal problems, whether individually or in a group was perceived by approximately a third of the 300 students as being unimportant. A similar proportion of respondents also perceived tasks such as providing career information, guiding students on writing their C.V. and helping them to get jobs, as unimportant.

Having described the ranking assigned by the 300 students to the items in the three scales, we now turn to the results of the statistical tests carried out to test hypothesis one, namely:

There are differences in perception among students of different gender, grade level and geographical zone, regarding the role and function of educational counsellors.

Since the analysis consists mainly of comparison of means, either ANOVA or the t-test were computed as appropriate.

4.3.2 Influence of Gender on Students' Perception

In order to compare male and female students' ranking of the items in the three scales, means were calculated for each scale. A t-test was carried out to compare means of male and female samples and test the significance of the difference between them. The null hypothesis was rejected at a significance level of $p<0.05$. The scoring of each item varies from four for very important to one for unimportant. No opinion was given a score of two.

Table 13. Students' Perceptions of the Importance of the Items on each Scale, by Sex

Scale	N	Sex	Mean	S.D	T	probability
Counselling	150	Male	2.75	0.73	-3.66	0.000
	150	Female	3.02	0.56		
Information	150	Male	2.84	0.69	-3.26	0.001
	150	Female	3.08	0.57		
Educational Occupational Planning	150	Male	2.64	0.80	-2.96	0.003
	150	Female	2.90	0.71		

Key: N= number of students, S.D= standard deviation,

Table 13 shows that there are differences between male and female students in their ranking of the items in all three scales. The means for the girls' responses for each scale were higher than the equivalent means for boys' responses (see table 13). The differences in means were found statistically significant at the 0.05 level. Results indicate that the girls rated the role of the educational counsellor as significantly more important than did the boys. The sub-hypothesis that gender influences students' perceptions of the role of educational counsellors is thus sustained.

4.3.3. Influence of Grade Level on Students' Perceptions

Students' grade level is defined by the researcher according to the number of units completed by the student (see section 1.6.1). Grade level one refers to those students who had completed fewer than ten units. Grade level two is reached when students have completed ten units. Grade level three is reached after completion of twenty units. Finally, grade level four refers to students who have completed 30 units or more.

Because it was necessary to compare the means of more than two sub-samples (four levels), the significance of the differences between the means was tested by computing ANOVA (analysis of variance). The f-probability measured the

significance of the variation in means between the four sub-samples.

The results presented in table 14 show there are slight variations in the ranking means of students of different grade levels for each scale. The differences between students of different grade levels are not significant, as the value of F-probability is much higher than 0.05 (see table 14). It seems that students maintain the same impression about the educational counsellor throughout their period of study. Thus, the hypothesis that grade level influences students' perception of the role of educational counsellors is rejected.

Table 14. Students' Perceptions of the Importance of the items on each Scale, by Grade Level

Scale	Level 1 N	Mean	Level 2 N	Mean	Level 3 N	Mean	Level 4 N	Mean	P
Counselling	51	2.98	92	2.89	81	2.82	76	2.89	0.663
Information	51	3.04	92	2.91	81	2.93	76	2.10	0.640
Ed. & Occ. Planning	51	2.82	92	2.76	81	2.74	76	2.79	0.950

Key: P= F-probability

4.3.4. Influence of School Geographical Location on Students' Perceptions

To test this hypothesis, it was necessary to compare the means of more than two sub-samples (the five geographical zones). The significance of the differences between the means was therefore tested by computing ANOVA (analysis of variance). The F probability measured the significance of the variation in means between the five sub-samples.

The results presented in Table 15 show that there are no significant differences in the ranking means of students of different geographical zone, for each scale (F-probability = 0.089, 0.077, 0.705 > 0.05).

In other words, students from different geographical zones perceive the educational counsellors' role similarly.

Table 15. Students' Perceptions on the Importance of the items on each Scale, by Geographical Zone

Scale Zones	N	Counselling	Information	Ed. & Occ. Planning
Capital	60	2.81	3.03	2.72
Hawalli	90	2.99	3.10	2.84
Farwaniya	60	2.85	2.92	2.73
Ahmadi	60	3.03	2.97	2.86
Jahra	30	2.75	2.78	2.71
F.probability		0.089	0.077	0.705

This means that students of different geographical zones in Kuwait have similar perceptions about the role of educational counsellors.

4.3.5. Summary

The results presented in the previous section showed that there were significant differences between male and female students in their ranking of the items in the three scales: counselling, information and educational/occupational planning. It appeared that girls' ranking of the importance of the counsellor's role was significantly higher than that of boys. The results show that there were no significant differences in perceptions between students of different grade levels and between students attending schools in different geographical zones. Hypothesis one is therefore sustained only for gender influence on perception and rejected for the influence of grade level or school geographical zone on students' perceptions.

4.4. TEACHERS' PERCEPTION

4.4.1. Descriptive Statistics

a. Teachers' Ranking of the tasks in the Counselling Scale

Table 16 shows that the vast majority (80% or more) of the 300 questioned teachers perceived the counsellors' tasks described in the seven items of the counselling scale as either important or very important (see table 16). The tasks that received the highest ranking and were perceived as very important were those related to the provision of counselling for parents (item 14) and the provision of help for the students to enable them to understand their abilities and interests (see item 18, in Table 16).

Table 16. Teachers' Ranking of the Tasks in the Counselling Scale

	Role	N 300	VI %	I %	SU %	NOP %	UI %	SU %
1	Provide individual counselling for personal problems		39	45	84	4	12	16
2	Provide group counselling for personal problems		34	46	80	7	13	20
3	Provide individual counselling for educational problems		46	36	82	6	12	18
4	Provide group counselling for educational concerns		36	42	78	10	12	22
14	Provide counselling services for parents		53	37	90	3	7	10
18	Help students understand their abilities, and interests .		55	35	90	3	7	10
19	Working with students to ensure they stay healthy.		44	35	79	8	13	21

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

The sub-total column for very important and important answers in table 16 shows very high percentages of positive response, ranging between 79% and 90% (see table 16).

b. Teachers' Ranking of the Tasks in the Information Scale

As with the previous scale, responses to the six items in the information scale were extremely positive. From 70% to 93% of the 300 questioned teachers ranked each item of the scale as either important or very important. The counsellor's task of keeping a record of students' test results and academic progress (item 15) received the highest rating; the overwhelming majority (93%) perceived it as important or very important (see table 17).

Table 17. Teachers' Ranking of the Tasks in the Information Scale

	Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
5	Provide information about content of courses		55	29	84	4	12	16
6	Provide students with information about careers		33	37	70	11	19	30
7	Provide students with information about educational opportunities after graduation		52	36	88	4	8	12
15	Keep a record of student test results and academic progress.		63	30	93	2	5	7
16	Plan, carry out, and interpret achievement, to assess student		34	42	76	8	16	24
17	Explain the result of testing to students and teachers.		38	35	73	5	22	27

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

c. Teachers' Ranking of the Tasks in the Educational and Occupational Planning Scale

The overall rankings of the items in the educational and occupational planning scale were not as high as those for the items in the two previous scales. The tasks of conducting guidance activities relating to decision making (item 10) and assisting groups of students to make educational plans (item 12) received the highest ranking; 80% of the 300 teachers perceived each of these as important or very important (see table 18). The task of assisting graduating students and drop-outs to obtain jobs received a low ranking; 60% of the respondents either had no opinion about it, or perceived it as unimportant (see table 18).

Table 18. Teachers' Ranking of the Tasks in the Educational and Occupational Planning Scale

	Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
8	Provide testing to help students make career choices		36	37	73	10	17	27
9	Assist graduating students and dropouts in getting jobs		16	24	41	21	39	60
10	Conduct guidance activities in the classroom: decision making		49	31	80	7	13	20
11	Conduct group guidance sessions for students in c.v writing		22	40	62	12	26	38
12	Assist group to make educational plans for the future		41	39	80	8	12	20
20	Consider those taught subjects ...implications on students		36	36	72	11	17	28

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

A quarter of the teachers' sample (26%) perceived the task of conducting guidance sessions for students in c.v. writing (item 11) as unimportant. Seventy three percent of the teachers perceived the task of providing testing to help students make career choices as important or very important (item 8).

d. Teachers' Ranking of Staff Consultation

The vast majority of the teachers (85%) perceived the task of consulting school social workers on specific cases (item 13) as important or very important (see table 19).

Table 19. Teachers' Ranking of Staff Consulting Role

Role and function	N 300	VI %	I %	SU %	NOP %	UI %	SU %
13 Consult with school social workers on specific cases		48	37	85	10	5	15

Key: VI= very important, I= important, SU= sub-total NOP= no-opinion, UI= unimportant

e. Summary

The examination of teachers' perceptions regarding the role and function of educational counsellors described in the three scales shows that most items in the questionnaire were perceived as important or very important. The only two items that received a relatively low ranking were those related to

the role of counsellors in helping students with decision making and educational planning. Having examined the ranking of teachers of the various items in the three scales, the next section tests the sub-hypotheses, contained in hypothesis two which is:

There are differences in perception among teachers of different gender, years of experience and geographical zone regarding the role of educational counsellors

4.4.2. Influence of Gender on Teachers' Perceptions

The results of t-test, where the value of 2-tail probability was higher than 0.05, showed that there were no statistically significant differences between male and female teachers' perceptions regarding the role of educational counsellors in the three scales (see table 20).

Table 20. Teachers' Perceptions of the Importance of each Scale, by Sex

Scale	N	Sex	Mean	S.D.	T-Test	P
Counselling	150	Male	3.15	0.63	-0.32	0.747
	150	Female	3.18	0.54		
Information	150	Male	3.14	0.65	0.52	0.601
	150	Female	3.10	0.61		
Ed. Occ.	150	Male	2.78	0.80	-0.68	0.496
Planning	150	Female	2.84	0.72		

Key: S.D= standard deviation, P= probability

4.4.3. Influence of Experience on Teachers' Perceptions

The teachers' sample was divided into four groups according to the number of years of experience as follows:

- Group one: one to three years experience
- Group two: four to ten years experience
- Group three: eleven to nineteen years experience
- Group four: twenty years experience and more.

The results of ANOVA test showed that there were no significant differences between the four groups of teachers in their rating of the items in the three scales. In fact the value of F probability was much higher than 0.05 (see table 21). Thus the sub-hypothesis about the influence of teaching experience on teachers' perceptions is rejected.

Table 21. Teachers' Perceptions of the Importance of each Scale, by Years of Experience

Years	1-3		4-10		11-19		20>		P
Scale	N	Mean	N	Mean	N	Mean	N	Mean	
Counselling	33	3.26	138	3.11	93	3.17	36	3.27	0.336
Information	33	3.12	138	3.18	93	3.10	36	3.36	0.107
Ed. Occ. Planning	33	2.88	138	2.78	93	2.75	36	2.99	0.385

Key: P= Probability

4.4.4. Influence of Geographical Zone on Teachers' Perceptions

When comparing the means of teachers' ranking of the items in the three scales, in the five geographical zones, it appears that there are some differences in perceptions of the role of counsellors. The value of F probability which measures the significance of means differences among the five zones within each scale, was found to be less than 0.05 (see table 22).

Table 22. Teachers' Perceptions of the Importance of each Scale, by Geographical Zone

Scale	N	Zone	Mean	S.D.	Probability
Counselling	60	Ca.	3.16	0.51	0.010
	90	Ha.	3.00	0.75	
	60	Ah.	3.38	0.45	
	30	Ja.	3.14	0.58	
	60	Fr.	3.15	0.56	
Information	60	Ca.	3.14	0.57	0.001
	90	Ha.	2.89	0.70	
	60	Ah.	3.36	0.55	
	30	Ja.	3.14	0.63	
	60	Fr.	3.09	0.59	
Educational	60	Ca.	2.90	0.65	0.001
Occupational	90	Ha.	2.60	0.73	
Planning	60	Ah.	3.11	0.80	
	30	Ja.	2.77	0.80	
	60	Fr.	2.65	0.72	

Therefore, we can say that the location of teachers within the five geographical zones has an impact on their perceptions of the counsellor's role.

4.4.5. Summary

The results presented in the previous sections showed that there were significant differences between teachers from different geographical zones in their ratings of the various items in the three scales. Neither gender nor number of years of experience were found to have a significant impact on teachers' perceptions of the role of educational counsellors. Thus hypothesis two is partially sustained, for the influence of geographical zone on teachers' perceptions.

4.5. EDUCATIONAL COUNSELLORS' PERCEPTIONS

4.5.1. Descriptive Statistics

a. Educational Counsellors' Ranking of the Tasks in the Counselling Scale

From table 23, it is immediately apparent that educational counsellors attached great importance to all the items on the counselling scale. Each item was ranked as very important or important by 87% or more of the educational counsellors (see table 23).

Table 23. Educational Counsellors' Ranking of the Tasks in the Counselling Scale

	Role and function	N 30	VI %	I %	SU %	NOP %	UI %	SU %
1	Provide individual counselling for personal problems		64	33	97	3	-	3
2	Provide group counselling for personal problems		53	40	93	3	4	7
3	Provide individual counselling for educational problems		57	40	97	3	-	3
4	Provide group counselling for educational concerns		64	23	87	13	-	-
14	Provide counselling services for parents		58	42	100	-	-	-
18	Help students understand their abilities, and interests .		80	20	100	-	-	-
19	Working with students to ensure they stay healthy...etc.		67	33	100	-	-	-

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

Indeed, the provision of counselling services to parents (item 14), helping students understand their abilities and interests (item 18) and ensuring students'

health (item 19) were considered by all educational counsellors to be either very important or important. Only one item, that related to the provision of group counselling for personal problems, was rated by a single educational counsellor as unimportant, while very few educational counsellors failed to express any opinion about some items such as item four which deals with group counselling for educational concerns, and items one and two related to the provision of counselling for personal problems (see table 23).

b. Educational Counsellors' Ranking of the Tasks in the Information Scale

As with the previous scale, all the tasks encompassed by this scale were rated very highly (see table 24). All of the thirty educational counsellors considered providing students with information about careers (item 6) to be a very important or important aspect of their role. Only two tasks were ranked as unimportant by some educational counsellors, namely, providing information about the content of courses (item 5) and providing information about the educational opportunities available after graduation (see item 7, table 24). The three items to which some educational counsellors gave a neutral (no opinion) ranking were those which concerned testing (items 15, 16, and 17).

Table 24. Educational Counsellors' Ranking of the Tasks in the Information Scale

	Role and function	N 30	VI %	I %	SU %	NOP %	UI %	SU %
5	Provide information about content of courses		63	23	86	-	14	14
6	Provide students with information about careers		53	47	100	-	-	-
7	Provide students with information about educational opportunities after graduation		63	23	86	-	14	14
15	Keep a record of student test results and academic progress		57	33	90	7	3	10
16	Plan, carry out, and interpret achievement, to assess student		50	40	90	10	-	10
17	Explain the result of testing to students and teachers.		60	27	87	7	6	13

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

c. Educational Counsellors' Ranking of the Tasks in the Educational and Occupational Planning Scale

Educational counsellors' responses to the six items on this scale were more varied than to the items in the previous scales. As table 25 shows, all educational counsellors rated guidance activities related to decision making (item 10) as very important or important. In contrast, only half of them attached such importance to advice on c.v. writing (item 11). Assisting graduating students and dropouts to find jobs (item 9) and assisting them in writing their C.V. were considered unimportant by respectively a third and a quarter of the thirty educational counsellors (see table 25).

Table 25. Educational Counsellors' Ranking of the Tasks in the Educational and Occupational Planning Scale

	Role and function	N 30	VI %	I %	SU %	NOP %	UI %	SU %
8	Provide testing to help students make career choices		57	33	90	4	6	10
9	Assist graduating students and dropouts in getting jobs		27	33	60	13	27	40
10	Conduct guidance activities in the classroom: decision making		60	40	100	-	-	-
11	Conduct group guidance sessions for students in c.v writing		30	20	50	17	33	50
12	Assist group to make educational plans for the future		67	27	94	-	6	6
20	Consider those taught subjects ...implications on students		47	43	90	10	-	10

Keys: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

d. Educational Counsellors' Ranking of Consultation role

Consultation with school social worker (item 13) was rated very highly by educational counsellors. Table 26 reveals that 97% of educational counsellors regarded this function as very important or important.

Table 26. Educational Counsellors Ranking of Staff Consulting role

	Role and function	N 30	VI %	I %	SU %	NOP %	UI %	SU %
13	Consult with school social workers on specific cases		57	40	97	-	3	3

Key: VI= very important, I= important, SU= sub-total
NOP= no-opinion, UI= unimportant

e. Summary

The educational counsellors' ranking of the 20 items in the questionnaire showed that they rated all the counselling and information items extremely highly. Each of these items was ranked as very important or important by at least 86% of the sample. More divergence of opinion was found for the educational and occupational planning scale, where significantly lower ratings were given to assisting graduates and dropouts to get jobs, and advising on c.v. writing than to other items. The educational counsellors were less inclined than the other two groups to give "no opinion" responses.

The educational counsellors' rating of the items in the three scales having been presented, the following section will discuss the statistical tests carried out in relation to the components of hypothesis three, namely:

There are differences in perceptions among educational counsellors of different gender, years of experience and geographical zone regarding the role of educational counsellors.

4.5.2. Influence of Gender on Educational Counsellors' Perceptions

Examination of the means scored for the three scales by male and female educational counsellors shows that there is no significant difference in perceptions of the counsellor's role between the two groups. The value of the 2-tail probability for each scale was higher than 0.05 (see Table 27). Thus we can say that gender had no influence on counsellors' perceptions of their role.

Table 27. Educational Counsellors' Perceptions of the Importance of each scale, by Sex

Category	N	Sex	Mean	S.D	T-Test	P
Counselling	15	Male	3.52	0.34	-1.02	0.317
	15	Female	3.65	0.35		
Information	15	Male	3.26	0.52	-1.90	0.069
	15	Female	3.60	0.42		
Educational and Occ. Pl.	15	Male	3.02	0.47	-1.63	0.117
	15	Female	3.32	0.50		

Key: S.D= Standard Deviation, P= probability

4.5.3. The Influence of Experience on Perceptions

As for the teachers' sample (see section 4.4.3), the educational counsellors' sample was divided into four groups according to the number of years of experience.

Table 28 shows that there was no significant difference found between perceptions of educational counsellors of

different length of experience, regarding their role in credit course secondary schools. The value of F probability was found to be higher than 0.05.

Table 28. Educational Counsellors' Perceptions of the Importance of each Scale, by Years of Experience

Experience	1-3		4-10		11-19		20>	
Scale	N	Mean	N	Mean	N	Mean	N	Mean
Counselling	4	3.46	24	3.61	2	3.64	2	0.743
Information	4	3.25	24	3.44	2	3.42	2	0.782
Ed. and Occ. Planning	4	3.04	24	3.20	2	2.92	2	0.663

4.5.4.Influence of School Geographical Zones on Perception

Since each of the samples of educational counsellors from Jahra and Ahmadi zones consisted of only one person, these two zones are not taken into consideration when testing the differences in educational counsellors' perceptions between the different zones.

The examination of educational counsellors ranking of the tasks in the three scales shows that there are no significant differences in perception of the items in the three scales among educational counsellors working in different geographical zones (see Table 29)

The results of the ANOVA test reveal that the significance level of the differences is higher than 0.05.

Thus, the hypothesis about the influence of geographical zones on educational counsellors' perceptions is rejected.

Table 29. Educational Counsellors' Perceptions of the Importance of each Scale, bu Geographical Zone

Scale	N	Zones	Mean	Scale'S Mean	S.D	P
Counselling	8	Ca.	3.79	3.60	0.18	0.267
	11	Ha.	3.48		0.35	
	9	Fa.	3.45		0.53	
Information	8	Ca.	3.69	3.42	0.29	0.207
	11	Ha.	3.28		0.40	
	9	Fa.	3.44		0.46	
Educational	8	Ca.	3.22	3.16	0.61	0.932
Occupational	11	Ha.	3.11		0.53	
Planning	9	Fa.	3.14		0.44	

Key: S.D= standard deviation, P= probability

4.5.5. Summary

The results presented in the three previous sections showed that there were no significant differences in perceptions of the tasks described in the three scales between male and female counsellors or among counsellors of difference lengths of working experience, nor were there any significant differences among educational counsellors working in various geographical zones in their ranking of the tasks in the three scales. Hypotheses one, two and three having been tested, the next section describes the results of the testing of the fourth hypothesis which is:

there are differences between students, teachers and educational counsellors' perceptions regarding the role of educational counsellors.

4.6. COMPARISON OF STUDENTS', TEACHERS' AND EDUCATIONAL COUNSELLORS' PERCEPTIONS

4.6.1. The Three Groups' Ranking of the Tasks in the Counselling Scale

Educational counsellors tended to have higher rating means for the items in the counselling scale than teachers, who in their turn tended to have higher ratings than students (See table 30).

Table 30. Students', Teachers' and Educational Counsellors' Perceptions of Importance of each Item, Counselling Scale

Group	N	Students		N	Teachers		N	Ed. Co.	
Item	300	M	S.D	300	M	S.D	30	M	S.D
1		2.74	1.10		3.10	0.95		3.60	0.56
2		2.51	1.06		3.00	0.97		3.43	0.73
3		3.12	1.03		3.15	0.99		3.53	0.57
4		2.81	1.06		3.03	0.96		3.53	0.63
14		2.98	1.14		3.37	0.83		3.57	0.50
18		3.06	1.09		3.39	0.83		3.80	0.41
19		2.97	1.15		3.10	1.01		3.67	0.48

Key: S.D= standard deviation, Ed.Co.= educational counsellor

Surprisingly, the same item (item 18) received the highest rating from two of the three groups (teachers and educational counsellors) and ranked a close second for

students. This item describes the educational counsellor's task of helping students to understand their abilities, aptitudes and interests (see table 30). The item which describes the educational counsellor's task of providing group counselling for personal problems (item 2) received the lowest rating from each of the three groups of participants (see Table 30).

4.6.2. The Three Groups' Ranking of the Tasks in the Information Scale

As with the previous scale, the educational counsellors' ranking mean of the items in the information scale was higher than that of the teachers, which was in turn higher than the students' ranking. However, items which received the highest rating on the part of the students, teachers and educational counsellors were different. The educational counsellor's task of providing information for students about the content of school courses (see item 5 in table 31) received one of the highest ratings from students, whereas it received the lowest rating from the educational counsellors.

The task of keeping a record of students' test results and academic progress (see item 15 and table 31) received the highest rating mean from students and teachers. For educational counsellors, it was the task of providing

students with information about careers which received the highest rating (see item 6 in table 31). This same task (item 6) received the lowest rating mean from the students and the teachers. Jointly with item 5, item 7 received the lowest rating mean on the part of the counsellors. Item 7 deals with educational counsellors' task of providing students with information about educational opportunities after secondary school.

Table 31. Students', Teachers' and Educational Counsellors' Perceptions of Importance of each Item, Information Scale

Group	N	Students		N	Teachers		N	Ed. Co.	
Item	300	M	S.D	300	M	S.D	30	M	S.D
5		3.18	1.16		3.28	0.99		3.37	1.03
6		2.51	1.19		2.84	1.09		3.53	0.51
7		3.05	1.09		3.32	0.879		0.37	1.03
15		3.38	0.92		3.49	0.80		3.43	0.77
16		2.77	1.14		2.93	1.03		3.40	0.67
17		2.87	1.14		2.88	1.15		3.40	0.89
Group mean:		2.96			3.12			3.42	

Key: S.D= standard deviation, Ed.Co.= educational counsellor

It appears, therefore, that students', teachers' and educational counsellors' perceptions of the importance of the tasks described in the information scale vary.

4.6.3. The Three Groups' Ranking of the Tasks in the Educational and Occupational Planning Scale

The examination of the rating means of the three groups for the items in the educational and occupational planning scale shows that, as with the two previous scales, the educational counsellors had the highest rating means, whereas students had the lowest rating means for the items in the scale. The students' highest rating mean was for item 12, which describes the task of assisting students to make educational plans for the future. Teachers' and educational counsellors' highest ratings means concerned the task of conducting guidance activities in the classrooms about decision making (see item 10 in Table 32).

Table 32. Students, Teacher and Educational Counsellors Perceptions of Importance of each Item, Educational and Occupational Planning Scale

Group	N	Students		N	Teachers		N	Ed. Co.	
Item	300	M	S.D	300	M	S.D	30	M	S.D
8		2.85	1.14		2.91	1.07		3.40	0.86
9		2.48	1.19		2.18	1.12		2.60	1.16
10		3.05	1.10		3.17	1.02		3.60	0.50
11		2.51	1.96		2.58	1.10		2.47	1.25
12		2.99	1.10		3.10	0.97		3.53	0.82
20		2.75	1.17		2.90	1.07		3.37	0.67

Key: S.D= standard deviation, Ed.Co.= educational counsellor

As for the tasks that received the lowest rating means, an examination of table 32 shows that item 9, which refers to assisting graduating students and drop-outs in getting

jobs received the lowest rating mean from students and teachers. From the educational counsellors' group, a different task received the lowest rating mean. This task consists of is conducting group guidance for students in curriculum vitae writing and completing job applications (see item 11, Table 32).

In thenext section we describe the results of the testing of hypothesis four which is: There are differences between students', teachers' and educational counsellors' perceptions regarding the role of educational counsellors.

4.6.4. Comparison of the rating means of the three groups for the three scales

In order to test the significance of the differences in perception between students, teachers and educational counsellors, a one way ANOVA test was carried out for the three scales.

The results of the statistical test show that there are differences in the rating means of the three groups in the sample. Such differences are significant, at a 0.0001 level for the counselling and information scale and at 0.026 for the educational and planning scale (see table 33). Consequently, hypothesis four is sustained.

Table 33. Comparison of Students', Teachers' and Educational Counsellors' Perceptions of Importance of each Scale

Category	N	Group	Mean	Probability
Counselling	300	Students	2.88	0.000
	300	Teachers	3.17	
	30	Ed. Co.	3.59	
Information	300	Students	2.96	0.000
	300	Teachers	3.12	
	30	Ed. Co.	3.42	
Educational	300	Students	2.77	0.026
Occupational	300	Teachers	2.81	
Planning Scale	30	Ed. Co.	3.16	

Key: Ed.Co.= educational counsellors.

4.7. CONSULTING SOCIAL WORKERS

The task of Educational Counsellors regarding the consultation of Social Workers in some students' cases was described in item 13 which does not belong to any of the previous three scales. Therefore the four hypotheses are tested again for this particular item in order to check whether differences in perception of the importance of the consultation task existed between the three different groups of participants and within each group.

The examination of the ratings to item 13 of students of different grade level and different school location showed that those two factors had no influence on students' perception of the importance of the consultation task. ($p=0.070$, $p> 0.05$ and $p=0.199$, $p> 0.05$). However, there were

significant differences in perception between male and female students regarding the importance of the item, as for the three previously described scales.

The examination of the influence of gender, years of experience and school geographical location on teachers' perception of the importance of the consultation task showed that none of the three factors had an influence on responses ($p= 0.630$, $p> 0.05$; $p= 0.176$, $p>0.05$; $p= 0.147$, $p>0.05$) Therefore, hypothesis two is rejected regarding responses to item 13.

The influence of those three factors on the counsellors' perception of importance of the consultation task was also rejected as the p. values were higher than 0.05: 0.297 for gender influence; 0.295 for experience influence; and 0.520 for geographical zone influence. Therefore, hypothesis three is rejected regarding response to item 13.

When comparing the ratings of the three groups of participants regarding item 13, it appeared that again as for the three previous scales, counsellors' rating mean was higher than that of teachers, which was in turn higher than that of students (3.5> 3.2> 3.0). The difference between the means of the rating of the three groups regarding item 13 was found to be statistically significant

as $p=0.004$, $p<0.05$. Thus, hypothesis four is sustained for the responses to item 13.

4.8. SUMMARY

In this chapter the results of the 20 item questionnaire were presented. Items in the three scales were generally found to be highly reliable with the exception of the items in the educational and occupational planning scale for the educational counsellors' group.

The examination of students', teachers' and educational counsellors' rating of the tasks described in the 20 items showed that the majority of the groups of participants perceived the items as either important or very important. Significant differences were found between male and female students in their ratings of the items in the three scales. However, there were no significant differences in perceptions between students of different grade level and between students from schools located in different geographical zones.

There were significant differences between teachers from schools of different geographical locations in their ratings of the various items in the three scales. However, neither gender nor number of years of experience were found

to have a significant impact on teachers' perceptions of the role of educational counsellors.

There were no significant differences between educational counsellors of different gender, different length of experience and different geographical zones in their ratings of the items in the three scales.

The examination of the ratings of students, teachers and educational counsellors of the items in the three scales showed that significant differences in perceptions existed between the three groups of participants.

In order to obtain a detailed picture of the actual activities undertaken by educational counsellors, a second field study was carried out and concerned the educational counsellor only. The next chapter presents a detailed description of the second field study results.

CHAPTER FIVE: RESULTS OF THE SECOND FIELD STUDY: EDUCATIONAL COUNSELLORS' ACTUAL ROLE.

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CHAPTER FIVE

RESULTS OF THE SECOND FIELD STUDY

EDUCATIONAL COUNSELLORS' ACTUAL ROLE

5.1. INTRODUCTION

This chapter presents the results of the second field study carried out to analyse in more detail the activities actually performed by Kuwaiti educational counsellors, and the difficulties they face. Four instruments were used in the field study (see Chapter Three) the findings from which are summarised in four separate sections, as follows; Section 5.2. presents the background information about the educational counsellors, obtained from the data sheet (Appendix 4). Section 5.3. discusses the findings from the structured interviews (Appendix 5), which aimed to explore educational counsellors' opinions about the difficulties they face, and ideas for future improvement. This section is followed by a presentation of the results of the 90-item checklist (Appendix 6), while the fifth section of the chapter is concerned with the findings from the time-scale questionnaire (Appendix 7).

5.2. EDUCATIONAL COUNSELLORS' BACKGROUND DATA

Each of the thirty-two educational counsellors in the study completed a data sheet which sought to obtain background information regarding geographical zone, sex, age, marital status, education and experience. (Three other questions, 5, 6 and 7, relating to hobbies, other activities since graduation, and membership of clubs/ associations, were included only with the aim of relaxing and reassuring respondents, and are not analysed here). From the completed data sheets, the following information was obtained:

5.2.1. Geographical Zone

It can be seen from Table 34 that the educational counsellors were not evenly distributed among the five zones. Capital, Hawalli and Farwaniya zones together accounted for 87% of the sample. Jahra's poor representation (a single educational counsellor, or 3% of the sample) is explained by the existence of only one credit course secondary school in that zone (see Chapter 3). Capital, Hawalli and Farwaniya are more populous areas which contain more schools.

Table 34. Geographical Distribution of Educational Counsellors

	Capital	Hawalli	Farwaniya	Ahmadi	Jahra	Total
N	9	10	9	3	1	32
(%)	28	31	28	10	3	100

5.2.2. Sex

Two thirds of the educational counsellors were female (see Table 35). This is because there are more girls' schools than boys, reflecting the sex distribution of the population as a whole. Moreover, for religious and cultural reasons, education is one of the few fields of work acceptable for women.

5.2.3. Age

The educational counsellors were aged between 24 and 40 years, and were distributed fairly evenly across the age range (see Table 35).

Table 35. Sex, Age and Marital Status of Educational Counsellors

Sex				Age				Marital Status			
Male	%	Female	%	24-30	%	31-40	%	Married	%	Single	%
11	34	21	66	15	47	17	53	29	91	3	9
Total	32	(100%)									

5.2.4. Marital Status

Almost all the respondents were married (see Table 35). This is not surprising in a society where marriage is an

important social value, and relatively early marriage common.

5.2.5. Qualifications

In keeping with Ministerial policy, all the educational counsellors were Psychology graduates, while 10% held a post-graduate degree at Master level (see Table 36). Undergraduate minors varied - the majority had taken Social Studies. First degrees had been obtained in Kuwait University, whereas post-graduate degrees had been obtained in the USA, UK or Egypt.

Table 36. Qualifications and Years of Experience

Qualification				Years of Experience					
Bachelor	%	Master	(%)	0-3	(%)	4-10	(%)	11-20	(%)
N		N		N		N		N	
29	90	3	(10)	4	12	22	(69)	6	(19)
Total	32 (100%)								

5.2.6. Years of Professional Experience

It can be seen from Table 36 that the vast majority of the educational counsellors were well established in their careers. Only four individuals (12%) had less than four years experience, twenty-two (69%) had four to ten years of

experience and six educational counsellors (19%) had more than 11 years professional experience.

More than 50% of the educational counsellors had also received vocational training, some in more than one field. The three main vocational specialisations represented were school counselling (62% of the respondents) speech disorder (53%) and the impact of the Gulf War (50%). Only three educational counsellors had a counselling diploma. A summary of vocational training is presented in Table 37.

Table 37. Vocational Training of Educational Counsellors

Vocational training	N	percentage
Speech Disorder	17	53
Psychological Impact of Gulf War	16	50
School Counselling	20	62
Gifted Students	1	3
Mental Retarded	1	3
Diploma in Educational Counselling	3	9

5.2.7. License by Professional Organisations

Kuwait itself has no professional educational counselling organisation awarding licence, However, it was thought that some educational counsellors might by licensed by such organisations elsewhere, especially as some had studied abroad.

Almost one third of the educational counsellors claimed that they held a licence. However, their answers to the questions as to where and when they were awarded their licences, revealed that they had in fact misunderstood what was meant by the term. They did not mean that they were licensed by a recognized professional organisation, but simply that they were "qualified", in the sense that they had finished their training and been permitted to practice, though not necessarily with any formal certification. The remaining 70% of educational counsellors showed that they understood the distinction, saying that they were qualified, but not licensed. When this misunderstanding is taken into account, we find that none of the educational counsellors was in fact licensed by any professional organisation.

5.3. THE INTERVIEW

This section presents findings from the structured interviews (see Appendix 5) held with educational counsellors in their offices. Before we proceed to the findings themselves, however, mention should be made of the facilities provided the educational counsellors, as observed at the time of interview. It was evident that the educational counsellors' rooms had not been designed for the guidance and counselling programme, and were poorly equipped for that purpose. For example, the rooms used for

counselling had to be shared by two educational counsellors and were provided with two desks accordingly. The only school with a separate, private room for counselling, was Al-Yarmouk, which in addition to the educational counsellors' office, provided a room equipped with broken tables, an old chair and a bed for relaxation. According to one of the educational counsellors at the school, the room had originally been intended for the school physician, but in the absence of resources to employ a physician, the room was offered to the educational counsellors by the school principal, who was very supportive of the guidance programme.

It should also be noted that there were certain constraints on the interviews. Those imposed by the Ministry of Education have already been stated (see Chapter 3). In addition, one-third of the respondents asked for guarantees of confidentiality.

The context of the interviews having been explained, the following sections will present the findings, which are arranged, not in question order, but grouped by theme. In response to some questions, the educational counsellors gave more than one answer, so that frequencies and percentages displayed in some Tables do not add up to 32 (the number of the sample) or to 100%. (Note that a summary of the main

findings is presented here. For full details of responses, see Appendix 8).

5.3.1. Procedure for Calling Students for Counselling

All the respondents said that they call the students to their offices. However, 41% had no mechanical procedure for doing this (see Table 38).

For those who did have such procedures, the preferred method was over the school Personal Announcement System (used by 55% of those with mechanical call procedures). The sending of a written message via the class teacher was also a commonly used method (30%). A summary of the answers is presented in Table 38.

Table 38. Student Call System

Question and Answer		N	%
2. Do you call students to your office?	Yes	32	100
3. Is there any mechanical procedure used to recall students to your office?	Yes	19	59
	No	13	41
If yes, indicate the procedure used:			
- By school personal announcement system		11	55
- By message to class teacher		6	30
- By notice board		2	10

5.3.2. Relationship with Teachers

Over a third of the respondents reported difficulties in their dealings with teaching staff (see Table 39). Of these, the overwhelming majority said that the difficulty lay in the lack of co-operation or understanding of counselling role of the class-teacher. In this context, the responses to Q9 concerning the degree of co-operation between the educational counsellor and teachers are interesting. None of the respondents rated this co-operation as very good or excellent, and less than a third rated it as good. Twelve educational counsellors said that co-operation existed "to some extent" while 10 said co-operation was weak (see Table 40).

Table 39. Difficulties with Teachers

Question and Answer		Frequency	%
4. Difficulties with Teachers?	Yes	12	38
	No	20	63
Nature of Difficulties:			
- Academic adviser does not co-operate		2	11
- Classroom teacher does not co-operate/ understand educational counsellors' role		15	88

5.3.3. Relationship with Students

The degree of co-operation between educational counsellors and students was also characterised as sub-optimal (see Table 40). More than three quarters of the educational

counsellors rated co-operation as either weak or existing only to some extent, and none considered it to be excellent. Despite this, however, only twelve educational counsellors admitted to actual problems in their dealings with students, the main problem being students' lack of awareness of responsibility and unreadiness to take thought for the future. Lack of time and lack of facilities were mentioned as constraints by some respondents, but only one suggested that students are actually afraid to meet the educational counsellor (see Table 41).

Table 40. Degree of Co-operation between Educational Counsellors and Teachers, Students and Parents.

Degree	Teachers		Students		Parents	
	N	%	N	%	N	%
Weak	10	31	7	22	4	12
To some extent	12	38	18	56	8	25
Good	10	31	6	19	12	38
Very good	-	-	1	3	7	22
Excellent	-	-	-	0	1	3
Total	32	100	32	100	32	100

Table 41. Difficulties with Students

Question and Answer	Frequency		%
14 Difficulties with Students	Yes	13	41
	No	19	59
Nature of Difficulty			
- Students lack of responsibilty/concern for the future		10	52
- Pressure of Students' Timetable		4	21
- Lack of Suitable Facilities		4	21

5.3.4. Relationship with Parents

When asked about the degree of co-operation between educational counsellors and students' parents, respondents showed considerable variation in their responses. Only one claimed to receive excellent co-operation, but 60% said co-operation was either good or very good (see Table 40). However, 38% of respondents rated parental co-operation as either weak or existing only to some extent. In fact responses to question 15, reveal that nearly half the educational counsellors spoke of problems in their dealings with parents. Only three of these, however, cited lack of co-operation as a major difficulty. The problem cited by most educational counsellors was failure of parents to follow up their children's behaviour and achievement (See Table 42).

Table 42. Educational Counsellors' Difficulties with Parents

Question and Answer		N	%
15.Difficulties with Parents	Yes	16	50
	No	16	50
Nature of difficulties:			
- Lack of co-operation		3	13
- The failure to follow-up behaviour and achievement		12	52
- Parents do not understand the Counsellors' role		6	26
- Parents do not understand credit system		2	9

5.3.5. Co-operation with Administrative Bodies

Educational counsellors were asked to rate the level of co-operation existing between themselves and three administrative bodies: the Ministry of Education, the Psychological Services Administration, and the School Administration. Co-operation with the first of these bodies was rated most highly, with over 40% of educational counsellors characterising it as excellent, and no-one placing it in either of the two lowest categories (see Table 43).

Table 43. Degree of Co-operation between Educational Counsellors and Administrative Bodies

Degree	Ministry		Psychological Adm.		School Adm.	
	N	%	N	%	N	%
Weak	-	-	7	22	10	31
To some extent	-	-	8	25	12	38
Good	8	25	16	50	10	31
Very good	11	34	-	-	-	-
Excellent	13	41	1	3	-	-
Total 32 (100%)						

Keys: Adm=Administration

In contrast, co-operation with the Psychological Services Administration was less satisfactory, with only one counsellor finding it excellent, none finding it very good and only half the respondents rating it as good (see Table 43).

Co-operation with the school administration was rated least favourably of all, with less than a third of educational counsellors finding it good, and none rating it higher than this (see Table 43).

5.3.6. The Educational Counsellors and Society

The educational counsellors perceived themselves as having very good relationships with society in general, including social and commercial organisations. No-one considered the co-operation between educational counsellors and society to be weak. Indeed, 78% rated it as either good or very good (see Table 44). Relationships with social organisations were considered even better, with over a third of educational counsellors rating co-operating as excellent, and 38% suggesting they were very good, (Table 44).

Table 44. Degree of Co-operation between Educational Counsellor and Society

Degree	Society		Commercial Org.		Social Org.	
	N	%	N	%	N	%
Weak	-	-	1	3	-	-
To some extent	1	3	-	-	1	3
Good	14	44	5	16	8	25
Very good	11	34	3	9	12	38
Excellent	6	19	23	72	11	34
Total 32 (100%)						

Keys: Org=organisation

Most favourable of all was the rating given to co-operation with commercial organisations. As Table 44 shows, over 70% of educational counsellors considered co-operation in this area to be excellent.

5.3.7 Educational Counsellors' Satisfaction with their Role

Despite the favourable attitudes expressed towards the level of co-operation with many of the parties concerned, a disturbingly high proportion of respondents (56%) expressed dissatisfaction with their work (see Table 45). A variety of reasons was given for this, the main one being the restrictions of routine plans and the lack of progress and development. Lack of appreciation and understanding from various quarters was also cited.

Table 45. Educational Counsellors' Satisfaction with Work

Question and Answer		N	%
17.Are you satisfied with your work?			
	Yes	14	44
	No	18	56
Reason for Dissatisfaction			
- Restrictions of routine plans/Lack of progress and development.		7	33
- Lack of support from Ministry of Education		4	19
- Society does not understand our role		4	19
- No job evaluation		3	14

However, further light may be shed on this issue by the answers to two other questions. Forty percent of educational

counsellors said in answer to Question 16 that they did not consider their work to be in accordance with the applicable legal framework and educational plans for a variety of reasons, including excessive paper work and pressure from supervisors (Table 46).

Table 46. Congruence of Role with Legal Framework

Question and Answer		N	%
16. Is your work in tune with Legal Framework?			
	Yes	19	59
	No	13	41
If no, summarize your reasons:			
- Too much written work and bureaucracy		4	32
- School circumstances		2	15
- Pressure from supervisors		3	23
- Role ambiguity in Ministerial policy		2	15

Even those who were generally satisfied in their work had no difficulty in identifying elements which detracted from the effectiveness of their role. The most commonly cited problem was lack of understanding on the part of the school administration (consistent with the response to Question 8, presented earlier), while significant numbers of educational counsellors referred to excess paper work, lack of co-operation with social workers, and lack of understanding of their role by society in general (see Table 46).

5.3.8. Proposals for Improvement

More than half the educational counsellors suggested ways of improving their relationships with school personnel, including teachers, of which the most favoured were an orientation plan (39%) and educational counsellor presence on the school committee (28%) (see Table 47).

Table 47. Suggestions for Improvement

Question and Answer		N	%
18. Suggestions to improve relationships with teachers/ school personnel?	Yes	17	53
	No	15	47
- Educational counsellor on school committee		5	28
- Good atmosphere in school		3	17
- Orientation programme		7	39
19. Suggestions to improve relationship with students and parents?	Yes	16	50
	No	16	50
- Orientation for parents about counsellor's role		3	23
- Weekly meetings/suitable rooms		5	38
20. Suggestions to improve the guidance and counselling programme in general?	Yes	21	70
	No	9	30
- Prepare the educational counsellor with scientific methods		5	16
- Intensive courses and scholarships for Educational counsellors		8	25
- Financially and moral support		3	9
- Orientation to role of educational counsellor, via the media		5	16
- Increase number of educational counsellors		3	9

Regarding relationships with students and parents, half of the respondents had proposals to make. These covered a

number of points, of which the most favoured (38%) was provision of weekly meetings and suitable rooms, (see Table 47).

When it came to improvement of the service as a whole, 70% of educational counsellors offered ideas. A quarter of all respondents requested intensive courses and scholarships for educational counsellors, while preparation of the educational counsellor with appropriate scientific methods, and a public orientation programme through the media, were each suggested by 16% of respondents. In general, most suggestions were along the lines of increased awareness and support of one kind or another (see Table 47).

5.2.9. Summary

The main results of the interviews are as follows:

a. Educational counsellors face difficulties when dealing with teaching staff because of the lack of co-operation from the class teacher.

b. Co-operation with students was reported to be poor by three-quarters of the 32 interviewees.

c. Sixty percent reported that co-operation with parents was either good or very good. However, half the 32 educational counsellors spoke of problems when dealing with parents which were generally caused by failure of

parents to follow up their children's behaviour and achievement. Educational counsellors also faced problems when dealing with administrative bodies such as the Ministry of Education, the Psychological Services Administration and the school administration. Co-operation with the school administration was rated least favourably of all.

d. Educational counsellors' relationships with society in general and with social and commercial organisations in particular, were reported to be good. Co-operation with commercial organisations was the most favourably rated by respondents.

e. Half the interviewees, however, expressed dissatisfaction with their job. The main reasons for such dissatisfaction were the restrictions of the routine plans and lack of progress and development, excess paper work and pressure from supervisors.

f. More than half the interviewed educational counsellors made suggestions for possible improvement to their relationships with school personnel through their presence on the School Committee and with parents and students through the provision of weekly meetings in suitable rooms. Suggestions were also made for the attendance of educational counsellors on intensive

courses and for increasing public awareness of and support for the counselling profession.

5.4 CHECKLIST

To understand fully educational counsellors' perceptions of their role as explored in the first study, and the areas of dissatisfaction to which they referred in the interviews, it is necessary to look in some detail at what educational counsellors actually do. In this section the main findings from the 90-item checklist are presented (see Appendix 6), which are ordered in groups of related activities.

5.4.1. Programme Development

This category includes the activities of developing objectives for the guidance programme, planning activities to achieve them, and providing related in-service training for school staff. Interestingly, more educational counsellors claimed to be involved in planning activities to fulfil objectives than in setting the objectives themselves: 69% and 63% respectively (see Table 48). Only a quarter of respondents said they provided in-service training in guidance-related matter for school teachers.

Table 48. Programme Development Activities Performed by Educational Counsellors

Role	Yes	%	No	%
27 Develop a programme in order to assist the students in their abilities.	22	69	9	28
28. Develop a programme in order to assist the students in their interests.	18	56	14	44
37. Develop objectives for secondary school guidance and counselling programmes.	20	63	12	37
38. Plan activities to achieve the objectives of the secondary school guidance counselling programmes.	24	75	7	22
	missing		1	3
39. Provide in-service training for school staff	8	25	24	75

5.4.2. Counselling

This category encompasses items 1-5, 21-23 and 31-35 on the checklist. The great majority of respondents reported that they provided individual and group counselling on personal, educational and vocational concerns, though none of these items received a 100% response. In the case of personal concerns, slightly more educational counsellors claimed to conduct individual rather than group sessions (91% and 81% respectively - see Table 49). The same was true for educational concerns (94% and 88%) and for vocational counselling (88% and 78%).

Almost all respondents reported providing counselling for parents, being almost equally involved in helping them understand their children's behaviour (94%), performance

(94%) and academic ability (97%).

All educational counsellors except one claimed to help students to understand their abilities, and the great majority were concerned with helping students to perceive their aptitudes (94%) and interests (91%) (see Table 49).

Table 49. Counselling Activities Performed by Educational Counsellors

Role	Yes	%	No	%
1. Provide individual counselling services for personal problems and concerns.	29	91	3	9
2. Provide group counselling services for personal problems and concerns.	26	81	6	18
3. Provide individual counselling services for educational problems and concerns.	30	94	2	6
4. Provide individual counselling services for vocational problems and concerns	28	88	4	12
5. Provide group counselling services for educational problems and concerns.	28	88	4	12
6. Provide group counselling services for vocational problems and concerns.	25	78	7	22
21. Provide counselling for parents to help them understand their children's behaviour.	30	94	2	6
22. Provide counselling for parents to help them understand their children's performance.	30	94	2	6
23. Provide counselling for parents to help them understand their abilities.	31	97	1	3
31. Help students understand and perceive their abilities.	31	97	1	3
32. Help students in understanding their aptitudes and setting goals to achieve.	30	94	2	6
33. Help students understand and perceive their interests.	29	91	3	9
34. Set up individual sessions with students to ensure there are no behavioural problems.	22	67	10	31
35. Set up individual sessions with students to ensure they are doing well.	17	53	15	47

However, almost a third of educational counsellors did not set up individual sessions with students to ensure there were no behavioural problems, and only slightly more than half set up sessions to check that students were doing well (see Table 49).

5.4.3. Pupil Appraisal and Testing Activities

Many of the tasks of the educational counsellor are related to appraisal, preparing and conducting tests of various kinds and interpreting the results to students, teachers and parents. In practice, the Kuwaiti educational counsellors seemed more involved in record keeping and interpretation than other aspects of testing. Only two respondents said they set up schedules for the administration or scoring of tests (Table 50), whereas 56% kept records of test results, and three-quarters of educational counsellors kept records of academic progress.

Regarding interpretation, educational counsellors were less involved in interpreting to teachers than to others. 53% interpreted test results to students, but only 22% did the same for teachers. Indeed, parents received more interpretation than teachers. A little over a third of respondents interpreted test results on guidance students' records to teachers, but two-thirds did so for parents.

Table 50. Pupil Appraisal and Testing Activities Performed by Educational Counsellors

Role	Yes	%	No	%
24.Keep a record of students' test results	18	56	14	44
25.Keep records of students' academic progress	24	75	8	25
29.Interpret test results to students.	17	53	15	47
30.Interpret test results to teachers.	7	22	25	78
78.Set up schedule for administration of tests.	2	6	30	94
79.Set up schedule for scoring of tests.	2	6	30	94
80.Interpret test results on students' guidance records for teacher.	11	34	21	66
81.Interpret test results on students' guidance records for parents.	21	66	11	34
82.Interpet information of students' academic progress on student guidance record.	31	97	1	3

The one testing/appraisal activity that was almost universal was interpreting information about student academic progress on the student guidance record, (carried out by all educational counsellors except one (see Table 50).

5.4.4. Educational and Occupational Planning

The information provision aspects of this function are dealt with in a separate section, because of the importance attached to information services as part of the educational counsellor's role in Kuwait, and for consistency with the scale adopted in the first study. Most of the other items in this category relate to conducting guidance activities in the classroom (items 40-42) and helping teachers to plan and

implement guidance-related teaching units (items 43-47). Few respondents indicated that they performed any of these activities. Six educational counsellors helped teachers to plan career-related teaching units, whereas only two said they helped teachers to implement such units (see Table 51), although five conducted career-related guidance activities in the class-room, alongside the teacher. Self-awareness and decision-making activities were conducted by even fewer educational counsellors (see Table 51).

Table 51. Educational/Occupational Planning Activities Performed by Educational Counsellors

Role	Yes	%	No	%
10.Provide testing to help students make career choices.	26	81	6	19
40.Conduct guidance activities in the classroom on career development, along with the classroom teacher.	5	16	27	84
41.Conduct guidance activities in the classroom on self-awareness along with the classroom teacher.	4	13	28	87
42.Conduct guidance activities on decision making along with the classroom teacher.	3	9	29	91
43.Help teachers to plan career development	6	19	26	81
44.Help teachers to plan on decision-making.	5	16	27	84
45.Help teachers to implement teaching units on career development.	2	6	30	94
46.Help teachers to implement teaching units on self-awareness.	3	9	27	84
47.Help teachers to implement teaching units on decision-making.	4	13	26	81
	missing		2	6
83.Assist students in educational placements within the school.	30	94	2	6
77.Register new students for courses.	22	69	10	31
87.Help students obtain scholarships.	9	28	23	72
88.Help students obtain financial aids.	5	16	57	84
90.Identify vocational trends and opportunities	31	97	1	3

Three activities in this category, however were apparently carried out by the great majority of respondents. These were testing to help students make career choices (81%), assisting students in educational placements (94%) and identifying vocational trends and opportunities (97%).

5.4.5. Referral

Just over two thirds of educational counsellors were involved in referring those with special needs to the appropriate agency, but considerably fewer informed agencies of students' needs, and less a third informed them about the guidance programme (Table 52).

Table 52. Referral Activities Performed by Educational Counsellors

Role	Yes	%	No	%
48. Refer students with special needs to the appropriate community care agency.	22	69	10	31
74. Inform community agencies of students' needs.	14	44	18	56
75. Inform community agencies of guidance programme available.	9	28	22	69

5.4.6. Placement

The placement activities with which educational counsellors were most concerned were helping students make educational plans for the future (81%) and helping them select a college (88%). The least performed activities were group sessions on

job application and on job-application follow-up strategies (one educational counsellor in each case). More educational counsellors were involved in finding jobs for drop-outs than for graduates (presumably because graduates would mainly be entering college rather than work). Nonetheless, little more than a third of educational counsellors were concerned with placement of drop-outs (see Table 53).

Table 53. Placement Activities Performed by Educational Counsellor

Role	Yes	%	No	%
11.Assist graduating students in obtaining jobs	3	9	29	91
12.Assist drop-out students in obtaining jobs	12	38	20	62
13.Assist students in making educational plans for the future	26	81	6	19
14.Assist students to make educational plans in selecting a college after graduation from secondary school	28	88	4	12
15.Assist students to make educational plans in selecting a career training programme	13	41	19	59
16.Conduct group guidance sessions for students on curriculum vitae writing	3	9	29	91
17.Conduct group guidance sessions for students on completing job applications	1	3	31	97
18.Conduct group guidance sessions for students on job interviewing skills	5	16	27	84
19.Conduct group guidance sessions for students in job application and follow up strategies	1	3	31	97

5.4.7. Parent Help

Helping parents is evidently an important part of the educational counsellors' role. All except one reported counselling parents about their children's problems, while three-quarters helped resolve family conflicts about

educational choice and half helped resolve conflicts over careers. Item 84, encouraging interaction between the school and the family, was the only activity on the whole checklist which was reportedly performed by all 32 educational counsellors (see Table 54).

Table 54. Parent Help Provided by Educational Counsellor

Role	Yes	%	No	%
49.Counsel parents on problems their children are encountering	31	97	1	3
50.Help resolve family conflicts around career	16	50	16	50
51.Aid the family in solving conflicts about educational choices	24	75	8	25
68.Keep parents informed of guidance program.	26	81	6	19
76.Set up parent teacher meetings which relate to guidance programmes available	22	69	10	31
84.Encourage interaction between school and the family.	32	100	-	-

Table 55. Staff Consulting by Educational Counsellors

Role	Yes	%	No	%
20.Consult with school social workers on specific courses.	30	94	2	6
52.Consult with teachers in areas of motivation	22	69	10	31
53.Consult with teachers in areas of student behaviour.	28	88	4	12
54.Consult with teachers in areas of educational adjustments.	26	81	6	19
55.Consult with teachers in areas of classroom management.	9	28	23	72
56.Consult with teachers in areas of teaching strategies.	8	25	24	75
57.Conduct guidance activities in the classroom, along with classroom teacher.	5	16	27	84
85.Participate in the curriculum committee.	2	6	30	94

5.4.8. Staff Consulting

The level of consultation with school social workers is extremely high, 94% of educational counsellors indicating this activity (see Table 55) Consultation with class teacher depended on the area of concern. Most educational counsellors consulted on student behaviour (88%) and on educational adjustments (81%), whereas class-room management and teaching strategy were more the preserve of the teacher, with only around a quarter of educational counsellors involved (see Table 55). Only two educational counsellors participated in the curriculum committee.

5.4.9. Research

Research activities were carried out by relatively few educational counsellors. More were involved in researching abilities than interests or attitudes, and more research was done for administrators than teachers (see Table 56).

Table 56. Educational Counsellor Involvement in Research

Role	Yes	%	No	%
36.Study those subjects which have educational and psychological implications on students in their transition from school to work	10	31	22	69
58.Conduct research studies on students' abilities for teachers	8	25	24	75
59.Conduct research studies on students' abilities for administration	10	31	22	69
60.Conduct research studies on students' abilities for business community	1	3	31	97
61.Conduct research studies on students' interests for teachers	3	9	29	91
62.Conduct research studies on students' interests for administrators	4	12	28	88
63.Conduct research studies on students' interests for the business community	1	3	31	97
64.Conduct research studies on students' attitudes for teachers	4	12	28	88
65.Conduct research studies on students' attitudes for administrators	6	19	26	81
66.Conduct research on new programs for implementation in the school system	7	22	25	78
67.Publish newsletter for students, parents and teachers.	12	37	20	63

5.4.10. Public Relations and Orientation

The majority of educational counsellors carried out public relations activities in the sense of keeping various parties informed about the guidance services available. Not surprisingly, students were the target of more of these activities than other groups (90% of responses-see Table 57), but parents were also kept well-informed, by 81% of respondents.

Commercial agencies were the group receiving least public relations information, though over 28% of educational

counsellors reported this as one of their activities. Given that very few activities (in any category) are performed by almost all educational counsellors, and only one is universal, their involvement in orientation programmes stands out as one of the few areas of consistency, with items 72 and 73 being indicated by 94% and 97% of respondents respectively.

Table 57. Public Relations and Orientation Activities Performed by Educational Counsellors

Role	Yes	%	No	%
68.Keep parents informed of guidance programmes available	26	81	6	19
69.Keep students informed of guidance programmes available	29	91	3	9
70. Keep teachers informed of guidance programmes available	23	72	9	28
71 Keep administrators informed of guidance programmes available	25	78	7	22
72.Plan orientation programmes for the new students about Credit Course System	30	97	2	6
73.Plan orientation programmes for new students and provide information about the credit course system	31	97	1	3
86.Participate in the student activity committee	16	50	16	60

5.4.11. Information Services

The information services provided by educational counsellors fall into two main categories: information provided to teachers and others about students, and information provided to students, about careers, educational opportunities etc..

The activities relating to information provision to students were some of the most widely performed on the checklist. Every educational counsellor but one reported providing students with information about educational opportunities after graduation, while 30 of the 32 provided information about careers. Fewer provided information about school courses to guide course selection, but even so, this was an activity performed by the great majority (78%) of educational counsellors (see Table 58).

Of the information provided to teachers or others about students, much relates to testing; the function of keeping records of students' test-results and academic progress has already been discussed. In addition, a large majority of educational counsellors (84%) keep cumulative information folders on students.

Table 58. Information Services Provided by Educational Counsellors

Role	Yes	%	No	%
7. Provide adequate information for students about the content of school courses, in order to aid them in course selection.	25	78	7	22
8. Provide students with adequate information about careers after graduating from secondary school.	30	94	2	6
9. Provide students with information about educational opportunities after graduating from secondary school.	31	97	1	3
89. Maintain cumulative information folders on students.	27	84	5	16

5.4.12. Additional Tasks not Covered by the Checklist

Although the educational counsellors were invited in the open section at the end of the checklist, to indicate any additional tasks they performed (i.e. tasks not specifically mentioned in that list), very few in fact did so. Five educational counsellors reported dealing with students who have speech disorders. Two mentioned paying attention to gifted students (though the items in the questionnaire related to helping students develop their abilities etc, would presumably include the needs of gifted students). Although the checklist had referred to the orientation programme at the beginning of secondary school, two educational counsellors reported that they are in fact involved in such programmes in the intermediate schools, informing prospective secondary students about the credit course system. Finally, one educational counsellor mentioned giving students some responsibility, such as getting them to help on registration days.

5.4.13. Summary

The striking feature of the checklist responses is the lack of consistency in the tasks performed. Only one task was said to be performed by all educational counsellors: that of encouraging interaction between home and school. In general, the results indicated that almost all educational

counsellors provided both individual and group counselling on vocational, educational and personal matters, and also provided counselling to parents. They were also much involved in appraisal and record keeping. However, there was considerable variation in the range of activities performed.

5.5. TIME SCALE QUESTIONNAIRE

Having identified what educational counsellors actually do, it was also desired to obtain an indication of the amount of time spent on the various categories of activity. In this section, educational counsellors' responses to the time-scale questionnaire (see Appendix 7) are presented. All times mentioned refer to the approximate amount of time per week spent on the activity in question.

5.5.1. Counselling Activities

The counselling activities are covered by questions 1, 2, 3, 4, 14, 18 and 19. Not surprisingly, responses across the questionnaire as a whole indicate that the educational counsellors as a body spent more time on the activities in this category than on either information provision or educational and occupational planning (compare Tables 59, 60 and 61).

Table 59. Time Spent (Hours) on Tasks in Counselling Scale

Item	< 1/4		1/4		1/4-1/2		1/2-1		1-2		2-3		>3	
	N	P	N	P	N	P	N	P	N	P	N	P	N	P
Q1	1	3	-	-	4	13	5	16	11	34	5	16	3	9
Q2	2	6	-	-	3	9	6	19	16	50	2	6	2	6
Q3	1	3	1	3	4	13	6	19	9	28	4	13	7	22
Q4	1	3	1	3	4	13	9	28	12	38	3	9	1	3
Q5	2	6	2	6	3	9	10	31	5	16	6	19	2	6
Q14	-	-	3	9	6	19	5	16	9	28	9	28	-	-
Q18	2	6	2	6	2	6	6	19	4	13	10	31	6	19
Q19	1	3	3	9	6	19	6	19	8	25	6	19	2	6

Table 60. Time spent (Hours) On Tasks in Information Scale

Item	< 1/4		1/4		1/4-1/2		1/2-1		1-2		2-3		>3	
	N	P	N	P	N	P	N	P	N	P	N	P	N	P
Q5	2	6	2	6	3	9	10	31	5	16	6	19	2	6
Q6	1	3	2	6	5	16	9	28	5	16	7	22	3	9
Q7	1	3	2	6	5	16	7	22	8	25	5	16	4	13
Q15	1	3	2	6	1	3	7	22	4	13	6	19	11	34
Q16	3	9	3	9	4	13	2	6	11	34	4	13	5	16
Q17	2	6	4	13	5	16	4	13	5	16	5	16	7	22

Nonetheless, there was wide variation in the time spent on each activity. In every case except item 14 (counselling parents), there was at least one educational counsellor who claimed to spend less than 1/4 hour on the activity, and a greater number (from one to seven educational counsellors) who spend more than three hours on it (see Table 59). In general, responses were concentrated in the second half of the time-scale. It would appear that the counselling activity on which most time is spent is helping students understand their abilities (item 18), (on which half the educational counsellors spend from two to more than three

hours). Next comes individual counselling on educational concerns (item 3), on which nearly two thirds of educational counsellors spend an hour or more, and nearly a quarter spend more than three hours (see table 59). One educational counsellor failed to answer for each of items two and four, while there were three missing responses for item one (individual personal counselling).

5.5.2. Information-related Activities

A major part of the educational counsellor's role is concerned with information provision of one sort or another (items 5, 6, 7, 15, 16 and 17). Two educational counsellors failed to give an answer regarding time spent giving course information (item 5), which may partly explain the finding that less time seemed to be spent on this activity, taking the group as a whole, than on other activities in this category. Of those who did respond, the largest cluster was in the 1/2-1 hour time band, indicated by nearly a third of the educational counsellors (see Table 60).

The item in the information scale on which most time is spent appears to be item 15, record-keeping, on which a remarkable 34% spend more than three hours (no other item in the whole questionnaire received so many responses at this end of the time- spectrum) and 19% spend two to three hours. With such a concentration of responses at this end of the

spectrum, it is surprising to find that in contrast three educational counsellors claimed to spend only 1/4 hour or less on record keeping.

In general, responses for the items were spread across the whole time-scale, with a third to a half of the responses for each item indicating time allocation of half an hour to two hours. One of the three items which showed a large cluster in a particular time-band was item 16 (testing and evaluation), on which around one third of the educational counsellors reported spending one to two hours (see Table 60).

5.5.3 Educational and Occupational Planning Scale

Items 8,9, 10, 11, 12 and 20 on the time-scale questionnaire related to educational and occupational planning. This was the category of activities on which least time was spent by the sample as a whole (see Table 61). As compared to the two previous scales, there are far more responses at the lower end of the time-spectrum, and fewer at the higher. Indeed, items nine and eleven (job placement and advice on CV writing), both show large clusters of responses in the 1/4 hour time slot (34% and 41% respectively). Looking at the whole spectrum of responses, these are the activities on which least time is spent by the sample, and it is therefore a little surprising that two educational counsellors claimed

to spend over three hours on job placement, and one educational counsellor made the same claim for CV writing etc. (see Table 61).

Table 61. Time Spent on Tasks in Educational and Occupational Planning Scale

Item	< 1/4		1/4		1/4-1/2		1/2-1		1-2		2-3		>3	
	N	P	N	P	N	P	N	P	N	P	N	P	N	P
Q8	5	16	4	13	4	13	6	19	5	16	2	6	6	19
Q9	3	9	11	34	5	16	3	9	8	26	-	-	2	6
Q10	-	-	2	6	4	13	7	22	9	28	8	25	2	6
Q11	4	13	13	41	7	22	5	16	2	6	-	-	1	3
Q12	1	3	4	13	4	13	8	25	7	22	6	19	2	6
Q20	2	6	5	16	4	13	9	28	6	19	3	9	3	9

The activity in this scale on which most time appears to be spent is item ten, guidance activities in the classroom, where more than a quarter of responses were in the one to two hours time band, and a quarter in the two to three hours band (see Table 61).

5.5.4. Tasks on which Educational Counsellors Would Like to Spend More Time

Educational counsellors were invited to indicate three items on which they would like to spend more time, and to rank them, if possible, in order of priority, with A as the greatest priority, and B and C as second and third choices respectively. From the results presented in Table 62, it can be seen that the item most frequently mentioned in this

regard was number one, individual counselling on personal matters, which nine respondents placed in category A, and a further one in category B. Item 18, helping students understand their abilities, was mentioned by eight respondents, three of whom placed it in category A. Only two items were not indicated by any educational counsellors as activities on which they would like to spend more time. These were item 11 (advice on CV writing etc.) and no 16 (planning, carrying out and interpreting tests of achievement, ability and interests), (see Table 62). Interestingly, not all educational counsellors listed three items, and six failed to place any item in category A, perhaps indicating that there was no activity, the extension of which they regarded as a matter of urgent necessity.

Table 62. Tasks on which Educational Counsellors Would Like to Spend More Time

A			B			C		
Item	N	%	Item	N	%	Item	N	%
1	9	28.1	1	1	3.1	2	1	3.1
3	1	3.1	2	4	2.5	3	3	9.4
4	1	3.1	4	1	3.1	5	2	6.3
6	1	3.1	5	1	3.1	6	1	3.1
7	1	3.1	6	3	9.4	8	1	3.1
9	2	6.3	7	1	3.1	9	1	3.1
13	2	6.3	8	1	3.1	10	2	6.3
14	2	6.3	9	3	9.4	12	1	3.1
18	3	9.4	10	1	3.1	14	3	9.4
19	3	9.4	12	3	9.4	15	2	6.3
20	1	3.1	13	1	3.1	17	1	3.1
-	-	-	15	2	6.3	18	4	12.5
-	-	-	18	1	3.1	19	2	6.3
-	-	-	20	1	3.1	-	-	-

5.5.5. Tasks on which Educational Counsellors Would Like to Spend Less Time

Educational counsellors were also invited to indicate three tasks on which they would prefer to spend less time, again ranking them A, B, C, with A indicating the activity they would most like to cut down. There was a high level of missing responses in each category, as can be seen from Table 63. The task mentioned by most educational counsellors as one on which they would prefer to spend less time was keeping records of test results. This was indicated by eight educational counsellors, of whom three placed it in category A. Items on which no educational counsellors desired to reduce time spent were individual and group educational counselling (items 3 and 4), guidance activities (item 10), staff consultation (item 13), and ensuring students had no health/behavioural problems (item 19). Of the fifteen items on which some educational counsellors did want to spend less time, most were cited by only one or two individuals.

Six educational counsellors in total ranked item 20 (studying areas which have educational and psychological implications for the transition from school to work). All but one of these placed it in category C, suggesting it was not a major concern. Job placement (item 9) held the third rank in total number of mentions, though four of the five

respondents who mentioned it, placed it in category A, the biggest response in this category.

Table 63. Tasks on which Educational Counsellors Would Like to Spend Less Time

A			B			C		
Item	N	%	Item	N	%	Item	N	%
1	1	3.3	5	2	6.3	2	1	3.1
6	2	6.3	8	1	3.1	15	3	9.4
7	1	3.1	9	1	3.1	16	1	3.1
9	4	12.5	11	1	3.1	17	2	6.3
11	3	9.4	12	2	6.3	20	5	15.6
14	1	3.1	15	3	9.4	-	-	-
15	2	6.3	17	1	3.1	-	-	-
16	1	3.1	18	1	3.1	-	-	-
17	1	3.1	20	1	3.1	-	-	-

5.5.6. Summary

The time scale questionnaire revealed wide variation in the amount of time allocated by educational counsellors to most activities. In general most time was spent on counselling activities and least on educational and occupational planning. The two items on which most time appears to be spent are record-keeping, and helping students to understand their abilities. Those on which least time is spent are helping graduates and drop-outs to find jobs, and advice on CV writing.

5.6. SUMMARY

This chapter has explored the actual role of 32 educational counsellors in terms of the responses to four instruments - a data sheet, a structured interview, a 90-item checklist, and a 20-item time-scale questionnaire.

The educational counsellors were all psychology graduates, and had attended a variety of vocational courses, though only three had a Diploma in Educational Counselling, and none were licensed by any professional body. All were well established in their careers, with average experience being four to ten years.

Most Educational counsellors' offices were generally poorly equipped and almost all had to be shared. Half the respondents were dissatisfied with their jobs, and many reported problems of lack of co-operation and understanding from teachers, students, parents and administrative bodies, especially the school administrations, though relationships with society were considered to be good. More than half the educational counsellors suggested ways of improving the service by providing more training and facilities for counsellors, and increasing public awareness of the counselling profession.

The actual range of tasks performed varied greatly, with only one task performed by all - that of encouraging interaction between home and school. Appraisal and record-keeping were areas of general involvement. Educational counsellors provided individual and group counselling on vocational, educational and personal matters, and also counselled parents. Involvement in other activities varied tremendously.

Time allocation also varied enormously. In general, more time was spent on counselling than other activities, but a disproportionate amount of time seemed to be spent on record-keeping, on which a quarter of the sample said they would like to spend less time. Least time was spent on job placement and C.V. writing.

CHAPTER SIX: DISCUSSION OF THE FINDINGS

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CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1. INTRODUCTION

The last two chapters presented the findings from the two field studies concerning perceptions of the educational counsellor's role and that role as actually performed in Kuwait's credit course secondary schools.

The aim of the present chapter is to highlight some of the main findings; to indicate where appropriate, their congruence or otherwise with the findings of previous studies; and to bring out their implications for the counselling service in Kuwait.

Any attempt to suggest reasons for some of the findings will inevitably at this stage appear somewhat speculative. Although such suggestions are occasionally made, these can only be tentative; the aim is to apply the researcher's knowledge and experience of the Kuwaiti culture to draw out possible relationships which can be explored in future studies.

6.2. ISSUES ARISING FROM THE FIRST FIELD STUDY

The first field study was concerned with perceptions, rather than the role of the educational counsellor as performed in practice. The ratings assigned by the three groups to twenty items covering counselling, educational and occupational planning, information provision and staff consulting, give an indication of the attitudes of these three parties towards the guidance and counselling programme and their needs from it. In particular, they reveal differences of perceptions, both between the three groups, and within some individual groups, which will have important implications for the development of guidance and counselling programmes in Kuwait.

6.2.1. Perceptual Differences Within Groups

It had been assumed in the original hypotheses that there would be differences in perception within each of the three sample populations (students, teachers and counsellors), associated with sex, grade level or job experience, and the geographical zone in which the school in question is located. Students' and teachers' responses were each significantly related to one of the three variables - a different one in each case.

In the case of students, grade level and geographical zone made no difference to their perception of the

educational counsellor's role. However, there were differences in perception between male and female students. Female students rated the importance of the guidance and counselling programme higher than did males. Other studies have found differences between the sexes in perceptions of counselling. Cook et al (1984) found that women were more likely than men to value the help of a counsellor. However, in this study, differences in perception between the sexes existed only for students, not for counsellors or teachers. It may be that female students were more appreciative of counselling services because the restrictions of a traditional Islamic upbringing provide them with fewer social contacts and a more restricted range of life choices than are available for boys. Thus, they may find it difficult to discuss choices or problems in other contexts, and value counselling services accordingly. Evidently there is a need to explore further this difference in perception between the sexes, which may have implications for the relationships between the educational counsellor and counsellee, and for the relationships between the counselling service and the home.

In the case of teachers, one variable was also found to be related to the differences in ratings of the importance of educational counsellor's role. In this case, the differentiating factor was geographical zone, with teachers from Hawalli zone rating the various activities of the

educational counsellor lower than those from other areas. This was not related to experience or sex of the teachers concerned, as neither of these variables, when tested separately, showed a relationship with teachers' perceptions. To explain this finding, therefore, it would be necessary to carry out further study into other factors which may have a bearing on these different perceptions.

Hawalli is one of the more densely populated geographical zones, with large schools. It would therefore be worthwhile to investigate the influence of such factors as school size, staff-student ratios and catchment area, on perceptions and conduct of the guidance and counselling programme. Nationality of staff, salary differentials and uneven distribution of resources are other factors outside the scope of the present study, which may have had a bearing on the result. These possibilities need to be investigated.

As there has been little previous study of educational counselling in Kuwait, and none which has analysed results by geographical zone, there is no point of comparison for this finding.

The educational counsellors themselves were much more homogeneous in their perspective than were either of the other groups, rating all items on the counselling and information scales, as well as staff consulting, very highly.

Although there was more divergence in rankings on the educational and occupational planning scale, it would appear that this was due to individual differentiation among educational counsellors and schools. Sex, experience and geographical zone were found to have no influence on educational counsellors' rankings on any scale. This homogeneity of perspective within the educational counsellors' group is not surprising, as the respondents were products of the same educational system, had taken the same first degree at the same university, and were subject to supervision by the same centralised administration. As trained and practicing educational counsellors, they might be expected to share a common perspective on their role.

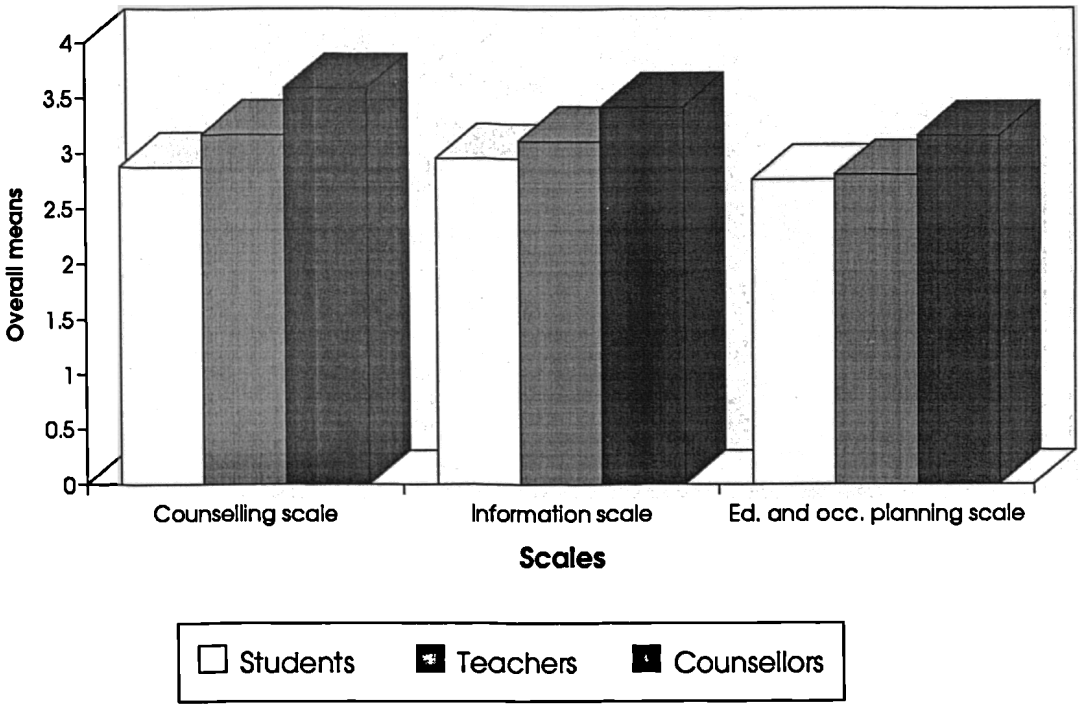
In Harris's (1986) Detroit study, which investigated the perceptions of students and educational counsellors toward high school counselling, counsellors' perceptions were more homogenous than those of students. Nonetheless, for some items, there were differences in perception between counsellors from different schools, even within the same city. However, this may have been at least partly due to differences in the ethnic mix of both counsellors and students, and to other related socio-demographic factors. Although these differences were briefly described by Harris, they were not analysed as variables.

6.2.2. Comparison of Perceptions Among the Three Groups

Where a service interacts with a number of populations (as the educational counselling service interacts with students, parents, teachers and administrators), the potential for role conflict exists, with possible dysfunctional consequences (see Chapter Two). It is important to identify and build on areas of consensus, and to address problems of difference. In this respect, the findings from the 20-item questionnaire are significant, for although there were some elements on which participants were in general agreement, there were also many areas of difference, in ratings for the questionnaire as a whole, for individual scales, and for particular items.

Taking the questionnaire as a whole, the educational counsellors rated the activities highest, while students rated them the lowest (see Figure 1). That educational counsellors should rate their activities in this way is understandable. They have been trained in the theory and practice of counselling, and the importance of their role is reflected by the legal institutionalisation of guidance and counselling programmes throughout credit course secondary schools. Moreover, it is the educational counsellor's livelihood that is under scrutiny. Similarly, Harris (1986) found that counsellors consistently rated their activities higher than did students. However, the disparity in ratings between educational counsellors and students suggests that

Figure 1 : Differences in ratings' means between the three groups for total scores in each of the three scales

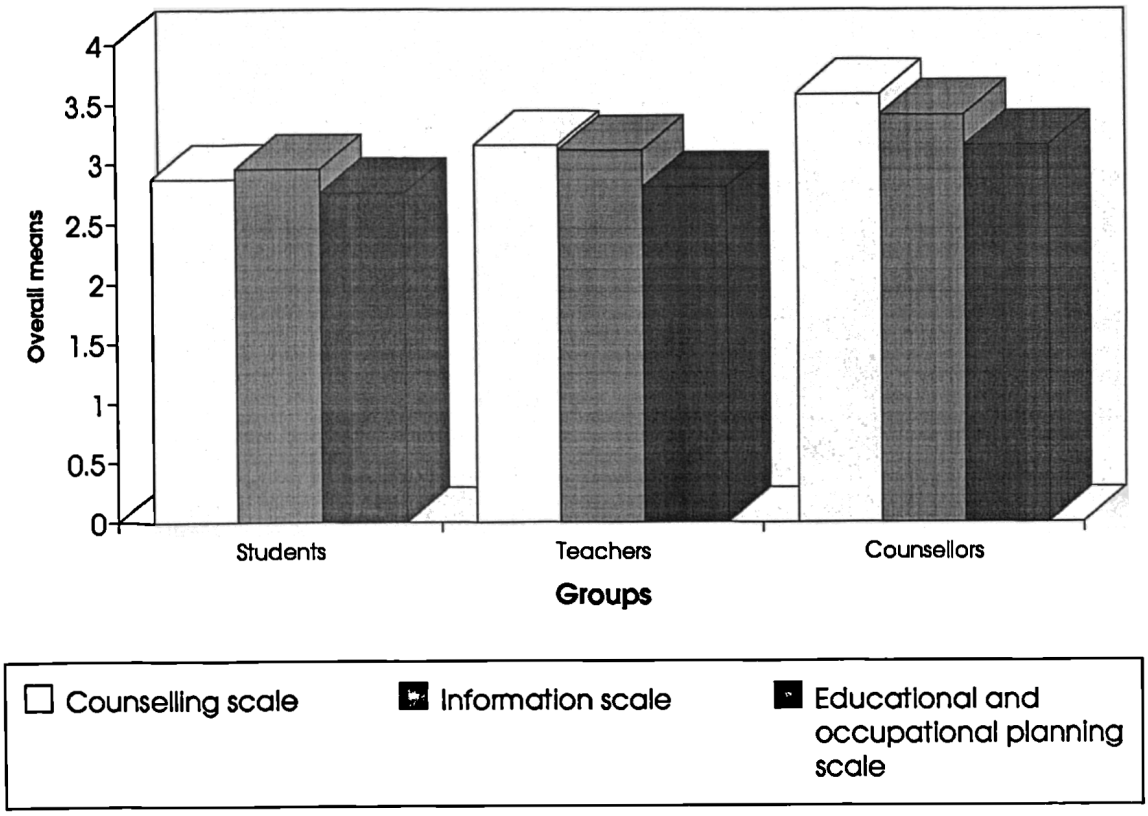


the latter may not be fully aware of the purpose and benefits of the guidance and counselling programme, and that their perceptions of their needs are not the same as those of the educational counsellor. Teachers, in their turn, differed from both the previous groups, rating the questionnaire as a whole, higher than students, but lower than educational counsellors. They are more aware than students of the importance of the counselling programme, but do not share the perceptions of educational counsellors, although they must work alongside them as fellow-professionals, with the same ultimate goal, the best interests of the students.

The differences in perception among the three groups stand out very clearly when we look at their perceptions on the information scale. This was the scale rated highest by students, suggesting that they see the educational counsellor primarily as a giver of information. The teachers and the educational counsellors attached greatest importance to counselling activities (see Figure 2).

Moreover, the groups differed in their perceptions of particular types of information within the scale. Record-keeping (item 15) for example, was rated higher by students and teachers than by educational counsellors.

Figure 2 : Differences in ratings' means between the three scales for each of the three groups



The more negative attitude of educational counsellors toward record-keeping and paper-work generally, is in line with the findings of several other studies. For example, Carmical and Calvin (1970) found that educational counsellors showed a negative attitude to administrative and record-keeping tasks, and Lopez-Meisel (1977) reported that counsellors wanted to be burdened with less paper-work. A difference with our study, however, is that Lopez-Meisel's subjects were supported in this desire by teachers. In contrast, Kuwaiti teachers still seem to see record-keeping as an important element of the educational counsellor's role - despite recommendations to the contrary by Mansour (1981), who suggested in his report on Kuwait's guidance and counselling programmes, that educational counsellors should be provided with clerical help to reduce the burden of their administrative work.

Differences of perception among the groups were also evident with regard to information about careers and course-content. Information about course-content, for example, was rated considerably higher by students than by educational counsellors, while conversely, students and teachers rated careers information lower than did the educational counsellors. It may be that educational counsellors saw giving course information as a role more appropriately filled by the teachers. Students' preference for course information, rather than career information, may reflect a

shorter time-horizon. It would seem that some students may be unready to think about their future in the world of work, being more concerned with the immediate issues of coping in school. To this extent, this finding contradicts some earlier studies. Reid (1974) concluded that study related to the working world is more likely to be effective in retaining pupils' interest. Batchelor (1976) suggested that the choice of school subjects is governed by interest and career relevance, rather than guidance by a counsellor. However, these were both Western studies. It may be that the finding of this study is at least partly explicable in cultural terms, as in the Arab countries, it is still common for careers to be decided by parental wishes, and for jobs to be obtained through family influence.

This view may perhaps be reinforced if we consider attitudes toward items in the educational and occupational planning scale. All three groups gave advice on C.V. writing etc, a relatively low ranking (indeed, it was the item rated lowest by counsellors), while the lowest-ranking item for both students and teachers was helping drop-outs and graduates to obtain jobs. Educational counsellors rated this activity more highly than did the other groups, but nonetheless rated it as one of their less important activities. The low importance attached to the educational counsellor's role of helping students to obtain jobs,

is consistent with the finding of Al-Ahmady (1986), in a study conducted in Saudi Arabia.

The difficulty of reconciling modern educational and counselling theory with traditional ways, may perhaps account for the different perceptions among the groups regarding guidance activities related to decision-making. Both educational counsellors and teachers rated this as the highest item on the educational and occupational planning scale, but students rated it less favourably. The traditional culture of the region does not favour individual decision-making, particularly by young people. Deference to the views and wishes of parents and elders is a strong cultural value, and has a major influence in young people's educational and vocational decision-making, as emphasised by Saleh (1987).

There were, however, some issues on which the three groups were in agreement - this was most evident in the counselling scale. The groups were in agreement on the importance of the educational counsellor's role in helping students to perceive and understand their abilities, aptitudes and interests. They were also in agreement on counselling about personal concerns (particularly group counselling) as being less important than counselling regarding educational matters. Item 2, relating to group counselling on personal matters received the lowest ranking from each of the groups.

Previous studies have also suggested that students tend to view guidance and counselling services as most helpful in regard to career and academic concerns, as opposed to personal matters. Al-Ahmadi (1986) for example, found that personal counselling functions were rated relatively low by his Saudi Arabian respondents. This may be a reflection of the image of the counselling service in Arab countries. Mansour (1981) drew attention to misleading terminology, (e.g. the tendency to use the words "guidance" and "counselling" as if they were synonymous), the historical development of the service in a way which had led to its equation with testing and measurement, and the fact that at the time of his report, the service was largely confined to testing, orientation and educational placement. On the other hand, the lower importance attached to counselling on personal matters may simply indicate that other sources (e.g. friends and relatives) are seen as the best source of help for personal problems.

Regarding the preference for individual, rather than group counselling on personal matters, it is interesting to note Saleh's (1987) comments that in an Arab-Islamic context, group behaviour patterns make group counselling on personal problems difficult. He remarked that counselees tended to be unwilling to reveal problems in a group situation, because of the importance attached to preserving a good image in the eyes of others.

Finally, turning to the one item on the questionnaire that did not form part of a scale (item 13) it is encouraging to find that teachers and educational counsellors agreed on the importance of staff consultation. Mansour (1981) emphasised the need for education and guidance/counselling programmes to be in harmony. Obviously, this can not be achieved without pooling of information and ideas between teachers and educational counsellors.

The review in this section of the main issues arising from the first field study shows an encouraging tendency for all groups to rate most items as important or very important. However, several differences in perceptions have emerged which suggest that role conflict and ambiguity may be impeding the effectiveness of the educational counsellor's role. More light may be shed on this issue by the findings from the second field study, which looks at what educational counsellors in Kuwait actually do at present, and how they feel about it.

6.3. ISSUES ARISING FROM THE SECOND FIELD STUDY

The second field study focused purely on the educational counsellors: their educational and experiential background, what they actually do, the way they allocate their time, and the difficulties they face. The findings in some cases conflict with educational counsellors' perceptions of their role as revealed in the first field study, and show rather uneven improvement since Mansour's recommendations of 1981. The issues raised fall into five related areas: progress since 1981; role conflict and ambiguity (including educational counsellors' relationships with others); the relationship between modern educational counselling and the cultural values of Arab tradition and Islam; the facilities provided to educational counsellors; and, their training and certification.

6.3.1. Progress Since 1981

When Mansour (1981) carried out his evaluation of the Kuwaiti educational guidance and counselling programme, he found many areas of the new service which needed to be developed and improved, and made many specific recommendations as to how this should be done. With this in mind, it is instructive to look at data from the second field study, providing recent information as to what educational counsellors are actually doing now, to see the

extent to which the required improvements have been achieved.

In 1981, Mansour pointed out that the educational counsellor's role was largely confined to testing, orientation and educational placement within the school. Interpretation of tests was uneven. Relationships with colleagues and administrators needed clarification. Educational counsellors did not participate with teachers in agreeing objectives and implementation plans, they were over-burdened with clerical work, and opportunities for public relations were not being maximized.

Findings from the second field study suggest that the scope of the educational counsellor's role has enlarged considerably. Placement activities are no longer confined to educational placement within the school, but for some educational counsellors at least, now include job placement and application advice. Some educational counsellors now participate in setting objectives, and work alongside the class teacher in various guidance activities. Extensive counselling services are offered to parents, as well as students. Educational counsellors are becoming involved in programme development, and in educational and occupational planning.

Nonetheless, there is still some way to go. Orientation, testing and educational placement within the school still seem to be the activities most universally carried out. A comprehensive placement service has still not been developed, the main emphasis of current provision being selection of a college or making educational plans for the future. Interpretation of testing is still uneven, with 31 educational counsellors interpreting to students, 21 to parents, and only 11 to teachers. Almost a third of educational counsellors do not carry out referrals to community agencies. Information services are uneven.

It would appear that although some developments have been made along the lines of Mansour's recommendations, the extension of scope of the educational counsellor's role is by no means universal or consistent; only one activity on the whole checklist (that of helping students to understand their abilities) was performed by all educational counsellors. Some activities, such as conducting guidance activities on decision-making, or participating in the curriculum committee, are so far performed by only two or three educational counsellors. Some of the disparity may be due to differences in availability of resources. However, the extent of the variations in practice suggests that educational counsellors are uncertain of their role, or unable to perform it as they would wish because of other pressures. Role conflict and ambiguity would seem to be

a major theme emerging from our findings, and one which must be examined in some depth.

6.3.2. Role Conflict and Ambiguity

Although role ambiguity was specifically mentioned by only two educational counsellors during the structured interviews, the findings from the second field study actually provide considerable evidence that it is in fact a widespread problem. The role variations in activities performed, the discrepancies between theory (or perceptions) and practice, the great variation in time allocation, and the difficulties reported in relationships with other parties, all point to the existence of role conflict and ambiguity, which is likely to be a major factor in the dissatisfaction reported by more than half the educational counsellors regarding their work.

a. Actual vs. Perceived Role

Two striking features stand out from the responses to the checklist of activities actually performed, both of which suggest that educational counsellors may be unclear about their role, or may, in some cases, be prevented by various pressures from carrying out activities which they feel they should perform. The first of these is the wide variation in the range of activities carried out. It was seen in the

previous chapter that only one activity, that of encouraging interaction between school and home, was carried out by all educational counsellors. However, this is a very broadly and generally worded item. How do the educational counsellors interpret this objective in practice? Performance is inconsistent in terms of, for example, holding meetings, resolving conflicts, or publishing a newsletter. Again, educational counsellors were almost unanimous in claiming to identify vocational trends and opportunities, yet there were considerable variations in their practice with regard to placement, research, and public relations activities, through which this objective might be achieved.

It would seem, then, that there is not a clearly laid down body of tasks, which educational counsellors know they must perform. The Ministry of Education sets guidelines (See Chapter Two), but these are often couched in very general terms, and present the difficulty of how to translate them into operational objectives. This is a problem to which Mansour (1981) referred. He stressed the need for the formulation of operational objectives, for a clear definition and a functional description of the educational counsellor's role, and for criteria by which to evaluate whether objectives were being achieved by the programme. The discrepencies in educational counsellors' current performance suggest that this has not yet been achieved.

The second feature of the checklist findings which suggests role conflict and ambiguity, is the discrepency between what educational counsellors consider they should do (see Chapter Four) and what they actually do. Comparison of the checklist responses in the second field study, with the educational counsellors' questionnaire responses in the first field study, reveals that many of those who rated activities as "important" or "very important", did not carry them out in practice. This was so, even for items related to counselling, which had been rated by all educational counsellors as "important" or "very important" in the first field study. If we compare responses in the checklist, we find that there were two or three respondents who did not carry out such activities as counselling parents, or helping students perceive and understand their abilities, which were rated highly by all educational counsellors.

Other activities where there was a discrepency between perceived importance and actual practice included recording test results and academic progress; helping graduates and drop-outs to find jobs; and advising on CV writing. The item, "Consider those subjects which have implications for students in the transition from school to work" was rated important or very important by 90% of educational counsellors in the first field study, but the follow-up revealed that only 31% actually perform the activity. An even greater discrepency existed with regard to conducting

guidance activities in the class-room relating to decision making and selfawareness. Although Chapter Four showed that all educational counsellors rated such activities as "important" or "very important", in practice, very few such activities are carried out. Guidance activities related to self-awareness are conducted by 13% of educational counsellors, and those related to decision-making by only 9%.

Although in general the tendency was for performance of activities to fall below their rating in the perception questionnaire, when it came to the provision of information about educational opportunities after secondary school, practice outstripped perceptions: 97% of respondents provided such information, whereas 86% had rated it as important or very important.

These discrepencies between perceived role and practice may have various explanations. It may be that respondents in the first study gave what they considered to be "right" answers, or answers in line with Ministerial guidelines, regardless of their true perceptions. It may be that they were prevented from carrying out all the activities they wished, by pressures of time. Or, it may be that they modified their role in practice, in accordance with the expectations of others. Each of these explanations, however, point to role conflict and ambiguity and suggest that as

Carmical and Calvin (1970) believed, educational counsellors, though aware of their professional role, have not yet been successful in implementing it.

One reason for the inability of educational counsellors to perform all the tasks they consider important, may be lack of involvement in setting objectives. Over a third of respondents said they did not develop objectives for the guidance and counselling programme, suggesting that they either worked to objectives set by others, or simply acted on an ad hoc basis, without clear objectives.

b. Time Allocation

The time-scale questionnaire provides further support to the contention that Kuwaiti educational counsellors are experiencing role conflict and ambiguity. The range of times spent on each activity was remarkable, suggesting wide variation in the priorities attached to the various items. Moore (1970) has pointed out that time spent on different activities can vary a great deal from school to school, according to the pastoral and welfare policy, which determines the function of the educational counsellor. Moreover, it is difficult to assess the situation for individual counsellors. Even so, our findings would seem to support Mansour's (1981) contention that educational counsellors are unable to spend enough time on "strictly

counselling" activities. Conflict is suggested, for example, by the fact that the information scale received a relatively low rating from educational counsellors but the activities included in the information scale were not the ones on which educational counsellors spend least time. Indeed, responses to the time-scale questionnaire appear to support Fitzgerald's (1962) finding that educational counsellors may find themselves spending as much time on record-keeping as on individual counselling. Certainly, several respondents wanted less involvement in this particular task, a problem by no means unique to Kuwait (see Lopez - Meisel, 1977; Day and Sporacia, 1980).

c. Relationships with Other Parties

During the structured interviews, educational counsellors pointed to difficulties in their relationships with teachers, students and parents. Complaints were made that students had a lack of responsibility and thought for the future (which would seem to bear out our interpretation of the different ratings given by educational counsellors and students to items on the information scale, section 6.2.2.) and that parents did not follow-up their children's behaviour and achievements. Co-operation with all these parties, and with the school administration, was said to be sub-optimal, and there was said to be a lack of understanding of the educational counsellor's role.

These problems were indicated in many of the checklist responses. Of various activities mentioned which related to communication, public relations, joint activity and interaction, none were performed by all respondents, and some were carried out by very few.

Relationships with teachers, in particular, showed many deficiencies. Only eight educational counsellors provided in-service training for school staff in activities related to guidance and counselling. Less interpretation of testing was given to teachers than to either parents or students. Few educational counsellors helped teachers plan and implement units relating to careers, or decision-making. Respondents consulted with staff on only a limited range of subjects, largely of a discipline/remedial nature. Also, teachers were less informed than others about guidance and counselling programmes, and less research was conducted for them than for administrators. What is not clear, is how much of this lack of communication stems from the teachers, and how much from the educational counsellors themselves. It may be that educational counsellors need to take more responsibility for informing others of their role. Certainly, as Mansour (1981) stated, there is a need to clarify the relationships between the educational counsellors and their colleagues.

Even where relationships with other bodies are characterized by educational counsellors as good or excellent, there is evidence that opportunities for public relations and promoting more general awareness of the educational counsellor's role, are not being maximized. For example, although relationships with society and commercial organizations were said to be good, there were also complaints of lack of understanding. Only 28% of respondents informed community agents about the guidance and counselling programmes available, and the business community was almost totally ignored as a recipient of research. Society cannot be expected to understand the educational counsellor's role if they are not told about it.

We have many indicators in our findings, that a problem of role ambiguity and conflict exists among educational counsellors in Kuwait. It is difficult, if not impossible, to apportion blame for the situation, which appears to result from a complex interaction of too-general Ministerial guidelines, multiple perspectives and pressures, and failures of communication on the part of educational counsellors themselves. What is certain from the interviews, is that it is causing widespread job dissatisfaction among the educational counsellors themselves, in line with the arguments of Khan (1964), Van Sell et al (1981), and Bedeian and Armenakis (1987).

6.3.3. Educational Counselling and Islam

Day (1983) suggested that conflict between traditional and modern approaches to life has created pressures on Arab youth which increase the need for guidance and counselling in schools. At the same time, traditional attitudes and values may pose difficulties for the application of a Western-derived counselling model. For example, Abueita (1982) suggests that it is difficult to emphasize individual fulfilment in the Islamic milieu, where the individual is subordinate to family and society and his or her role is defined by long tradition. She argues that the non-directive approach is uncomfortable for Muslim youth; they expect to be told what to do. Such considerations may go some way towards explaining the lack of certain activities, such as guidance activities relating to decision-making, among our sample. Similarly, the traditional supremacy of family in career decisions (see Soliman, 1986; Saleh, 1987), may have contributed to the relatively low level of some job placement and application activities. These were among the lowest rated activities in the first field study, but the number of educational counsellors rating them as important or very important was nonetheless greater than those who actually carried out the activities. It may be that the difficulty of applying a Western-based model of counselling in an Islamic society is contributing to the role conflict of educational counsellors. This possibility should be

explored further, and its implications for the guidance and counselling programme assessed.

6.3.4. Facilities Provided for Educational Counsellors

Although few educational counsellors made specific mention of their need for suitable rooms as one way of improving the counselling service, the conditions observed at the time of the interviews (see Chapter Five) were such as to detract from the effectiveness of the service. The lack of privacy, poor furnishing and lack of areas for waiting and meetings were identical to those noted in 1981 by Mansour. He commented at the time, that the conditions he found were temporarily acceptable, given the newness of the service, but he recommended that in time, the guidance and counselling programme should be equipped with reception/waiting areas, rooms in which meetings and case conferences could be held, and a separate, private room for each educational counsellor.

That nothing seems to have been achieved in this respect is not merely disappointing, it may have severe adverse consequences for the service. Given that more than half of the educational counsellors claimed to be dissatisfied in their jobs, and many felt that they needed more support (both moral and financial) from various quarters, the inadequate facilities provided to them are

likely to contribute to low morale. Upgrading of educational counselling facilities would be an indication of the value attached to the service.

Indeed, the poor facilities are also likely to affect counsellors and others. Gysbers and Moore (1981) drew attention to the importance of the counselling room as the first impression of the service, in the eyes of students, parents and other staff. The arrangement of furniture and display of information gives the educational counsellor the opportunity to make a statement about his/her role and the service offered.

Finally, given Saleh's (1986) comments on group behaviour, and the preference by Kuwaiti students, teachers and educational counsellors for individual, rather than group counselling (see Chapter Four), reflected in the checklist responses (Chapter Five), the assurance of privacy is obviously essential.

6.3.5. Training and Certification

An early problem with the guidance and counselling services in Arab countries was lack of clear policy and procedure for training and certification. When Mansour (1981) compiled the report commissioned by the Kuwaiti Ministry of Education at the request of UNESCO, he drew attention to a need for a

clear system of certification based on the specification of competencies. Some years later, Soliman (1987) found a lack of counsellor education programmes in the Arab countries, and confusion whereby representatives from the same country could not agree on whether such training existed in their countries, or what such training programmes contained. The Kuwaiti representatives were among those who failed to agree on the nature of training available.

The data obtained on educational counsellors in the present study suggests that training and certification are still a somewhat "grey" area, more than ten years after Mansour's recommendations. All the educational counsellors were psychology graduates, as required by the Ministry of Education, but there would appear to be a lack of training specifically related to the school situation. Approximately one third of the educational counsellors had not undergone vocational training in school counselling, and only three educational counsellors had a Diploma in Educational Counselling. The confusion exhibited by a third of educational counsellors regarding the question of professional licensing, and the discussion which ensued as a result, confirmed the researcher's own experience that there is still a lack of clear criteria for certification. Some educational counsellors attend courses and are then allowed to practice purely on the subjective judgement of senior

personnel in the Administration, without any formal objective testing in competencies.

Such a situation may lead to the employment of personnel who lack the necessary skills, or are inadequately oriented to and clear about their role. Yet, unlike teachers, educational counsellors do not have colleagues in the school to whom they can turn for advice and support, and must carve out their own role, as pointed out by Harris (1986).

Some educational counsellors called for more preparation and training when giving their proposals for improving the guidance and counselling programme. Obviously, the availability of resources for training will have been adversely affected by the Gulf War, though new courses have been run to help educational counsellors deal with the impact of that war on students. However, the effects of the war highlight the need for a well-trained and effective educational counselling staff, and in the process of reconstruction, the opportunity to review and improve training and certification should not be lost.

6.4. CONCLUSION

School educational counsellors are expected to be involved in many and various activities, not only counselling, but also placement, teacher and parent consultation, testing, scheduling, administrative and clerical duties, and community outreach. Significant differences among students, teachers and educational counsellors, in their perceptions regarding the relative importance of these, have been found suggesting conflict and ambiguity in the educational counsellors' role. This impression is supported by the wide variations in practice, the inconsistency between theory or perception and practice, the poor working relationships, and the widespread job dissatisfaction found among educational counsellors. Possible reasons for the conflict which need to be addressed, include the generality of Ministerial guidelines, differing needs and expectations, lack of orientation and outreach work, and the conflict between some aspects of modern Western educational theory and Islam. The inadequate facilities provided for educational counsellors also are likely to contribute to lowered morale, and deny the educational counsellors the opportunity to make a clear role statement by their surroundings. Moreover, deficiencies exist in the training and certification system, which are likely to result in educational counsellors being unclear about their role, or lacking the professional status to implement it in the face of conflicting pressures.

Our findings thus reveal a number of deficiencies still existing in the Kuwaiti guidance and counselling programme, which must be addressed. In the following chapter, therefore, what has been achieved by the present study will be summarized and recommendations made for practical improvement, and for further research.

CHAPTER SEVEN: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATION

7.1. INTRODUCTION

This study has explored the perceptions of teachers, students and educational counsellors regarding the role and function of educational counsellors in credit course secondary schools in Kuwait, and has compared these perceptions with the role as actually performed at present. In this final chapter, the rationale, procedures adopted and findings of the study will be summarized. After presenting conclusions as to the significance of the results, recommendations for action and research will be made, with a view to improving the functioning of educational counsellors.

7.2. SUMMARY

Teachers, students and educational counsellors found the majority of items in the first questionnaire to be important or very important. Educational counsellors gave the highest rating to the activities described, while students gave the lowest ratings, with teachers in between (see Chapter Four). There were also significant differences in the importance attached to particular types of activity. Students seemed to see the educational counsellor primarily as a giver of information. Educational counsellors were more interested in future-orientated activities (eg careers advice) and in decision-making, than were students. Teachers rated educational counsellors' activities more highly than students, but differed from educational counsellors in overall ratings, and in the importance attached to individual activities. For example, in the information scale, teachers gave the highest ranking to keeping a record of students' test results and academic progress, rated second by educational counsellors. The activity in this scale rated highest by educational counsellors (providing information about careers) was rated lowest by the teachers.

Issues on which the three groups agreed were the importance of helping students to perceive and understand their abilities, aptitudes and interests, the greater importance attached to individual rather than group counselling, and to

counselling on educational rather than personal matters, and the comparatively low priority accorded to placement and job application activities. Helping graduates and drop-outs to obtain jobs, and job application activities such as CV writing, were the activities rated lowest by all groups, though as with other activities, they were rated higher by educational counsellors than by teachers or students.

Regarding perceptions within groups, grade level or experience was found to make no difference to perception, for any group. Educational counsellors were more homogeneous in their perspective than students or teachers. The students showed differences related to sex, while the teachers showed differences related to geographical zone.

The second field study showed that the range of tasks actually performed, and the time allocated to them, varied tremendously. Many educational counsellors either omitted, or spent little time on activities which they had previously rated as important or very important. A wide range of counselling activities were performed: individual and group activities; personal, educational and vocational counselling; and counselling of parents. Most educational counsellors performed testing activities, and the majority kept records of test results, and cumulative information folders. Indeed, the time-scale questionnaire showed that a

disproportionate amount of time seemed to be spent on record-keeping.

It is evident that there has been some attempt to broaden the range of functions provided by educational counsellors since 1981, and that improvements have been made in programme development and educational/occupational planning. However, interpretation of test results is not made equally available to parents, teachers and students (see Table 50 in Chapter Five), the placement service is not comprehensive, and facilities are still woefully inadequate.

The second field study confirmed the indications of the first, that role conflict and ambiguity existed. This was reflected in poor relationships with other parties, and the high level of dissatisfaction reported by educational counsellors. Generality of guidelines, poor communication, the persistence of traditional cultural values, and weak training and certification procedures, all emerged as possible contributory factors.

7.3. CONCLUSIONS

Educational counsellors serve several clients and masters. They are subject to the policy and resourcing decisions of administrators. They work directly with students, and side-by-side with teachers. They interact with and counsel parents, who have their own aspirations for their children, which may or may not be in line with the educational counsellors' perceptions of the students' best interests. In helping students in their social interactions and their preparation for work and adult responsibilities, they are in a sense accountable to the community at large. All this makes role definition difficult.

At the same time, whereas the teacher is often advised and socialised into his or her role by more experienced colleagues in the school, the educational counsellor may be the only individual performing such a role in his or her school. Educational counsellors must, then, to a large extent, carve out their own role, albeit within the framework of their training and Ministerial guidelines, and with sensitivity to the needs of their clients. They need to determine priorities and implement them, they must communicate effectively with others regarding the objectives and methods of the guidance and counselling programme, and there must be some clear criteria by which their effectiveness can be recognized. As Bonebrake and Borgos

(1984) point out, a visible, well-defined and carefully evaluated programme will greatly help others to understand the educational counsellor's role and functions.

Up to now, however, Kuwait's educational counsellors seem to have been unable to define, implement and evaluate their role in this way, as evidenced by the differences in perceptions which still exist among students, teachers and educational counsellors, the discrepencies in practice from one educational counsellor to another, and the disparity between what educational counsellors say is important, and what they actually do. The perceptions they expressed in the first field study, if genuine and not an attempt to give a politically or theoretically "correct" answer, show that educational counsellors do have an appreciation, at least in general terms, of their professional role. Their responses to the 20-item questionnaire did not conflict with either American School Counsellor Association guidelines, or those laid down by the Kuwaiti Ministry of Education. However, they have evidently had difficulty in implementing that role in practice.

One problem lies in the range and nature of the activities educational counsellors are expected to perform. Many of these duties, such as administrative and clerical duties and consultation, are (as Gysbers and Moore (1981) pointed out) often seen as ancillary services. Performing

these functions tends to place the educational counsellor in a supportive, remedial role, which in turn tends to increase involvement in non-counselling activities.

Another problem is resourcing. The fact that educational counsellors are still using the same shared rooms and cast-off furniture that they were using ten years ago, suggests that no adequate funding has been made available to enhance the guidance and counselling programme, and provides justification for educational counsellors' calls for more financial and moral support from the authorities.

However, although improvement of the physical environment would no doubt improve educational counsellors' morale, and enhance the image of the service in the eyes of others, this would be little more than a cosmetic change. Any serious attempt to address the problems created by role conflict and ambiguity must go to their roots: the failure to set clear objectives and operational definitions at government level, and the weak professional status of educational counsellors, which is itself connected with deficiencies in counsellor education and in the procedures for certification.

At government level, the guidelines laid down for educational counsellors tend to be very broad, and couched in general terms, which do little to inform the educational

counsellor what is expected of him or her in practice, for example,

> To help the students to grow and develop by satisfying, as best they can, their physical, mental and social needs by positively interacting with society, through their active participation in social relationships."
> (Ministry of Education, 1989)

Where precise operational instructions are given, these tend to focus excessively on testing and administrative functions, perhaps because these are the easiest to specify, and perhaps as a legacy of the service's origins (see Chapter Two). There is considerable scope for interpretation in these guidelines. For example "involvement in school administration" might mean the educational counsellor's participation in the curriculum committee; or it might leave the door open for the educational counsellor to be turned into a quasi-school secretary.

Thus, the educational counsellor's role needs to be spelled out more clearly by the central administration. This requires the participation of experienced professionals in the educational counselling field. Here we come across another difficulty, the weak professional status of educational counsellors, which is related to their training. Our study revealed that a disturbingly large proportion of educational counsellors had not attended courses in school counselling, and less than ten percent had a relevant

Diploma. None were members of recognized professional counselling bodies. The only clearly-stipulated employment qualification for the school counsellor in Kuwait appears to be that he or she is a psychology graduate. However, educational counsellors need more specific pre-service and in-service training, to help them translate their theoretical background into practical skills appropriate to the school context, and to give them confidence to implement their role and explain it to others.

Lack of clear understanding of the educational counsellor's role is reflected in the unsatisfactory relationships educational counsellors have with others. The lack of partnership between the educational counsellor and the teacher is a major cause for concern. School guidance services are inseparable from education, and their objectives must be in harmony. At the same time, the class teacher has an important role to play in the guidance programme. Close co-operation between the educational counsellor and the class teacher can benefit both parties, as they can share their expertise and insights to improve their relationships with and guidance of students. Thus, most importantly, it is the students themselves who stand to benefit from an effective counsellor-teacher relationship, or to lose from a poor one.

Some of the responsibility for fostering understanding and effective working relationships must lie with the educational counsellors themselves. The findings suggest that Kuwait's educational counsellors have tended to neglect teaching colleagues as recipients of information. On the other hand, it would be helpful if teacher education programmes (both pre- and in-service) were to address the importance of guidance and counselling programmes and the role of the class teacher within them.

If a better relationship between educational counsellors and teachers were achieved, the two could co-operate in orienting students, parents and others to the guidance and counselling services available, and the benefits to be gained from them. Some school counsellors suggested during the interviews that orientation programmes through the mass media were needed. These may indeed have a role to play, but they can be no substitute for effective collaboration between the school educational counsellor and the teaching staff. In particular, it is important that the school principal should see the educational counsellor as a vital force in the school, as the principal has more influence than the individual educational counsellor (see Knapp and Denny, 1961). The attitude of the principal can impede or enhance the role of the educational counsellor within the school, in terms of, for example, the facilities made available, the extent to which students and others are

informed about and encouraged to use the guidance and counselling services, the level of consultation, and encouragement of staff participation.

One important area of co-operation between the teaching and counselling personnel could be in encouraging greater parental involvement with their children's education, not just on a remedial basis (counselling about problems), but by continuous active support and encouragement.

Any efforts to develop the Kuwaiti guidance and counselling programme must, however, take account of the local characteristics, specifically the values and traditions of Islam. The ethical issues which influence counselling provision, underline the cultural, social and psychological values of the country concerned (Foskett, 1992). Aims and goals are not automatically transferable from one society to another, as clearly indicated by Abueita (1982) and Saleh (1987). This may be why some of the activities valued by educational counsellors trained on Western models, have not found favour in the schools.

This is not to say that Western models should be entirely discarded, but rather that more study and discussion is needed to assess the extent to which the current models of educational counselling are appropriate in an Islamic society. Both traditional cultural patterns and

the changing of those patterns by modernization, have produced problems for Arab youth, that educational counselling must address (Al-Ahmady, 1988).

Islam defines values, indicates appropriate behaviour, and attaches importance to the role of education in moulding a person's character (Saleh, 1987). In an Islamic country, therefore, educational counselling seeks to help the counsellee to interpret facts and make appropriate choices in an Islamic manner. This may to some extent be at variance with the client-centred Western model, which emphasises individual decision-making and self-actualisation.

It must also be considered that in developing countries, education is accorded a role in the pursuit of national development objectives. The implications this has for education and training opportunities may also cause some conflict with counselling models which lay stress on personal fulfilment.

There is a need, therefore, to develop a specific Arab Islamic framework for educational counselling. This must take account of the expectation that education and guidance/counselling services will help to socialize the individual into his or her responsibilities under Islam, and role in meeting the developmental needs of his or her

country, while at the same time attempting to meet the individual needs and aspirations of young people.

7.4 RECOMMENDATIONS

On the basis of the data obtained in the two field studies, and the opinions and suggestions received from educational counsellors, it is possible to recommend a number of steps which should be undertaken to strengthen and develop the role and function of educational counsellors in Kuwait credit course secondary schools. These are presented in two categories: recommendations for action, and suggestions for future research. This classification is adopted for convenience, but it should be noted that in practice, some of the long-term recommendations for action will in fact require further research for their implementation. Thus, the two categories of recommendation should be seen as related, not distinct.

In presenting our recommendations for action, we have grouped them under six headings, reflecting the roles played by training, and by the various parties to the educational counselling process.

7.4.1. Recommendations for Action

a. Recommendations related to the Authorities

1. The funding allocated to guidance and counselling programmes must be reviewed, and steps taken to improve the facilities available for educational counsellors. Each educational counsellor should be provided with his/her own private office. The design and building of new schools should incorporate adequate facilities for guidance and counselling; private offices, a reception/waiting area and adequate facilities for storage and display.

2. Greater attention must be paid to the provision of in-service training and the holding of seminars and conferences, both to keep educational counsellors up-to-date and to ensure that others understand and support their role.

b. Recommendations related to teachers

1. Teacher training programmes should include elements related to guidance and counselling, including the role of the teacher in guidance and counselling programmes, and how he/she can work together with the educational counsellor to help the student.

2. Teachers should share responsibility for the guidance and counselling programme through committee organisations. For

example, teachers and educational counsellors might be encouraged to form and participate in regional and national committees to discuss, advise on and supervise the development and evaluation of educational counselling programmes. At the level of individual schools, in addition to participating jointly in the curriculum committee, they could form and participate in small committees to coordinate orientation and public relations activities.

3. Teachers should be invited and encouraged to participate in discussion and evaluation of the educational counsellor's role.

c. Recommendations related to parents

1. Parents should be oriented to the role of the guidance and counselling service. This could be done by meetings held in the school, periodic newsletters, and coverage in the mass media.

2. Greater effort must be made to encourage involvement in their children's education, not merely on a remedial or disciplinary basis, but in an on-going partnership with the school. This might include Open Days, Curriculum Evenings, social and cultural events and newsletters.

d. Recommendations related to students

Students entering credit course secondary schools need orientation, not only to the credit course system, but also to the role of the guidance and counselling service itself.

e. Recommendations related to educational counsellors

1. A clear definition and functional description of the educational counsellor's role should be formulated. This should be presented in terms of specific operational objectives.

2. Educational counsellors must recognize their own responsibility for the image of the guidance and counselling service, and must take steps to ensure that other parties are kept informed of the services available.

3. Educational counsellors should be encouraged to join professional organisations to keep abreast of trends in guidance and counselling.

4. Steps should be taken to identify competencies and develop a procedure for evaluation of the service.

5. Educational counsellors should be invited and encouraged to participate in the development of an Islamic theoretical framework for educational counselling.

f. Recommendations related to training

1. Training is a key element in building a good educational counsellor. All educational counsellors, in addition to having a degree in psychology, should undertake a post-graduate Diploma course in school counselling. Such courses should include an element of practical experience.

2. The certification procedure must be revised and clarified, with counsellor competencies established and an appropriate system of examination/evaluation developed.

3. The training of educational counsellors should include public relations awareness and communication skills.

4. Opportunities should be provided for educational counsellors to develop and update their skills by means of refresher courses, in-service training, and participation in workshops.

7.4.2. Suggestions for Further Research

1. Further research should be carried out to compare perceptions within individual groups-for example, to explore the difference in perception between male and female students.

2. A study should be made to investigate differences in perception between geographical zones, and the factors causing this.

3. This study has shown that there are differences in perceptions between different groups. The problem of role conflict may be adequately addressed, if further research is carried out to clarify why these differences exist. Studies should be conducted in future years to follow up these differences, to find whether they still exist and what progress has been made in eradicating role conflict.

4. The appropriateness and effectiveness of counsellor training programmes should be investigated.

5. A study should be conducted of the competencies required for educational counsellors, in order that these may be built into training programmes and evaluation procedures.

6. Research should be carried out with the aim to establish evaluation criteria for the educational counselling programmes.

7. The relationship between educational counsellors' job satisfaction and effectiveness should be investigated.

8. Studies should be carried out to identify ways of improving effectiveness, eg, time management, computer assistance, clerical help.

9. Similar studies could be carried out in other Arab countries where educational counselling is less developed than in Kuwait, or has no formal institution as yet. Identification of needs, perceptions and problems at an early stage may ease the introduction of educational counselling in those countries.

7.5. Contribution of the Present Study

This study has highlighted differences in perception among teachers, students and educational counsellors in credit course secondary schools in Kuwait and has linked these perceptions to data on what educational counsellors actually do. The information obtained in this study, and the implementation of its recommendations can be used to improve educational counsellors' training, develop and enhance the

standing of the profession, and improve counselling services in schools. As the role of the service develops and is better understood, it is hoped that it will be possible to introduce guidance and counselling in other secondary schools in Kuwait, and indeed, to different educational levels.

Kuwait's educational counselling service is the most developed in the Arab countries so far, and as such, is likely to provide a model for other Arab countries which are beginning to develop such a service, or may do so in the future. The present study contributes in this respect by highlighting issues such countries should consider and problems they may face.

It is hoped, therefore, that implementation of the recommendations of this study will contribute to the development of the effective guidance and counselling service which is needed to help Arab youth fulfil their potential in a changing world.

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APPENDICES

1. Letters

- Letter from the researcher to the Ministry of Education in Arabic Language.
- Agreement letter from the Ministry of Education to the researcher in Arabic Language
- Letter from the Connecticut Department of Education to the researcher.

بسم الله الرحمن الرحيم

٢٣ ـ ١٢ ـ ١٩٨٩ م

السيد الفاضل / وكيل وزارة التربية المحترم

تحية طيبة وبعد ،

لدي استبانة هي جزء من رسالتي للدكتوراه تتعلق ببرامج التوجيه والارشاد بمدارس نظام المقررات ـ المرحلة الثانوية ، أود تطبيقها في هذه الأيام ، فارجو التفضل بالموافقة على أن أقوم بزيارة هذه المدارس بشأن هذا الغرض مع جزيل الشكر والتقدير لكم •

التوقيع

كاظم عباس حسن أبل

جامعة HULL

المملكة المتحدة

١٥٠٠٠ ٨٣ ٠٥٠٣ ٣٠/١٥

بسم الله الرحمن الرحيم

وزارة التربية

ادارة الخدمة النفسية

رقم الاشارة وت/ ن/

التاريخ ٦/٩/١٩٩١

السيد المحترم / ناظر مدرسة

تحية طيبة وبعد ،،،

يرجى تسهيل مهمة الباحث السيد / كاظم أبل

في تطبيق استبانته حول برامج التوجيه والارشاد في

مدارس نظام المقررات .

وتفضلوا بقبول وافر الشكر ،،،

مديرة الادارة

[illegible]

الذهب

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربية
منطقة العاصمة التعليمية
الرقم (وت / ط ع ل /)

التاريخ ٢٩ / ٥ / ١٤١٠ هـ
الموافق ٢٧ / ١٢ / ١٩٨٩ م

حضرة الفاضلة / ناظرة ثانوية العصماء (مقررات) للبنات المحترمة

بعد التحية ،،،،،

المدرس بكلية التربية الاساسية

سيقوم كل من ~~الطلبة~~ / ~~الطالبات~~ التالية أسماؤهم :

١ - كاظم عباس حسن أبل
٢ - //
٣ - //
٤ - //
٥ - //
٦ - //

من كلية _____ بجامعة الكويت باجراء

تطبيق استبانة بعنوان :

* برامج التوجيه والارشاد *

يرجى تسهيل مهمته وتقديم المساعدة اللازمة لهم

مع خالص التحية ،،،،

سم مدير
منطقة العاصمة التعليمية

منطقة العاصمة التعليمية
مراقب الشئون التعليمية
خالد عيسى عبد الله العصفور

وزارة التربية
منطقة العاصمة التعليمية

نسخة للطلب .

دولة الكويت
وزارة التربيـــــة
منطقـة حولى التعليميـــة
مراقبـــة الخدمـــات التعليميـــة

التاريخ :
الموافـق : ٢٦/١٢/١٩٨٩

رقـــم الاشـــارة : و ت / ط ل ل /

حضرة ناظـــر / مدرســـة : ثانوية القرطبي للمقررات بنين .. المحترم

بعـــد التحيـــة ،،،،،

يـــرجى التكرم بتسهيل مهمه الطالـــب / الطالبـــة :-

السيد / كاظم عباس حسن ابل .....

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وذلك لاجـراء بحث ميـــدانى فـــى :- برامج التوجيه والارشاد ....

فـــى مدرستكـــم .

شـــاكرين لكم حســـن تعاونكـــم .

مـــع خالص التحيـــة ،،،

عن مدير منطقة حولى التعليميـة

منطقة حولى التعليمية
مراقبة الخدمات التعليمية
قسم الخدمة الاجتماعية

نسخة / لمكتب السيد المدير .
نسخة / لمراقب الخدمات التعليميـــة .
نسخة / للملـــف .

بسم الله الرحمن الرحيم

وزارة التربية
منطقة الأحمدى التعليمية
رقم الإشارة وت / ط أ ل /

التاريخ :
الموافق : ٣٠/ ١٢/ ١٩٨٩م٠

حضرة الفاضلة/ ناظرة ثانوية هديـــة للمقـــــررات ،

تحية طيبة و بعـــد ،

يرجى تسهيل مهمة السيد/ كاظم عباس حسن أبل/ المدرس في كلية التربية الاساسية في تطبيق استبانة حول برامج التوجيه و الارشاد في مدارس نظام المقررات ٠

شاكرين لكم تعاونكـــــــم ٠

مـــع خالـــص التحيـــة ،،

مدير منطقة الاحمدى التعليمية

مراقب الخدمات التعليمية
بجاسم محمـــد العمر

وزارة التربية
منطقة الاحمدى التعليمية

نسخة/ للسيد مراقب الخدمات التعليمية
نسخة/ لقسم النشاط المدرسي
نسخة/ للملـــــــــف

ل ٠أ

بسم الله الرحمن الرحيم

وزارة التربية
منطقة الأحمدى التعليمية
رقم الإشارة وت / ط أ ل /

التاريخ :
الموافق : ٣٠ / ١٢ / ٨٩ م

السيد المحترم/ ناظر ثانوية هشام بن العاص للمقررات
تحية طيبة و بعد ،

يرجى تسهيل مهمة السيد/ كاظم عباس حسن أبل /المدرس في كلية التربية الاساسية في تطبيق استبانة حول برامج التوجيه و الارشاد في مدارس نظام المقررات .

شاكرين لكم تعاونكم .

مع خالص التحية ،،،،

مدير منطقة الاحمدى التعليمية

مراقب الخدمات التعليمية
جاسم محمد العمر

نسخة/ للسيد مراقب الخدمات التعليمية
نسخة/ لقسم النشاط المدرسي
نسخة/ للملف

ل . أ

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربية
منطقة العاصمة التعليمية
الرقم (وت / ط ع ل /)

التاريخ ٢٩ / ٥ / ١٤١٠ هـ
الموافق ٢٧ / ١٢ / ١٩٨٩ م

حضرة الفاضل / ناظر ثانوية القادسية (مقررات) بنين المحترم

بعد التحية ،،،،،

المدرس بكلية التربية الأساسية
سيقوم كل من الطلبة / الطالبات التالية أسماؤهم :

١ - كاظم عباس حسن ابل
٢ - //
٣ - //
٤ - //
٥ - //
٦ - //

من كلية ـــــــ بجامعة الكويت باجراء تطبيق استبانة بعنوان :

* برامج التوجيه والإرشاد *

يرجى تسهيل مهمته وتقديم المساعدة اللازمة له

مع خالص التحية ،،،،،

مدير
منطقة العاصمة التعليمية

مراقب شؤون التعليمية
خالد عيسى عبد الله العصفور

وزارة التربية
منطقة العاصمة التعليمية

نسخة للمتابعة

٧٥/٣٠/٠٥٠٣,٨٣/١٥٠٠٠

بسم الله الرحمن الرحيم

وزارة التربية

ادارة الخدمة النفسية

رقم الاشارة ـــ وت/ خ ن /

التاريخ ـــ ٦-/ ٩/ ١٩٩٤-

السيد المحترم / ناظر مدرسة

تحية طيبة وبعد ،،،

يرجى تسهيل مهمة الباحث السيد / كاظم أبل في تطبيق استبانته حول برامج التوجيه والارشاد في مدارس نظام المقررات .

وتفضلوا بقبول وافر الشكر ،،،

مديرة الادارة

دولة الكويت
وزارة التربيـــــة
منطقـة حولى التعليميـــــة
مراقبـــة الخدمـــات التعليميـــــة

التاريـخ :
الموافـق : ١٩٨٩/١٢/٢٦

رقـــم الاشـــــارة : و ت / ط ل ل /

حضرة ناظـــر / مدرســـة : ثانوية صالح شهاب بمقررات بنين . المحترم

بعـــد التحيـــــة ،،،،،

يـــرجى التكرم بتسهيل مهمه ~~الطالب~~ / ~~الطالبـــة~~ :-

السيد / كاظم عباس حسن ابل .....

.....

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.....

وذلك لاجـراء بحث ميـــدانى فـــى :- برامج التوجيه والارشاد .....

فـــى مدرستكـــم .

شـــاكرين لكم حســـن تعاونكـــم .

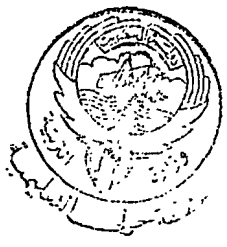
مـــع خالص التحيـــة ،،،

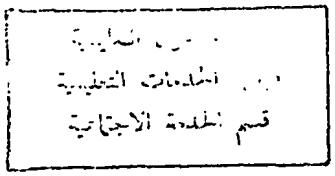
عن مدير منطقة حولى التعليميـة

[signature]

وزارة التربية
منطقة حولى التعليمية

وزارة التربية
منطقة حولى التعليمية
مراقبة الخدمات التعليمية
قسم الخدمة الاجتماعية





نسخة / لمكتب السيد المدير .
نسخة / لمراقب الخدمات التعليميـــة .
نسخة / للملـــــف .

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربية
منطقة العاصمة التعليمية
الرقم : وت / ط ع ل /)

التاريخ ٢٩ / ٥ / ١٤١٠ هـ
الموافق ٢٧ / ١٢ / ١٩٨٩ م

حضرة الفاضلة / ناظرة ثانوية الجزائر (مقررات) للبنات المحترمة

بعد التحية ،،،،،

المدرس بكلية التربية الاساسية

سيقوم كل من ~~الطالبة~~ / ~~الطالبات~~ التالية أسماؤهم :

١ - كاظم عباس حسن أبل
٢ - //
٣ - //
٤ - //
٥ - //
٦ - //

من كلية ـــــــ بجامعة الكويت باجراء

تطبيق استبانة بعنوان :

* برامج التوجيه والارشاد *

يرجى تسهيل مهمته وتقديم المساعدة اللازمة له

مع خالص التحية ،،،،

عن مدير
منطقة العاصمة التعليمية

منطقة العاصمة التعليمية
مراقب الشئون التعليمية
خالد عيسى عبد الله العصفور

وزارة التربية
منطقة العاصمة التعليمية

نسخة للملف .

ع . ن

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربية
منطقة العاصمة التعليمية
الرقم : وت / ط ع ل /)

التاريخ ٢٩ / ٥ / ١٤١٠ هـ
الموافق ٢٧ / ١٢ / ١٩٨٩ م

حضرة الفاضلة / ناظرة ثانوية المنصورية (مقررات) للبنات المحترمة

بعد التحية ،،،،،

سيقوم كل من المدرس بكلية التربية الاساسية / الطالبات التالية أسماؤهن :

١ - كاظم عباس حسن ابل
٢ - //
٣ - //
٤ - //
٥ - //
٦ - //

من كلية ـــــــ بجامعة الكويت باجراء تطبيق استبانة بعنوان :

* برامج التوجيه والارشاد *

يرجى تسهيل مهمته وتقديم المساعدة اللازمة لهم

مع خالص التحية ،،،،،

عم مدير
منطقة العاصمة التعليمية

منطقة العاصمة التعليمية
مراقب الشئون التعليمية
خالد عيسى عبد الله العصفور

وزارة التربية
منطقة العاصمة التعليمية

نسخة للملف .

ع . ت

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربيـــــة
منطقـة حولى التعليميـــة
مراقبـــة الخدمـــات التعليميـــة

التاريـخ :
الموافـق : ٢٦\١٢\١٩٨٩

رقـــم الاشـــارة : و ت / ط ل ل /

حضرة ناظـــرة/ مدرســـة : ثانوية بيان مقررات بنات المحترمة

بعـــد التحيـــة ،،،،،

يـــرجى التكرم بتسهيل مهمة الطالـــب / الطالبـــة :

السيد / كاظم عباس حسن ابل .....

.....

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.....

.....

وذلك لاجـراء بحث ميـــدانى فـــى : برامج التوجيه والارشاد ....

فـــى مدرستكـــم .

شـــاكرين لكم حســـن تعاونكـــم .

مـــع خالص التحيـــة ،،،

عن مدير منطقة حولى التعليميـة

منطقة حولى التعليمية
مراقبة الخدمات التعليمية
قسم الخدمة الاجتماعية

نسخة / لمكتب السيد المدير .
نسخة / لمراقب الخدمات التعليميـــة .
نسخة / للملـــــف .

بسم الله الرحمن الرحيم

دولة الكويت

وزارة التربية

منطقة العاصمة التعليمية

التاريخ ٢٩ / ٥ / ١٤١٠ هـ

الرقم : وت / ط ع ل / ( )

الموافق ٢٧ / ١٢ / ١٩٨٩ م

حضرة الفاضل / ناظر ثانوية كيفان (مقررات) بنين المحترم

بعد التحية ....

المدرس بكلية التربية الأساسية

سيقوم كل من الكلية / الطالبات التالية أسماؤهن :

١ - كاظم عباس حسن ابل ٤ -

٢ - ٥ -

٣ - ٦ -

من كلية بجامعة الكويت باجراء

تطبيق استبانة بعنوان :

* برامج التوجيه والإرشاد *

يرجى تسهيل مهمته وتقديم المساعدة اللازمة لهن

مع خالص التحية ....

مدير

منطقة العاصمة التعليمية

منطقة العاصمة التعليمية
مراقب الشئون التعليمية
خالد عيسى عبد الله العصفور

منطقة العاصمة التعليمية

نسخة للمطبعة

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربيـــــة
منطقـة حولى التعليميـــة
مراقبـــة الخدمـــات التعليميـــة

التاريخ :
الموافـق : ٢٦/١٢/١٩٨٩

رقـــم الاشـــارة : و ت / ط ل ل /

حضرة ناظـــرة/ مدرســـة : خالدة بنت الاسود الثانوية بمقررات بنات المحترمة سلدى

بعـــد التحيـــة ،،،،،

يـــرجى التكرم بتسهيل مهمه الطالـــب / الطالبـــة :-

السيد/ كاظم عباس حسن ابل .....

.....

.....

.....

.....

.....

وذلك لاجـراء بحث ميـــدانى فـــى :- برامج التوجيه والارشاد ....

فـــى مدرستكـــم .

شـــاكرين لكم حســـن تعاونكـــم .

مـــع خالص التحيـــة ،،،

عم مدير منطقة حولى التعليميـة

[signature]

منطقة حولى التعليمية
مراقبة الخدمات التعليمية
قسم الخدمة الاجتماعية

نسخة / لمكتب السيد المدير .
نسخة / لمراقب الخدمات التعليميـــة .
نسخة / للملـــــف .

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

July 18, 1990

Mr. Kazen Mohammed
7 Poplur Court
Leeds Road
HU74YX, Hull
England

Dear Mr. Mohammed:

In response to your telephone request of 7-17-90, I have enclosed the following publications for your reference:

1. School Counselor Competencies (1990)

2. Program Standards for School Guidance and Counseling (1990)

3. K-12 Developmental Guidance and Counseling Program (1988)

4. The Development of a Model Secondary School Counselor Education Curriculum: Final Report.

I hope these publications will be useful to you in your work to complete an excellent dissertation. If I can be of additional assistance, please do not hesitate to contact me.

Very truly yours,

Allen Fossbender

Allen Fossbender, State Consultant
Guidance and Counseling Services

AF:mv

xc: Adele Gath

25 Industrial Park Road • Middletown, Connecticut 06457
An Equal Opportunity Employer

2. The Connecticut Questionnaire

Role and Function	Very Important	Important	Unimportant	No Opinion

7. OTHER: Please list and rate any other areas which you see as counselor functions:

a. _____

_____ ____ ____ ____ ____

b. _____

_____ ____ ____ ____ ____

c. _____

_____ ____ ____ ____ ____

d. _____

_____ ____ ____ ____ ____

8. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)

a. _____

_____ ____ ____ ____ ____

b. _____

_____ ____ ____ ____ ____

c. _____

_____ ____ ____ ____ ____

d. _____

_____ ____ ____ ____ ____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

BCF

Role and Function	Very Important	Important	Unimportant	No Opinion
2. EDUCATIONAL AND OCCUPATIONAL PLANNING (contd.)				
d. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
e. Provide testing services for students making career choices.	____	____	____	____
3. REFERRAL				
a. Refer students with special needs to appropriate community agencies.	____	____	____	____
4. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____
5. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
6. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Appendix S

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a member of the business community, you are in a position to be aware of the kinds of guidance services which students should receive.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	___	___	___	___
b. Provide group counseling services for personal problems and concerns.	___	___	___	___
c. Provide individual counseling services for educational problems and concerns.	___	___	___	___
d. Provide group counseling services for educational problems and concerns.	___	___	___	___
e. Provide individual counseling services for vocational problems and concerns.	___	___	___	___
f. Provide group counseling services for vocational problems and concerns.	___	___	___	___
g. Provide counseling services for parents to help them understand their children.	___	___	___	___
h. Provide information to students about the content of school courses and to aid them in course selection.	___	___	___	___
2. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	___	___	___	___
b. Provide students with information about educational opportunities after high school.	___	___	___	___
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	___	___	___	___

BCF

Role and Function	Very Important	Important	Unimportant	No Opinion

7. OTHER: Please list and rate any other areas which you see as counselor functions:

a. _____

_____ ____ ____ ____ ____

b. _____

_____ ____ ____ ____ ____

c. _____

_____ ____ ____ ____ ____

d. _____

_____ ____ ____ ____ ____

8. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)

a. _____

_____ ____ ____ ____ ____

b. _____

_____ ____ ____ ____ ____

c. _____

_____ ____ ____ ____ ____

d. _____

_____ ____ ____ ____ ____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

Parent Form

Role and Function	Very Important	Important	Unimportant	No Opinion
2. EDUCATIONAL AND OCCUPATIONAL PLANNING (contd.)				
d. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
e. Provide testing services for students making career choices.	____	____	____	____
3. REFERRAL				
a. Refer students with special needs to appropriate community agencies.	____	____	____	____
4. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____
5. PARENT HELP				
a. Counsel with parents on problems our children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
6. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Parent Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a parent of a high school student, you are in the best position to be aware of which kinds of guidance services your son or daughter needs.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	___	___	___	___
b. Provide group counseling services for personal problems and concerns.	___	___	___	___
c. Provide individual counseling services for educational problems and concerns.	___	___	___	___
d. Provide group counseling services for educational problems and concerns.	___	___	___	___
e. Provide individual counseling services for vocational problems and concerns.	___	___	___	___
f. Provide group counseling services for vocational problems and concerns.	___	___	___	___
g. Provide counseling services for parents to help them understand their children.	___	___	___	___
h. Provide information to students about the content of school courses and to aid them in course selection.	___	___	___	___
2. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	___	___	___	___
b. Provide students with information about educational opportunities after high school.	___	___	___	___
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	___	___	___	___

Role and Function	Very Important	Important	Unimportant	No Opinion
11. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
12. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of form if necessary.)

Role and Function	Very Important	Important	Unimportant	No Opinion
7. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
8. STAFF CONSULTING				
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	____	____	____	____
b. Consult with school psychologist on specific cases.	____	____	____	____
c. Conduct guidance activities in classroom along with classroom teacher.	____	____	____	____
9. RESEARCH				
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, the business community.	____	____	____	____
b. Conduct research on new programs for implementation in school system.	____	____	____	____
c. Publish newsletter for students, parents, and teachers.	____	____	____	____
10. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
3. PUPIL APPRAISAL				
a. Keep a record of student test results and academic progress.	____	____	____	____
b. Plan, carry out, and interpret achievement, ability and interest testing programs to assess students.	____	____	____	____
c. Explain the results of testing to students and teachers.	____	____	____	____
4. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	____	____	____	____
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	____	____	____	____
e. Provide testing to help students make career choices.	____	____	____	____
5. REFERRAL				
a. Refer students with special needs to the appropriate community agency.	____	____	____	____
6. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training programs, etc.	____	____	____	____

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Administrator Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As an administrator at a secondary school, you are in the best position to be aware of what kinds of guidance services your students need.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. PROGRAM DEVELOPMENT				
a. Develop objectives for the secondary school guidance and counseling program.	___	___	___	___
b. Plan several activities to achieve the above objectives.	___	___	___	___
c. Plan specific evaluation method for each of the program activities.	___	___	___	___
d. Provide in-service training programs for school staff.	___	___	___	___
2. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	___	___	___	___
b. Provide group counseling services for personal problems and concerns.	___	___	___	___
c. Provide individual counseling services for educational problems and concerns.	___	___	___	___
d. Provide group counseling services for educational problems and concerns.	___	___	___	___
e. Provide individual counseling services for vocational problems and concerns.	___	___	___	___
f. Provide group counseling services for vocational problems and concerns.	___	___	___	___
g. Provide counseling services for parents to help them understand their children.	___	___	___	___
h. Provide information to students about the content of school courses and to aid them in course selection.	___	___	___	___

Role and Function	Very Important	Important	Unimportant	No Opinion
11. OTHER: Please list and rate any other areas which you see as counselor functions:				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____
12. RECOMMENDATIONS: What would you recommend for the training of secondary school counselors? (Please list and rate each.)				
a. _____				
_____	____	____	____	____
b. _____				
_____	____	____	____	____
c. _____				
_____	____	____	____	____
d. _____				
_____	____	____	____	____

e. What do you expect from secondary school counselors?

_____

_____

_____

f. What other things do you think school counselors should be doing to help students?

_____

_____

_____

(Please use back of this form if necessary.)

Role and Function	Very Important	Important	Unimportant	No Opinion
7. PARENT HELP				
a. Counsel with parents on problems their children are encountering.	____	____	____	____
b. Help resolve family conflicts around career and educational choices with parents and students.	____	____	____	____
8. STAFF CONSULTING				
a. Consult with teachers in areas; such as, student motivation, student behavior, educational adjustment, classroom management, and teaching strategies.	____	____	____	____
b. Consult with school psychologist on specific cases.	____	____	____	____
c. Conduct guidance activities in classroom along with classroom teacher.	____	____	____	____
9. RESEARCH				
a. Conduct research studies on student characteristics (abilities, attitudes, interests, etc.) for various publics; i.e., teachers, administrators, business community.	____	____	____	____
b. Conduct research on new programs for implementation in school system.	____	____	____	____
c. Publish newsletter for students, parents, and teachers.	____	____	____	____
10. PUBLIC RELATIONS				
a. Keep public, i.e., parents, students, and teachers, informed of guidance programs available.	____	____	____	____
b. Plan and conduct orientation programs.	____	____	____	____
c. Inform community agencies of students' needs and guidance programs available.	____	____	____	____
d. Plan and coordinate parent-teacher meetings pertaining to guidance programs.	____	____	____	____

Role and Function	Very Important	Important	Unimportant	No Opinion
3. PUPIL APPRAISAL				
a. Keep a record of student test results and academic progress.	____	____	____	____
b. Plan, carry out, and interpret achievement, ability, and interest testing programs to assess students.	____	____	____	____
c. Explain the results of testing to students and teachers.	____	____	____	____
4. EDUCATIONAL AND OCCUPATIONAL PLANNING				
a. Provide students with information about careers.	____	____	____	____
b. Provide students with information about educational opportunities after high school.	____	____	____	____
c. Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teachers.	____	____	____	____
d. Help teachers to plan and implement teaching units where the materials and concepts are related to guidance; i.e., career development, self-awareness, decision-making.	____	____	____	____
e. Provide testing to help students make career choices.	____	____	____	____
5. REFERRAL				
a. Refer students with special needs to the appropriate community agency.	____	____	____	____
6. PLACEMENT				
a. Assist graduating students and dropouts in getting jobs.	____	____	____	____
b. Assist students in school to get part-time jobs.	____	____	____	____
c. Conduct group guidance sessions for students in resume-writing, completing job applications, job interviewing skills, and job application follow-up strategies.	____	____	____	____
d. Assist students to make educational plans for the future; such as, selecting a college, career training program, etc.	____	____	____	____

CONNECTICUT NEEDS ASSESSMENT SURVEY
ROLE AND FUNCTION OF THE SECONDARY SCHOOL COUNSELOR

Counselor Form

We ask your cooperation to assist us in finding out what different groups of people believe are the most important job tasks of the secondary school counselor. As a counselor at a secondary school, you are in the best position to be aware of what kinds of guidance services your students need.

The following list of job functions represent many of the job tasks which counselors have been expected to carry out. We ask that you rate each task as to whether you believe it is very important, important, unimportant to the role of a secondary school counselor, or if you have no opinion on a specific job function, by placing a check mark in the appropriate space provided.

Role and Function	Very Important	Important	Unimportant	No Opinion
1. PROGRAM DEVELOPMENT				
a. Develop objectives for the secondary school guidance and counseling program.	____	____	____	____
b. Plan several activities to achieve the above objectives.	____	____	____	____
c. Plan specific evaluation method for each of the program activities.	____	____	____	____
d. Provide in-service training programs for school staff.	____	____	____	____
2. COUNSELING				
a. Provide individual counseling services for personal problems and concerns.	____	____	____	____
b. Provide group counseling services for personal problems and concerns.	____	____	____	____
c. Provide individual counseling services for educational problems and concerns.	____	____	____	____
d. Provide group counseling services for educational problems and concerns.	____	____	____	____
e. Provide individual counseling services for vocational problems and concerns.	____	____	____	____
f. Provide group counseling services for vocational problems and concerns.	____	____	____	____
g. Provide counseling services for parents to help them understand their children.	____	____	____	____
h. Provide information to students about the content of school courses and to aid them in course selection.	____	____	____	____

3. Students', Teachers', Educational Counsellors' 20-item Questionnaire

Hull University
United Kingdom
1 9 9 0-1 9 9 1
K. A. Abal

Appendix 3

Questionnaire
Role and Function of Educational Counsellor at Credit Course Secondary Schools at Kuwait
Student's Form

School Name :_____

District :_____

Grade :

9	10	11	12

No of Credits:_____

Sex:

F	M

Dear _____

I am asking your co-operation to assist me in finding out what you believe are the most important job tasks of the secondary-school educational counsellor .The following list of job functions represent many of the job tasks which counselling have been expected to carry out .I ask that you rate each task as to whether you believe it is 'very important','important' , 'unimportant', to the role of a secondary school educational counsellor ,or if you have no opinion a specific job function , by placing drawing a ring round the answer that most clearly matches your view. There are no " correct " or " incorrect " answers ; you are entitled to your views.

Hull University
United Kingdom
1 9 9 0-1 9 9 1
K. A. Abal

Appendix 3

Questionnaire
Role and Function of Educational counsellor at Credit Course Secondary Schools in Kuwait

Educational Counsellors and Teachers Form

School Name :_____

District :_____

Years of Experience: ____ 0-3 ____ 4-10 ____ 11-19 ____ 20

Sex: ____ F ____ M

DEAR _____

I am asking your co-operation to assist me in finding out what you believe are the most important job tasks of the secondary-school educational counsellor .The following list of job functions represent many of the job tasks which counselling have been expected to carry out .I ask that you rate each task as to whether you believe it is 'very important','important' , 'unimportant', to the role of a secondary school educational counsellor ,or if you have no opinion a specific job function , by placing drawing a ring round the answer that most clearly matches your view. There are no " correct " or " incorrect " answers ; you are entitled to your views.

Appendix 3

	Role and function	v.impo-rtant	impo-rtant	unimp-rtant	no-opinion
1	Provide individual counselling services for personal problems and concerns.				
2	Provide group counselling services for personal problems and concerns.				
3	Provide individual counselling services for educational problems and concerns.				
4	Provide group counselling services for educational problems and concerns.				
5	Provide information for students about content of school courses,and aid them in course selection.				
6	Provide students with information about careers.				
7	Provide students with information about educational opportunities after secondary school.				
8	Provide testing to help students make career choices.				
9	Assist graduating students and dropouts in getting jobs.				
10	Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the class room teachers.				
11	Conduct group guidance sessions for students in curriculum vitae writing, completing job applications, job interviewing skills, and job application follow-up strategies. students to make educat-ional plans for the future, such as: selecting a college, career training programme, etc.				
13	Consult with school social workers on specific cases.				
14	Provide counselling services for parents to help them understand their children.				
15	Keep a record of student test results and academic progress.				

	Role and function	v.impo-rtant	impo-rtant	unimp-rtant	no-opinion
16	Plan, carry out, and interpret achievement, ability and interest testing programmes to assess students.				
17	Explain the result of testing to students and teachers.				
18	Help students understand and perceive their abilities, aptitudes and interests .				
19	Working with students to ensure they stay healthy and avoid psychological and behavioural disorders				
20	Consider those taught subjects which have educational and psychological implications on students in thier transition from school school to work.				

Appendix 4

Educational Counsellor Data Sheet

1 District :_____

2 Sex :_____

3 Age :_____

4 Status :_____

5 What is your hobby :_____

6 What did you do after graduation:_____

7 What are the clubs and associations you belong to :____

_____

_____

8 Qualification:

a Your university name and the year of graduation :___

_____

b General Major :_____

c Undergraduate Minor :_____

University name:_____

Year of graduation:_____

d Higher Degree:(be specific please)_____

e The number of years of counselling training:_____

9 The number of years of counselling experience:_____

10 Do you hold any counsellor Endorsement?

a. Yes_____. b. No_____.

c. If Yes, from where:_____

When :_____

4. Educational Counsellors' Data Sheet

5. The Educational Counsellors' Interview

Hull University
1991-1992
K. A. Abal

Appendix 5

An Interview

Educational Counsellor Answer Sheet

This interview aims to ascertain the Educational counsellors' view point about their role and the nature of their jobs at the school, also, about the difficulties which face them with administrators, teachers, students and parents.

Appendix 5

1 What are the main elements which minimize your role as an educational counsellor?

_____
_____
_____
_____

2 Do you call students to your office?
A Yes _____ B No_____
If no, why?_____
_____
_____

3 Is there any mechanical procedure used to recall students to your office?
A Yes_____ B No_____
If yes, indicate the procedure used:_____
_____
_____

4 Do difficulties emerge in dealing with teachers ?
A Yes _____ B No_____
If yes, summarize the difficulties:_____
_____
_____
_____
_____

* Please use the scale below to answer the following questions:
Excellent - Very good - Good - To some extend - Weak

5 Define the the degree of cooperation of Society with you:_____

6 Define the degree of cooperation Ministry with you:_____

7 Define the degree of cooperation of Administration with you:
_____

8 Define the degree of cooperation of school administration with you:_____

9 Define the degree of cooperation of teachers with you:_____

10 Define the degree of cooperation of students with you:_____

11 Define the degree of cooperation of parents with you:_____

12 Define the degree of cooperation of social organizations with you:_____

13 Define the cooperation of commercial organizations with you:_____

14 Do difficulties emerge in dealing with students?
A Yes_____ B No_____
If yes , summarize the difficulties:
_____
_____
_____
_____

15 Are there difficulties emerging in dealing with parents?
A Yes_____ B No_____
If yes, summarize the difficulties:
_____
_____
_____
_____

16 Do you feel that your work is in tune with legal issues and previously planned decisions applicable to educational counsellor role?
A Yes_____ B No_____
If no, pLease explain why:_____
_____
_____
_____
_____

17 Are you satisfied with your work as an educational counsellor?
A Yes____ B No____
IF no, please explain why:_____
_____
_____
_____
_____

18 Do you have any suggestions to improve your relationship with teachers and other school personal?
A Yes_____ B No_____
If yes, please, write down your suggestions:_____
_____
_____
_____
_____
_____

Appendix 5

19 Do you have any suggestions to improve your relationship with students and parents?

Appendix 4

A Yes_____ B No_____

If yes, please write down your suggestions:_____

20 Do you have suggestions in general to improve the guidance and counselling programme?

A Yes_____ B No_____

If yes, please write down your suggestions:_____

6. Educational Counsellors' Checklist

Appendix 5

Results of the Interview with Educational Counsellors

Question	The Answer	Fre.	Perc.
1.	What are the most elements which minimize your role as an educational counsellor?		
-	There is no understanding from the school administrators of the role of educational counsellor.	16	37.2
-	Too much written school work.	7	16.3
-	No co-operation between social worker and educational counsellor.	6	14
-	Lack of financial and morale support from the ministry of education.	1	2.3
-	The society on the whole don't understand the role of educational counsellor.	6	14
-	No co-operation between ministry of education and educational counsellor.	1	2.3
-	Students don't realize the importance of education counsellor.	1	2.3
-	Lack of suitable rooms for the educational counsellor to play their roles.	1	2.3
-	Educational counsellors are not qualified and prepared enough for their roles.	1	2.3
-	No communication from the media to the educational counsellor.	1	2.3
-	No co-operation between administration of psychological services and educational counsellors.	2	4.7
2.	Do you call students to your office?		
3.	Is there any mechanical procedure used to recall students to your office? 19 (%61) students said Yes and 12 (39%) said No If yes, indicate the procedure used:		
-	By school microphone.	11	55
-	By classroom teacher.	1	5
-	By publication.	6	30
-	By notice board.	2	10
4.	Do difficulties emerge in dealing with teachers? 12 (%37.5) said Yes and 20 (%62.5) said NO If yes, summarize the difficulties:		
-	The academic counsellor does not co-operate with the educational counsellor.	2	11.8
-	The classroom teacher does not co-operate with the educational counsellor and does not understand his role.	15	88.2

Question	The Answer	Fre.	Perc.
14.	Do difficulties emerge in dealing with students? 13 (%41) said Yes and 19 (%59) said no If yes, summarize the difficulties:		
-	Some students are unaware of the responsibilities and are unconscious of the future.	10	52.6
-	students are afraid to meet counsellor counsellors.	1	5.3
-	Pressure of the students time table, which do not allow them enough time to meet the educational counsellor.	4	21
-	Lack of suitable rooms for counselling.	4	21
15.	Do difficulties emerge meeting parents? 16 (%50) said Yes and 16 (%50) said No If yes, summarize the difficulties:		
-	Parents lack of co-operation with educational counsellor.	3	13
-	The absence of parents following there children behaviour and achievement.	2	2.2
-	Parents don't understand the role of educational counsellor.	6	26.1
-	Parents don't understand the credit system of the school.	2	8.7
16.	Do you feel that your work is in tune with legal issues and previously planned decisions applicable to education counsellor role? 19 (%59) said Yes and 13 (%41) said No If no ,summarize your reasons:		
-	Too much written work and bureaucracy, thus enabling him to play his role.	4	31.7
-	School circumstances do not motivate us	2	15.4
-	The misunderstanding between the social worker and the educational counsellor.	1	7.3
-	Demands for new rules which keep his rights, and practising his vocation.	1	7.3
-	Pressure of the guidance from supervisors.	3	23
-	The ambiguity of educational counsellor role in the policy of the ministry of education.	2	15.3

Question	The Answer	Fre.	Perc.
17.	Are you satisfied with your work as an educational counsellor? 14 (%44) said Yes and 18 (%56) said No If NO ,summarize your points view		
-	There are too many responsibilities and not enough educational counsellors.	1	4.8
-	Restrictions of routine plans, and the lack of progress and development.	7	33.3
-	Lack of financial and morale support from ministry of education.	4	19
-	The society on the whole don't understand the role of the educational counsellor.	4	19
-	No evaluation for our job	3	14.3
-	No appreciation for educational counsellor from the ministry of education.	2	9.5
18.	Do you have any suggestions to improve your relationship with teachers and other school personnel? 17 (%53) said Yes and 15 (%47) said No If yes, please write down your suggestions:		
-	The educational counsellor must attend the committee of the school.	5	27.8
-	To create a good atmosphere between the members of the school.	3	16.6
-	To provide a plan for orientation of the role of educational counsellor and the school.	7	38.8
-	To provide courses for educational counsellors.	1	5.5
-	To provide more authority to the educational counsellors and the school.	2	11.1
19.	Do you have any suggestions to improve your relationship with students and parents? 16 (%50) said Yes and 16 (%50) said NO If yes, please write down your suggestions:		
-	To provide orientation for parents about the educational counsellor role	3	23
-	To provide recreation for the students with the educational counsellor.	1	7.7
-	To provide orientation for the students about the educational counsellor.	2	15.4
-	To create a social and friendly atmosphere between educational counsellors, teachers, and students.	2	15.4
-	To provide weekly meetings and suitable rooms for counselling.	5	38.5

Question	The Answer	Fre.	Perc.
20.	Do you have any suggestions in general to improve the guidance and counselling program? 21 (%70) said Yes and 9 (%30) said No, If yes, please write down your suggestions:		
-	To review the guidance and counselling program, and written work.	1	3.1
-	To prepare the educational counsellor with scientific methods to suit the guidance and counselling program.	5	15.6
-	To provide intensive courses and scholarships for the educational counsellor.	8	25
-	To support the educational counsellor financially and morally.	3	9.4
-	To receive more attention from the ministry of education and school administration.	2	6.3
-	To increase orientation of the role of educational counsellor, using the media	5	15.6
-	To provide open meeting between educational counsellors and school members, to discuss the counselling problems.	2	6.3
-	To provide private and suitable rooms for educational counsellors in order to play their role efficiently, using computers.	1	3.1
-	Using computers for guidance and counselling program.	2	3.1
-	Must increase educational counsellors for the rising population of student	3	9.4

Hull University
1991 - 1992
K.A. Abal

Role and Function of Credit Course Secondary Schools' Educational Counsellor

Educational Counsellor Checklist

Instructions:

The following is a list of activities which course credit secondary school Educational Counsellor may need to do.

In the box provided write " / " for all activities you do perform, or write x for activities you do not need to perform. Please note that your responses will be treated in the strictest confidence.

Thank you for your co-operation.

Appendix 6

	Role	/ or x
1	Provide individual counselling services for personal problems and concerns.	
2.	Provide group counselling services for Personal problems and concerns	
3.	Provide individual counselling services for educational problems and concerns.	
4.	Provide individual counselling services for vocational problems and concerns.	
5.	Provide group counselling services for educational problems and concerns.	
6.	Provide group counselling services for vocational problems and concerns.	
7.	Provide adequate information for students about the content of school courses, in order to aid them in course selection.	
8.	Provide students with adequate information about careers after graduating from secondary school.	
9.	Provide students with information about educational opportunities after graduating from secondary school.	
10.	Provide testing to help students make career choices.	
11.	Assist graduating students in obtaining jobs.	
12.	Assist drop-out students in obtaining jobs.	
13.	Assist students in making educational plans for the future.	
14.	Assist students to make educational plans in selecting a college after graduation from secondary school.	
15.	Assist students to make educational plans in a career training programme.	
16.	Conduct group guidance sessions for students on curriculum vitae writing.	
17.	Conduct group guidance sessions for students on completing job applications.	
18.	Conduct group guidance sessions for students on job interviewing skills.	
19.	Conduct group guidance sessions for students in job application and follow up strategies.	
20.	Consult with school social workers on specific courses.	
21.	Provide counselling services for parents to help them understand their children's behaviour.	
22.	Provide counselling services for parents to help them understand their children's performance	
23.	Provide counselling services for parents to help them understand their children's academic progress.	

	Role	/ or x
24.	Keep a record of students' test results.	
25.	Keep records of students' academic progress.	
26.	Plan, carryout and interpret achievement.	
27.	Develop a programme in order to assist the students in their abilities.	
28.	Develop a programme in order to assist the students in their interests.	
29.	Interpret test results to students.	
30.	Interpret test results to teachers.	
31.	Help students understand and perceive their abilities.	
32.	Help students in understanding their aptitudes and setting goals to achieve.	
33.	Help students understand and perceive their interests.	
34.	Set up individual sessions with students to ensure there are no behavioural problems.	
35.	Set-up individual sessions with students to ensure they are doing well.	
36.	Study those areas in school which have psychological implications for transition from school to work.	
37.	Develop objectives for secondary school guidance and counselling programmes.	
38.	Plan activities to achieve the objectives of the secondary school guidance counselling programmes	
39.	Provide in-service training for school staff.	
40.	Conduct guidance activities in the classroom on career development, along with the classroom teacher.	
41.	Conduct guidance activities in the classroom on self-awareness along with the classroom teacher.	
42.	Conduct guidance activities in the classroom, on decision making along with the classroom teacher.	
43.	Help teachers to plan teaching units where the materials and concepts are related to guidance on career development.	
44.	Help teachers to plan teaching units where the materials and concepts are related to guidance on decision-making.	

	Role	/ or x
45.	Help teachers to implement teaching units where the materials and concepts are related to guidance on career development.	
46.	Help teachers to implement teaching units where the materials and concepts are related to guidance on self-awareness.	
47.	Help teachers to implement teaching units where the material and concepts are related to guidance on decision making.	
48.	Refer students with special needs to the appropriate community care agency.	
49.	Counsel parents on problems their children are encountering.	
50.	Help resolve family conflicts around career.	
51.	Aid the family in solving conflicts about educational choices.	
52.	Consult with teachers in areas of motivation.	
53.	Consult with teachers in areas of student behaviour.	
54.	Consult with teachers in areas of educational adjustments.	
55.	Consult with teachers in areas of classroom management.	
56.	Consult with teachers in areas of teaching strategies.	
57.	Conduct guidance activities in the classroom, along with classroom teacher.	
58.	Conduct research studies on students' abilities for teachers.	
59.	Conduct research studies on students' abilities for administration.	
60.	Conduct research studies on students' abilities for business community.	
61.	Conduct research studies on students' interests for teachers.	
62.	Conduct research studies on students' interests for administrators.	
63.	Conduct research studies on students' interests for the business community.	
64.	Conduct research studies on students' attitudes for teachers.	
65.	Conduct research studies on students' attitudes for administrators.	
66.	Conduct research on new programs for implementation in the school system.	
67.	Publish newsletter for students, parents and teachers.	

	Role	/ or x
68.	Keep parents informed of guidance programmes available.	
69.	Keep students informed of guidance programmes available.	
70.	Keep teachers informed of guidance programmes available.	
71	Keep administrators informed of guidance programmes available.	
72.	Plan orientation programmes for the new students about Credit Course System.	
73.	Plan orientation programmes for new students and provide information about the credit course system.	
74.	Inform community agencies of students needs.	
75.	Inform community agencies of guidance programmes available.	
76.	Set up parent teacher meetings which relate to guidance programmes.	
77.	Register new students for courses.	
78.	Set up schedule for administration of tests.	
79.	Set schedule for scoring of tests.	
80.	Interpret test results, on student guidance records for teacher.	
81.	Interpret test results on students guidance records for parents.	
82.	Interpret information of student academic progress on student guidance record.	
83.	Assist students in educational placements within the school.	
84.	Encourage interaction between school and the family.	
85.	Participate in the curriculum committee.	
86.	Participate in the student activity committee.	
87.	Help students obtain scholarships.	
88.	Help students obtain financial aids.	
89.	Maintain cumulative information folders on students.	
90.	Identify vocational trends and opportunities.	

If there are other duties you carry out, not mentioned above Please indicate them below:-

7. Educational Counsellors' Time-Scale Questionnaire

Hull University
1 9 9 0-1 9 9 1
K. A. Abal

Appendix 7

Questionnaire

Role and Function of Educational Counsellors at Credit Course Secondary Schools

Time-Scale

Dear _____

I am asking your co-operation. Please fill in the accompanying questionnaire as accurately as you can, relating to your role within Course Credit Secondary Schools in Kuwait.

Below is a list of activities which you might do, write in the box the specific areas of role which you are actually involved in and which take up most of your time, using the following scale:

0 Very little of time, less than 1/4 hr.
1 Approximately 1/4 hr.
2 From 1/4-1/2 hr.
3 From 1/2-1 hr.
4 From 1 -2 hr.
5 From 2 -3 hr.
6 From 3 -over hr.

	Role	1 To 6
1	Providing individual counselling services for personal problems and concerns.	_____ _____
2	Providing group counselling services for personal problems and concerns.	_____ _____
3	Providing individual counselling services for educational problems and concerns.	_____ _____
4	Providing group counselling services for educational problems and concerns.	_____ _____
5	Providing information for students about content of school courses and to aid them in course selection.	_____ _____
6	Providing students with information about careers.	_____ _____
7	Providing students with information about educational opportunities after secondary school.	_____ _____
8	Providing testing to help students make career choices.	_____ _____
9	Assisting graduating students and and dropouts in getting jobs.	_____ _____
10	Conduct guidance activities in the classroom; such as, career development, self-awareness, decision-making; along with the classroom teacher.	_____ _____
11	Conducting group guidance sessions for students in curriculum vitae writing, completing job applications, job interviewing skills, and job application follow-up strategies.	_____ _____
12	Assisting students to make educat-ional plans for the future, such as: selecting a college, career training programme, etc.	_____ _____
13	Consulting with school social workers on specific cases.	_____ _____
14	Providing counselling services for parents to help them understand their children.	_____ _____
15	Keeping a record of student test results and academic progress.	_____ _____
16	Plan, carrying out and interpreting achievement, ability and inter-est testing programs to assess students.	_____ _____

Role	1 To 6
17 Explaining the result of testing to students and teachers.	_____
18 Helping students understand and perceive their abilities, aptitudes and interests .	_____
19 Working with students to ensure they stay healthy and avoid psychological and behavioural disorders	_____
20 Studying those areas in school which have educational and psychological implications for transition from school to work.	_____

21 Please write 3 of 20 items above on which you would like to spend more time than you do:

A _____
B _____
C _____

22 please write 3 of 20 items on which you would like to spend less time than you do :

A _____
B _____
C _____

23 Do you have any comments to write:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

8. The Questionnaire in Arabic Language

Hull University
United Kingdom
١٩٩١ - ١٩٩٢
K . A . Abal ,

أستبيان

دور ووظيفة المرشد التربوي في المدارس الثانوية - نظام مقـــــررات

نموذج خاص بالمرشدين التربويين والمعلمين

أسم المدرسة :

المحافظـــة :

☐ العاصمة ☐ حولي ☐ الاحمدي ☐ الجهراء ☐ الفروانية

سنوات الخبرة :

☐ ٠ - ٣ ☐ ٤ - ١٠ ☐ ١١ - ١٩ ☐ ٢٠ فما فوق

الجنـــــــس :

☐ ذكـــر ☐ أنثـــى

عزيزي المرشد التربوي / عزيزي المعلم

أرجو منك التعاون لمعرفة أهم الأعمال الوظيفية للمرشد التربوي في مدارس نظام المقررات الثانوية ، والقائمة التالية تقدم لك الكثير من المهام الوظيفيه التى من المتوقع أن يقوم بها المرشد التربوى ، كما أرجو منك أن تضع معدلا لكل وظيفه من حيث الأهميه كالآتى : مهمة جدا ، مهمه ، غيرمهمه ، أو ليس لك رأى لدورة التربوى .

فارجو منك أن تضع علامة (X) ما تعتقده في رأيك حسب درجه أهميته .

ملحوظه : ليس هناك اجابات صح أو خطأ ولكن لكل اجابه تفسيرا وتعبيرا عن رأيك الخاص .

الرقم	الدور والوظيفة	مهم جدا	مهم	غير مهم	ليس لي رأي
١ -	يزودنا بخدمة الارشاد الفردي للمشاكل والاهتمامات الشخصية .				
٢ -	يزودنا بخدمة الارشاد الجماعي للمشاكل والاهتمامات الشخصية .				
٣ -	يزودنا بخدمة الارشاد الفردي للمشاكل والاهتمامات التعليمية .				
٤ -	يزودنا بخدمة الارشاد الجماعي للمشاكل والاهتمامات التعليمية .				
٥ -	يزود الطلبة بمعلومات عن محتوى المواد الدراسية ويساعدهم في أختيار المواد .				
٦ -	يزود الطلبة بمعلومات مهنية .				
٧ -	يزود الطلبة بمعلومات عن الفرص التعليمية بعد الدراسة الثانوية .				
٨ -	يزودنا بالاختبار لمساعدة الطلبة على معرفة مجالات العمل .				
٩ -	يساعد الخريجين والراسبين في الحصول على وظائف لهم .				
١٠ -	يساعد الطلبة في عمل خطط دراسيه مستقبليه مثل اختيار الكليه أو المهنه أو برنامج التدريب .. والخ.				
١١ -	يساعد الطلبة على التوجيه الجماعي في المناهج الدراسيه من خلال الكتابه أو اكمال طلبات الوظائف و مقابلات المهارات الوظيفيه ومتابعة طلبات الوظائف .				
١٢ -	يساعد الطلاب على عمل خطط تربويه للمستقبل مثل اختيار الكليه وبرنامج التدريب الوظيفى .. والخ.				
١٣ -	تنميه القدرة على التشاور مع الاخصائيين الاجتماعيين في المدرسه ، فى حالات خاصة .				
١٤ -	تزويد الاباء بخدمة الارشاد لمساعدتهم لفهم ابنائهم .				
١٥ -	يحتفظ بسجل لنتائج الطلاب ومدى تقدمهم الدراسى .				

الرقم	الدور والوظيفة	مهم جدا	مهم	غير مهم	ليس لي راي
١٦ -	تنفيذ، الخطط وتفسير الانجازات وبرامج القدرات والهوايات لتقييم الطلاب .				
١٧ -	شرح وتفسير نتائج الاختبارات للطلبة والمدرسين .				
١٨ -	يساعد الطلاب على فهم وادراك قدراتهم واستعدادهم واهتماماتهم				
١٩ -	الاهتمام بصحة الطلاب وتجنب الاضطرابات السلوكيه والنفسيه .				
٢٠ -	دراسة المجالات الدراسيه التى لها انطباعات تعليميه ونفسيه للانتقال من المدرسه للعمل .				

استمارة بيانات المرشد التربوي

١ ـ المحافظة : _____

٢ ـ الجنس : _____

٣ ـ العمر : _____

٤ ـ الحالة الاجتماعية : _____

٥ ـ ما هي هواياتك : _____

٦ ـ ما هي الاعمال التي قمت بها بعد التخرج : _____

_____

٧ ـ اذكر الهيئات والنوادي والجمعيات التي تنتمي اليها : _____

_____

_____

_____

٨ ـ المؤهلات :

أ ـ اسم الجامعة التي تخرجت منها وسنة التخرج : _____

_____

ب ـ التخصص العام : _____

ج ـ التخصص الفرعي : _____

د ـ الشهادات العليا : _____

_____

هـ ـ الدورات التدريبية في مجال التوجيه والارشاد : _____

_____

_____

و ـ البحوث والدراسات التي قمت او شاركت بها : _____

_____

_____

٩ ـ عدد سنوات الخبرة في مجال التوجيه والا رشاد : _____

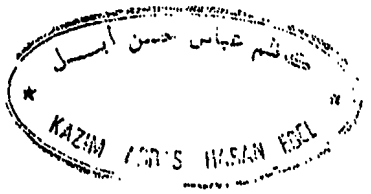
١٠ ـ هل لديك رخصة رسمية لممارسة الارشاد :

أ ـ نعم : _____ ب ـ لا : _____

اذا كان جوابك بنعم ، اين ومتى حصلت عليها :

_____

_____



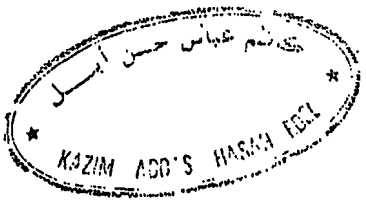
كراسة الاجابة

مقابلة مع المرشدين التربويين

تقييم

مشكلات المرشد التربوي في
المدارس الثانوية ـ نظام مقررات

تهدف هذه المقابلة الى معرفة وجه نظر المرشدين التربويين حول دورهم في المدرسة وطبيعة عملهم ، كذلك حول ما يعانونه من صعوبات في تعاملهم مع الادارة والمدرسين والهيئة التعليمية والطلبة والآباء .



- برأيك ، ما هي العوامل التي تقلل من دورك كمرشد تربوي؟

س٢ - هل تستدعي الطلبة الى مكتبك؟

أ - نعم : ____ ب - لا : ____

في حالة نعم ، كم مرة خلال العام الدراسي؟ ____

في حالة لا ، لماذا ؟ ____

س٣ - هل يوجد أي اجراء آلي لاستدعاء الطلبة الى مكتبك؟

أ - نعم : ____ ب - لا : ____

في حالة نعم اشرح الاجراء المتبع : ____

س٤ - هل هناك صعوبات تظهر في تعاملك مع المدرسين ؟

أ - نعم : ____ ب : لا : ____

في حالة نعم ، لخص هذه الصعوبات :

١ - ____

٢ - ____

٣ - ____

٤ - ____

استخدام المقياس التالي في الاجابة على الاسئلة القادمة :-

ممتاز - جيد جدا - جيد - الى حد ما - ضعيف .

س٥ - حدد درجة تعاون المجتمع معك : ____

س٦ - حدد درجة تعاون الوزارة معك : ____

س٧ - حدد درجة تعاون ادارتك معك : ____

س٨ - حدد درجة تعاون ادارة المدرسة معك : ____

س٩ - حدد درجة تعاون المدرسين معك : ____

س١٠ - حدد درجة تعاون الطلبة معك: ____

س١١ - حدد درجة تعاون الاباء معك : ____

س١٢ - حدد درجة تعاون المؤسسات الاجتماعية معك: ____

س١٣ - حدد درجة تعاون المؤسسات التجارية معك ____

- هل تظهر صعوبات في تعاملك مع الطلبة ؟

أ - نعم : _____ ب - لا : _____

في حالة نعم ، لخص هذه الصعوبات : -

١ - _____

٢ - _____

٣ - _____

٤ - _____

س١٥ - هل تظهر صعوبات في تعاملك مع الاباء ؟

أ - نعم : _____ ب - لا : _____

في حالة نعم ، لخص هذه الصعوبات : -

١ - _____

٢ - _____

٣ - _____

٤ - _____

س١٦ - هل تشعر بان اللوائح والقوانين التي تنظم عمل المرشد التربوي تتساير مع عملك ؟

أ - نعم : _____ ب - لا : _____

في حالة لا ، اشرح لماذا ؟

_____

_____

_____

س١٧ - هل انت راضي بعملك كمرشد تربوي ؟

أ - نعم : _____ ب - لا : _____

في حالة لا ، اشرح لماذا ؟

_____

_____

_____

س١٨ - هل لديك اي مقترحات لتحسين العلاقة بينك وبين المدرسين أو غيرهم من اعضاء الهيئة التعليمية ؟

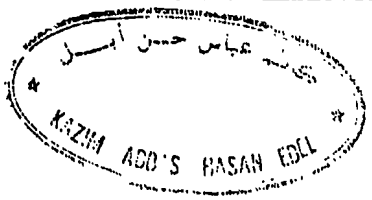
أ - نعم : _____ ب - لا : _____

في حالة نعم ، اذكر ما تقترحه : -

_____

_____

_____



ـ هل لديك اي مقترحات لتحسين العلاقة بينك وبين الطلبة والاباء ؟

أ ـ نعم : _____ ب ـ لا : _____

في حالة نعم ، اذكر ما تقترحه : ـ

_____

_____

_____

س٢٠ ـ هل لديك مقترحات اخرى لتحسين برنامج التوجيه والارشاد بوجهام ؟

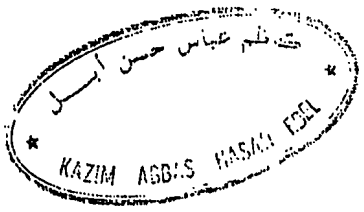
أ ـ نعم : _____ ب ـ لا : _____

في حالة نعم ، اذكر ما تقترحه : ـ

_____

_____

_____



كـراســـة "الاجـابـة"

دور المـرشـــــد التربـوى فى المـدارس الثانويه

نظـــــام المقـــررات

نمـــوذج المـــرشـــد الـتربـوى

التـــــوجيهـــــات والارشـــادات :

هـــذه قـائمـه مـــن النشـاطـات التى يمكـــن أن يقـــوم بهـــا المـرشـــد التربـــوى فـــى المـــدارس الثـانـويـه ـ نظـــام مقـررات •

فى المـــربـع المبيـــن ، اكتـــب "✓" للنشـــاطـــات التى تقـــوم بهـــا واكتـــب " × " للنشـــاطـــات التىلا تـقـــوم بهـــا •

عـــلمـــا باننـــا ســـوف نتعـــامـــل مـــع استجـابـاتـــك بســـريـه تـــامـــه •

شـكـــــرا لتعـــــاونكـــــم ،

الانشطـــــه التى يقـــــوم بهـــا المـــرشـــد التربـــوى

١ ـ تـزويـد خـدمـات الارشـاد الفـردى للمشكـلات والاهتمـامـات الشخـصيـه

٢ ـ تـزويـد خـدمـات الارشـاد الجمـاعى للمشكـلات والاهتمـامات الشخصـيه ٠

٣ ـ تـزويـد خـدمـات الارشـاد الفـردى للمشكـلات والاهتمـامات التعليمـيه ٠

٤ ـ تـزويـد خـدمـات الارشـاد الفـردى للمشكـلات والاهتمـامـات المهنيـه ٠

٥ ـ تـزويـد خـدمـات الارشـاد الجمـاعى للمشكـلات والاهتمـامـات التعليمـيه ٠

٦ ـ تـزويـد خـدمـات الارشـاد الجمـاعى للمشكـلات والخـدمـات المهـنيـه ٠

٧ ـ تـزويـد الطـلبـه بالمعـلومـات المنـاسبـه عـن محـتوى المـواد الدراسـيه لمسـاعـدتهـم فى اختيـار المقـررات الدراسـيه ٠

٨ ـ تـزويـد الطـلبـه بالمعـلومـات المنـاسـبه عـن المهـن بعـد التخـرج مـن الثـانـويـه العـامـه ٠

٩ ـ تـزويـد الطـلبـه بالمعـلومـات المنـاسـبه عـن الفـرص التعليمـيه بعـد التخـرج مـن المـدرسـه الثـانـويه ٠

١٠ ـ تـوفـير الاختـيـارات لمسـاعـده الطـلبـه فـى اختـيـار المهـن ٠

١١ ـ مسـاعـده الطـلبـه الخـريجـين الحصـول على العمـل ـ ٠

١٢ ـ مسـاعـده الطـلبـه المفصـولين الحصـول على العمـل ٠

١٣ ـ مسـاعـده الطـلاب لعمـل الخـطط التعـليمـيه لمستقـبلهـم ٠

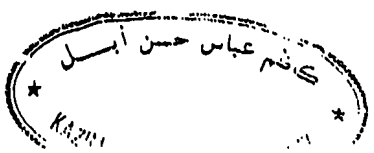
١٤ ـ مسـاعـده الطـلبـه لعمـل الخـطط التعليمـيه لاختيـار الكـليـه بعـد التخـرج مـن الثـانـويـه ٠

١٥ ـ مسـاعـده الطـلبـه لعمـل الخـطط التعليمـيه لبرامـج التـدريب المهـنى ٠

١٦ ـ عمـل المجمـوعـات الطـلابيـه الارشـاديـه الفصـليـه لكتـابـه السيره الذاتيـه ٠

١٧ ـ عمـل جلسـات ارشـاديـه جمـاعيـه للطـلبـه لتعبئـه طـلبـات العمـل

١٨ ـ عمـل جلسـات ارشـاديـه جمـاعيـه للطـلبـه لاكسـابهـم المهـارات فـى المقـابـلات الـوظيفيـه ٠



١٩- عمل جلسات ارشاديه جماعيه للطلبه في طلبات العمل ومتابعه الخبراء في التدريب عليها •

٢٠ - الاستشاره مع الاخصائي الاجتماعي في حالات معينه •

٢١ - تزويد الاباء بخدمات ارشاديه لمساعدتهم على فهم سلوك ابنائهم •

٢٢ - تزويد الآباء بخدمات ارشاديه لمساعدتهم على فهم كفاءه ابنائهم •

٢٣ - تزويد الآباء بخدمات ارشاديه لمساعدتهم على فهم التقدم الدراسي لابنائهم •

٢٤ - حفظ ملفات بنتائج امتحانات الطلبه •

٢٥ - حفظ ملفات التقدم الدراسي للطلبه •

٢٦ - تخطيط وتنفيذ وشرح المنجزات •

٢٧ - تطوير برنامج لمساعده الطلبه في قدراتهم •

٢٨ - تطوير برنامج لمساعده الطلبه في اهتماماتهم •

٢٩ - شرح نتائج الامتحان للطلبه •

٣٠ - شرح نتائج الامتحان للمدرسين •

٣١ - مساعده الطلبه في فهم وادراك قدراتهم •

٣٢ - مساعده الطلبه في فهم استعداداتهم ووضع أهداف لانجازها •

٣٣ - مساعده الطلبه في فهم وادراك اهتماماتهم •

٣٤ - عقد جلسات فرديه للطلبه للتأكد من عدم وجود اضطرابات سلوكيه •

٣٥ - عقد جلسات فرديه للطلبه للتأكد بأنهم يعملون جيدا •

٣٦ - دراسه المجالات الدراسيه التي لها انطباعات تعليميه ونفسيه للانتقال من المدرسه للعمل •

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٣٧ـ تطوير اهداف برنامج التوجيه والارشاد فى المدارس الثانويه ٠

٣٨ـ وضع الخطط لانجاز اهداف برنامج التوجيه والارشاد فى المدارس الثانو يه ٠

٣٩ ـ تزويد خدمات تدريبيه للهيئه التدريسيه ٠

٤٠ ـ عمل انشطه توجيهيه عن التطوير المهنى داخل الفصل بوجود مدرس الفصل ٠

٤١ ـ عمل أنشطه توجيهيه داخل الفصل عن " وعى الذات " بوجود مدرس الفصل ٠

٤٢ ـ عمل انشطه توجيهيه داخل الفصل عن " اتخاذ القرارات " بوجود مدرس الفصل ٠

٤٣ ـ مساعده المدرسين لوضع خطه التدريس المتضمنه المواد والافكار والتى لها علاقه بالتوجيه عن التطوير الوظيفى ٠

٤٤ ـ مساعده المدرسين لوضع خطه التدريس المتضمنه المواد والافكار والتى لها علاقه بالتوجيه عن اتخاذ القرارات ٠

٤٥ ـ مساعده المدرسين لتنفيذ خطه التدريس المتضمنه المواد والافكار والتى لها علاقه بالتوجيه عن التطوير الوظيفى ٠

٤٦ ـ مساعده المدرسين لتنفيذ خطه التدريس المتضمنه المواد والافكار والتى لها علاقه بالتوجيه عن " وعى الذات " ٠

٤٧ ـ مساعده المدرسين لتنفيذ خطه التدريس المتضمنه المواد والافكار والتى لها علاقه بالتوجيه عن " اتخاذ القرارات " ٠

٤٨ ـ احالة الطلبه ذو الاحتياجات الخاصة الى دور الرعاية المناسبة لهم ٠

٤٩ ـ استشارة الاباء حول المشاكل التى يواجهها ابنائهم ٠

٥٠ ـ المساعدة فى حل الخلافات العائلية حول المهن ٠

٥١ ـ مساعدة العائلات فى خلافاتها حول الفرص التربوية ٠

٥٢ ـ استشارة المدرسين فى مجال الدوافع ٠

٥٣ ـ استشارة المدرسين فى مجال سلوك الطلبة

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٥٤ ـ استشارة المدرسين في مجال التكيف التربوي ٠

٥٥ ـ استشارة المدرسين في مجال ادارة الفصل ٠

٥٦ ـ استشارة المدرسين في مجال ونمع الخطة التدريسية ٠

٥٧ ـ عمل انشطة توجيهية في الفصل مع مدرس الفصل ٠

٥٨ ـ عمل البحوث الدراسية حول قدرات الطلبة للمدرسين ٠

٥٩ ـ عمل البحوث الدراسية حون قدرات الطلبة للاداريين ٠

٦٠ ـ عمل البحوث انراسية حول قدرات الطلبة للهيئات الاقتصادية ٠

٦١ ـ عمل البحوث الدراسية حول . اهتمامات الطلبة للمدرسين ٠

٦٢ ـ عمل البحوث الدراسية حول اهتمامات الطلبة للاداريين ٠

٦٣ ـ عمل البحوث الدراسية حول اهتمامات الطلبة للهيئات الاقتصادية ٠

٦٤ ـ عمل البحوث الدراسية حول اتجاهات الطلبة للمدرسين ٠

٦٥ ـ عمل البحوث الدراسيه حول اتجاهات الطلبة للاداريين ٠

٦٦ ـ عمل البحوث حول البرامج الجديدة وتنفيذها في النظام الدراسي ٠

٦٧ ـ نشر رسائل اخبارية للطلاب والاباء والمدرسين ٠

٦٨ ـ المحافظة على ابلاغ الأباء عن برامج التوجيه المتوفرة ٠

٦٩ ـ المحافظة على ابلاغ الطلبة عن برامج التوجيه المتوفرة ٠

٧٠ ـ المحافظة على ابلاغ المدرسين عن برامج التوجيه المتوفرة ٠

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٧١ـ المحافظة على ابلاغ اللاداريين عن برامج التوجيه المتوفرة .

٧٣ ـ وضع برامج توعية للطلبة الجدد عن نظام الوحدات .

٧٣ ـ وضع برامج توعية للطلبة الجدد وتزويدهم بالمعلومات حول نظام الوحدات .

٧٤ ـ ابلاغ المؤسسات الاجتماعية حول احتياجات الطلبة .

٧٥ ـ ابلاغ المؤسسات الاجتماعية عن برامج التوجيه المتوفرة .

٧٦ ـ تنظيم لقاءات بين الآباء والمدرسين والتي تتعلق ببرامج التوجيه .

٧٧ ـ تعديل المقررات للطلاب .

٧٨ ـ تنظيم جدول ادارة الامتحانات .

٧٩ ـ تنظيم جدول لنتائج الامتحانات .

٨٠ ـ تفسير نتائج الامتحانات من ملف الطالب الارشادي للمدرسين .

٨١ ـ تفسير نتائج الامتحانات من ملف الطالب الارشادي للآباء .

٨٢ ـ تفسير المعلومات عن تقدم الطالب الدراسي من واقع سجلات الارشاد .

٨٣ ـ مساعدة الطلاب على الوضع التربوي الملائم داخل المدرسة .

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٨٤- تشجيع التعامل بين المدرسة والمنزل .

٨٥- المساهمة في لجنة المناهج .

٨٦ - المساهمة في لجنة الانشطة الطلابية .

٨٧ - مساعدة الطلبة للحصول على المنح الدراسية .

٨٨ - مساعدة الطلاب للحصول على المساعدات المالية .

٨٩ - يحتفظ بالمعلومات التراكمية عن الطلبة في ملفات .

٩٠ - تعريف الميول والفرص المهنية .

اذا كانت هناك واجبات اخرى للمرشد التربوي لم تذكر فيما بين فارجوا توضيحها :-

١ - _____

_____

٢ - _____

_____

٣ - _____

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٤ - _____

_____

٥ - _____

_____

كاظم عباس حسن ابل
KAZIM ABBAS HASAN ABL

استبيان

دور وظيفة المرشد التربوي

في المدارس الثانوية ـ نظام المقررات

نموذج خاص بالمرشدين التربويين

اسم المدرسة :

المحافظة :

العاصمة	حولي	الاحمدي	الجهراء	الغروانية

سنوات الخبرة :

٠ ـ ٣	٤ ـ ١٠	١١ ـ ١٩	٢٠ فما فوق

الجنس :

ذكر	انثى

عزيزتي المرشدة التربوية ... عزيزي المرشد التربوي

ارجو منك التعاون في ملئ الاستبانة المرفقة بالدقة الممكنة والتي تبحث عن دورك في المدرسة .

تضم القائمة المرفقة مجموعة من الانشطة التي يمكن أن تقوم بها في عملك رجاء أن تضع في الخانة تحت A كمية الوقت التي تقضيها مع الطلبة في هذا النشاط اسبوعيا مستخدما المقياس التالي :

صفر قليل جدا من الوقت اقل من ¼ ساعة .

١ تقريبا ¼ ساعة .

٢ ¼ ـ ½ ساعة .

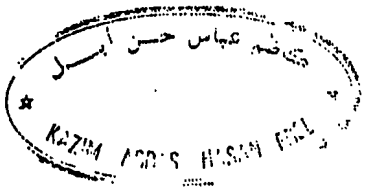
٣ ½ ـ ١ ساعة .

٤ ١ ـ ٢ ساعة .

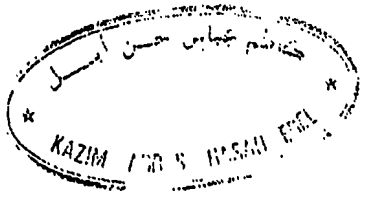
٥ ٢ ـ ٣ ساعة .

٦ ٣ ساعات وما فوق .

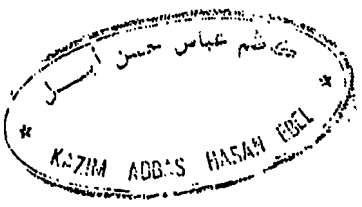
شكرا لتعاونكم معنا



الرقم	الدور والوظيفة	٨
١ -	يزودنا بخدمة الارشاد الفردي للمشاكل والاهتمامات الشخصية .	
٢ -	يزودنا بخدمة الارشاد الجماعي للمشاكل والاهتمامات الشخصية .	
٣ -	يزودنا بخدمة الارشاد الفردي للمشاكل والاهتمامات التعليمية .	
٤ -	يزودنا بخدمة الارشاد الجماعي للمشاكل والاهتمامات التعليمية .	
٥ -	يزود الطلبة بمعلومات عن محتوى المواد الدراسية ويساعدهم في اختيار المواد .	
٦ -	يزود الطلبة بمعلومات مهنية .	
٧ -	يزود الطلبة بمعلومات عن الفرص التعليمية بعد الدراسة الثانوية .	
٨ -	يزودنا بالاختبار لمساعدة الطلبة على معرفة مجالات العمل .	
٩ -	يساعد الخريجين والراسبين في الحصول على وظائف لهم .	
١٠ -	يساعد الطلبة في عمل خطط دراسيه مستقبليه مثل اختيار الكليه أو المهنه أو برنامج التدريب .. والخ.	
١١ -	يساعد الطلبة على التوجيه الجماعي في المناهج الدراسيه من خلال الكتابه أو اكمال طلبات الوظائف و مقابلات المهارات الوظيفيه ومتابعة طلبات الوظائف .	
١٢ -	يساعد الطلاب على عمل خطط تربويه للمستقبل مثل اختيار الكليه وبرنامج التدريب الوظيفي .. والخ.	
١٣ -	تنميه القدرة على التشاور مع الاخصائيين الاجتماعيين في المدرسه ، في حالات خاصة .	
١٤ -	تزويد الاباء بخدمة الارشاد لمساعدتهم لفهم ابنائهم .	
١٥ -	يحتفظ بسجل لنتائج الطلاب ومدى تقدمهم الدراسي .	



الرقم	الدور والوظيفة	A
١٦ -	تنفيذ، الخطط وتفسير الانجازات وبرامج القدرات والهوايات لتقييم الطلاب .	
١٧ -	شرح وتفسير نتائج الاختبارات للطلبة والمدرسين .	
١٨ -	يساعد الطلاب على فهم وادراك قدراتهم واستعدادهم واهتماماتهم	
١٩ -	الاهتمام بصحة الطلاب وتجنب الاضطرابات السلوكيه والنفسيه .	
٢٠ -	دراسة المجالات الدراسيه التى لها انطباعات تعليميه ونفسيه للانتقال من المدرسه للعمل .	



١ ـ ارجو أن تكتب ثلاثة من الأنشطة السابقة و التى ترغب في قضاء وقت للقيام بها أكثر مما تعمل :

أ ـ _____

ب ـ _____

جـ ـ _____

٢ ـ أرجو أن تكتب ثلاثة من الانشطة السابقة والتي لا ترغب في قضاء وقت للقيام بها أقـــل مما تعمل :

أ ـ _____

ب ـ _____

جـ ـ _____

٣ ـ هل لديك أي تعليـــــق ؟

_____

_____

_____

_____