

The University of Hull

Perceptions of the Role of the Secondary School Counsellor in Saudi Arabia

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by

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Abstract

The role and function of the school counsellor has always been a matter of controversy and confusion. Commonly school counsellors neither fill their defined role nor meet all students' needs. In Saudi Arabia this is exacerbated by a lack of professional identity and status, of a clearly defined role, and of administrative support and adequate facilities.

This study examines the performance and importance of the role of the school counsellor in Saudi Arabia through the perceptions of principals, teachers, students and counsellors themselves. Questionnaires were administered to 112 principals, 316 teachers, 451 students and 117 counsellors; semi-structured interviews were conducted with 9 principals, 14 teachers and 12 counsellors.

Despite widespread support for counsellors there were considerable discrepancies in how different parties saw their role. Important functions were perceived as not being met. Counsellors were, and were seen to be involved in discipline and administrative tasks. Barriers to effective practice were shown to be: an absence of clear policy guidelines; poor resources; high student/counsellor ratios and lack of knowledge and co-operation from other school staff. Some ethical/professional issues were raised -like confidentiality- which indicated that without considerable structural change the service would continue to fail to meet either students' needs, or the expectations put upon it.

The role of the school counsellor in Saudi Arabia needs to be more clearly defined, through training and (counselling) supervision, and assigned to qualified counsellors with facilities and the time to accomplish them successfully. Ultimately success will demand greater understanding of their role by all school staff whom might themselves benefit from training in counselling skills.

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CHAPTER ONE

THE NATURE OF THE STUDY

1-1- Introduction:

Over the last few years, in Saudi Arabia, recognition has been given to the importance of guidance and counselling programmes. The Kingdom of Saudi Arabia is trying to develop counselling services throughout the country, especially in schools. The formal beginning of counselling in Saudi was in 1981 when the Ministry of Education established the General Administration of Guidance and Counselling (Ministry of Education, order no. 362/8, 1981). This takes students' needs and problems into consideration, in particular to ensure that school counsellors provide personal, educational and vocational counselling.

To meet the need for school counsellors in all schools, the General Administration of Guidance and Counselling has established short-period training programmes and allowed non-professional personnel to perform the role of school counsellor until enough trained professional counsellors can be provided. Since 1981, circular after circular has been sent out to schools. Despite this effort, counselling services have been slow to develop. The lack of professional counsellors, the lack of training programmes, the lack of support and co-operation from principals and teachers, and a negative attitude toward psychological services may all have contributed to this problem.

However, studies carried out in other, mainly western, contexts have found evidence that such problems are common in counselling services. Although guidance and counselling is an integral part of the school programme, counsellors seem to spent most

of their time scheduling, shuffling papers, arranging homework assignments, doing attendance duties, calling parents to check on absent students , writing letters of recommendation and co-ordinating any other services or activities in schools (Tennyson et al., 1989; Partin, 1993; Ragsdale, 1987). A number of studies of guidance and counselling have drawn attention to the role conflict and role ambiguity of the school counsellor, and its impact on many variables such as job satisfaction, burnout, tension, self efficacy and thinking about leaving (Thomson, 1982; Morgan, 1987; Birdsall, 1994; Herman, 1996).

If confusion about the role of the school counsellor has contributed to ambiguity and conflict in the west, where school counselling has been known for years, the problem is likely to be even greater in Saudi Arabia where the field is new. However, there has been very little research on this issue in a Saudi Arabian context. One study conducted by Al-Ahmady (1983) at the beginning of the programme, showed that the role and function of secondary school counsellor were unclear to teachers, principals and even to counsellors themselves. Since that time there has been no work in Saudi on the perception of the role of secondary school counsellor. No study has been conducted to investigate the views of counsellors, principals, teachers and students, their acceptance of the guidance and counselling programme, their perceptions of the importance of the counsellor's functions in meeting students' needs or their perceptions of the performance of the guidance and counselling services. Therefore, the purpose of this project is to provide meaningful and accurate information about the role and function of school counsellors in Saudi Arabia. The intention is to establish the base data for forthcoming studies in the area and hopefully make a significant contribution to the understanding of the problems faced by counsellors in Saudi Arabia.

1-2-Statement of the Problem:

School counsellors in Saudi Arabia are faced with many obstacles that hinder their performance. These include: lack of a clear definition of the role of the counsellor; lack of professional identity and status (Al-Ahmady, 1983); inadequate professional training; inadequate facilities; lack of administrative support from principals; the counsellor's involvement in administrative tasks, the belief on the part of school administrators that the counsellor is a member of the administrative staff, teachers' prejudice against counsellors (Al-Harby, 1989; Al-Zahrani, 1990) and the misconceptions of students (Al-Zahrani, 1989). In addition, most of the counsellors were teachers, appointed to provide counselling to students; they were not trained to provide counselling to meet the needs of students.

Generally, it is the issue of the ambiguity concerning the role of the secondary school counsellor that provides most of the problems. Role ambiguity contributes to role conflict (Hardesty and Dillard, 1994), confusion, and a lack of clarity (Williams, 1993). Thompson and Powers (1983) report that the role of the secondary school counsellor is both stressful and conflicting. Inconsistent role performance may result from the many different expectations of the administration (Hardesty and Dillard, 1994). Studies have shown that problems with role ambiguity result in communication difficulties, lack of administrative support, and lack of recognition and co-operation from teachers (Falvey, 1987; Holt, 1982). It is agreed that an inadequate and understanding definition of the school counsellor's role amongst administrators, teachers, counsellors, students and others could result in such role ambiguity, lack of organisational commitment and a decline in job satisfaction (Moracco et al., 1984). For effective counselling system, it is necessary for those involved in delivery to have a clear idea of what they are trying to do (McCallion, 1998). A clear perception and definition of the role of school counsellor is

not only necessary for professional identity but also helpful to the counsellor in adequately performing that role (Podemski and Childers, 1982; Huthinson et al., 1986). In addition, if school counsellors are to be perceived as effective professionals they must clearly define for themselves the professional role they will perform in the school (Remley and Albright, 1988). Correct perceptions of the school counsellor's role may only be achieved when counsellors articulate the importance of their of their counselling role and engage in meaningful counselling activities (Wilson, 1985). Drury (1984) stated that the guidance and counselling programme within schools is threatened when the counsellors' role, and the importance of that role, are incorrectly perceived by important groups within the schools. The existence of counselling positions within the schools will be determined by the importance attached to the counsellor's professional role by school personnel (Herr, 1986). The literature on school counselling and the counsellor's role and functions appears to demonstrate that the perceptions, attitudes and realities regarding the school counsellor's role can and do differ. There appears to be little doubt that confusions within the school counsellor's role from parents, principals, students, teachers and even counsellors are real, and perhaps damaging to the perception of the counsellor's effectiveness and function. If the counsellor fails to communicate his/her concept of role, or does not understand others' perceptions of the role, the chance of performing successfully in the counselling role is diminished. In other words, if the counsellor's professional role is not accurately perceived by principals, teachers, students and counsellors themselves, the counsellor's position in the education setting is endangered.

Principals' perception: The success or failure of the guidance and counselling programme in any school depends to a large extent upon the principal. Because the

principal has this important influence on responsibility for the role of the secondary counsellor, their perception of the counsellor's role is very important. The best guidance and counselling programme seems to be a result of co-operation between principals and counsellors.

Teachers' perception: There is a need to examine the teachers' perceptions of the counsellor's role. A greater understanding of the counsellor's job by teachers should enhance the teachers' ability to effectively evaluate the performance of a counsellor. Furthermore, the teachers' understanding of the counsellor's role should promote a co-operative relationship between counsellors and teachers.

Students' perception: Students are the focus and main beneficiaries of the counselling programme. Their responsibilities might be: to recognise that the guidance and counselling programme exists to assist them; to seek and use the services willingly; participate in evaluation and assessment, and put forwards suggestions as to how to improve the programme. Students in secondary school are at a stage when they might be considered capable of forming a clear perception of the role of the school counsellor. However, research into students' views in the area of guidance and counselling has been limited (Lang, 1983). Researchers tend to doubt the validity and reliability of students' evaluations (Lang, 1983). Rudduk, et al. (1996) stated that the lack of reference to students' views came from a failure to recognise the capacity of young people to reflect their concerns. Despite the call for more research into students' perspectives, there is little evidence that more attention has been given to their views (Lang, 1993). However, in this study, their views on the guidance and counselling programme are considered as

an important contribution to helping towards a better understanding of the guidance and counselling service provided for them.

Counsellors' perception: The counsellors' perception of their own role is also important. Accurate perceptions regarding the importance of the counsellor's professional role should result in counsellors communicating and performing their role more effectively (Remley and Albright, 1988).

1-4-Purposes of the Study:

A number of studies have drawn attention to problems of role conflict and ambiguity arising from the discrepancies in the counsellor's role and the dysfunctional consequences that result. If secondary school counsellors are to fulfil their role as an integral part of the school system in Saudi Arabia, students', principals', teachers' and counsellors' perceptions regarding counselling need to be investigated. For any discrepancy in perceptions will have important implications for the organisation of guidance and counselling services. Misconceptions may be corrected and conflict and ambiguity resolved. Therefore, the purposes of this study are:

1. To define and evaluate the role of secondary school counsellors in Saudi Arabia.
2. To determine the principals', teachers', students' and counsellors' perceptions of:
 - the importance of the role of secondary school counsellor;
 - the actual role of secondary school counsellor; and
 - to determine what differences exist between them.

Specifically:

- to ascertain whether there are differences in perception between qualified and non-qualified counsellors, between those who have

received training and those who have not, between those who have had teaching experience and those who have not, and between counsellors of different ages and experience.

- to ascertain whether the perceptions of the role of the secondary school counsellor is determined by the age and number of years teaching experience of the teachers and age and experience of principals.
- to ascertain whether there are differences in perceptions between students who use the guidance and counselling service and those who do not.

3. To determine what difficulties school counsellors face.

4. To make recommendations for improving the current provision.

1-3-Significance of the Study:

If school counsellors are to be perceived as effective professionals, they must clearly define for themselves their professional role (Remley and Albright, 1988). To do this counsellors would first need to determine the current perceptions of principals, teachers, students and other counsellors, and in order to develop and maintain a strong school counselling profession a consistent and contextually sound definition must be established. Although a few studies of guidance and counselling in Saudi Arabia have been conducted, to the best of the researcher's knowledge no research has concerned itself with the role of the secondary school counsellor as perceived by those they have to work with.

This study is important because:

1. The study should contribute to an understanding and the clarification of the tasks that school counsellors perform, and the perceived importance of their role in meeting students' needs.
2. It should contribute to the existing literature regarding the role and functions of the school counsellor.
3. It should promote a greater awareness and understanding among educators and professionals regarding the professional role of school counsellors.
4. The findings could lead administrators to provide a more realistic model of the guidance and counselling functions that need to be practised in schools.
5. Greater awareness of the role of counsellor may lead to improvement in guidance and counselling programmes in schools.
6. The findings of the study may lead to the improvement of guidelines for universities in planning training programmes for school counsellors.
7. The findings of the study could assist the authorities in planning in-service training programmes for school counsellors.
8. The findings of this study could assist the authorities in revising the school guidance and counselling programme and the job description of counsellors. In devising job and role definitions, having an understanding and awareness of the underlying rationale concerning the counsellor's perceptions may assist in eliminating potential conflict areas.

1-5-Research Questions:

The research questions of this study are:

1-5-1-Students' perceptions:

1. What is the actual role of the secondary school counsellor as perceived by students?
2. What are the perceptions of secondary school students regarding the importance of the role of the secondary school counsellor?
3. Is there a difference between the students' perceptions of the actual role of the secondary school counsellor and its perceived importance?
4. Are there differences in perception between students who have used counselling services and those who have not?

1-5-2-Teachers' Perceptions:

1. What is the actual role of the secondary school counsellor as perceived by the teachers?
2. What are the perceptions of secondary school teachers regarding the importance of the role of the secondary school counsellor?
3. What are the perceptions of secondary school teachers regarding their actual role in counselling programmes?
4. Is there a difference between the teachers' perceptions of the actual role of the secondary school counsellor and its perceived importance?
5. Are there differences in perception amongst teachers of different ages and years of experience?

1-5-3-Principals' Perceptions:

1. What is the actual role of the secondary school counsellor as perceived by principals?

2. What are the perceptions of secondary school principals regarding the importance of the role of the secondary school counsellor?
3. What are the perceptions of secondary school principals regarding their actual role in the counselling programme?
4. Is there a difference between principals' perceptions of the actual role of the secondary school counsellor and its perceived importance?
5. Are there differences in perception among principals of different ages and years of experience?

1-5-4-Counsellors' Perceptions:

1. What are the perceptions of secondary school counsellors regarding the actual role of secondary school counsellors?
2. What are the perceptions of secondary school counsellors regarding the importance of the role of secondary school counsellors?
3. Is there a difference between the counsellors' perceptions of the actual role of the secondary school counsellor and its perceived importance?
4. Are there differences in perception among qualified counsellors and non qualified counsellors regarding the role of the secondary school counsellor?
5. Are there differences in perception among counsellors of different ages and years of experience?
6. Are there differences in perception between counsellors who have had teaching experience and those who have not?
7. Are there differences in perception between counsellors who have received specific training programmes and those who have not?
8. What difficulties do school counsellors experience?

1-5-5-Differences in counsellors', principals', teachers' and students' perceptions:

1. Are there differences in perceptions between students, teachers, principals and counsellors regarding the actual role of the secondary school counsellor?
2. Are there differences in perceptions between students, teachers, principals, and counsellors regarding the importance of the role of the secondary school counsellor?

1-6-Context of the study:

The study is constrained by the following:

1. This study is concerned only with the role of the secondary school counsellor in Saudi Arabia.
2. The study focuses only on males. Schools in Saudi are not coeducational; males and females are separated from each other throughout all educational stages.
3. This study is limited to public secondary schools in the three big cities in Saudi Arabia (Riyadh, Jeddah, Eastern Region), and randomly sampling those secondary school counsellors, principals, teachers and students in post in the academic year 1998.

CHAPTER TWO

GUIDANCE AND COUNSELLING IN SAUDI ARABIA

2-1-Introduction:

To understand the position of guidance and counselling in Saudi Arabia, there is a need to understand the historical development of guidance and counselling in the West as well as the Saudi context, because guidance and counselling in Saudi tends to follow the Western model. The first section of this chapter, therefore, deals with the history of guidance and counselling in the United States and the United Kingdom; the second with guidance and counselling in Saudi Arabia.

2-2-History of Counselling:

2-2-1-Guidance and counselling in the United States:

The early history of guidance and counselling in the United States was characterised by several events that continue to influence the profession today. The beginnings started as part of the social and educational reform movements of the late 19th century. At the beginning, guidance in the American public schools was viewed, like any other subject, as something that could be taught by a teacher in a classroom. In 1907, Jesse Davis set aside one period per week in the English composition class for vocational guidance (Aubrey, 1977).

Frank Parsons is often regarded as the father of guidance in America. In 1908, he organised the Boston Vocational Bureau to provide vocational assistance to young people and to train teachers to serve as vocational counsellors. In his book, *Choosing a*

Vocation, published in 1909, Parsons discussed the role of the school counsellor and techniques that might be employed in a vocational setting (Shertzer and Stone, 1980; Gibson and Mitchell, 1986).

As a result of the work of Davis and Parsons, the need was recognised for vocational guidance and the National Vocational Guidance Association was established in 1913 at Grand Rapids, Michigan. By 1913, thirty-five cities in the United States had implemented or were working on plans for vocational guidance in schools (Aubrey, 1977).

In the early years, vocational guidance did not have strong philosophical or psychological support. Two significant developments which influenced the school guidance movement in the first quarter of the 20th century were the introduction and development of standardised psychological tests (when Alfred Binet and Theodore Simon introduced the first intelligence test in 1905), and the mental health movement (Gibson and Mitchell, 1986). Psychometrics emphasised objectivity, individual differences, prediction, classification and placement. With these emphases came tendencies for school guidance workers to depend on testing and information giving as the basis for guidance (Baker, 1996). The mental health movement produced by Beer's (1908) book, *"A Mind That Found Itself"* and Freud's theory were based on ideas of the importance of early development and the influence of the mind on one's mental health. This influenced school guidance and counselling in that school guidance started promoting healthy individual adjustment among students (Baker, 1996).

In the 1920s, the guidance programmes that emerged in secondary schools often emphasised discipline and attendance and were under the direction of teachers who spent part of their working day offering guidance services to students (Gibson and Mitchell, 1986).

By the end of the 1920s, it was evident that there was a need for guidance services to be provided by professionals and that the school was the proper institution for the delivery of these services (Gibson and Mitchell, 1986). In the 1930s, the guidance movement continued to develop to the point that it was becoming increasingly popular (Shertzer and Stone, 1980). During the late 1930s and early 1940s, the trait-factor approach to counselling appeared and became popular under the name of directive or counsellor-centred counselling (Aubrey, 1977).

A new direction with an impact on counselling in both school and non-school settings was wrought by Carl Rogers, who set out a new counselling theory in two books, *Counselling and Psychotherapy* (1942) and *Client-Centred Therapy* (1951). Rogers introduced non-directive counselling and stressed the client's responsibility in perceiving his or her problem and enhancing the self. In Rogers' theory the client rather than the therapist assumes the responsibility for solving his/her problems. The writings of Rogers had an enormous effect on school counselling (Gibson and Mitchell, 1986). In the late 1940s, group counselling was another new contribution by Rogers (Gibson and Mitchell, 1986).

Before Rogers, the word counselling was rarely used; the literature dealt with topics on guidance, such as testing, records, orientation, vocations and so on. With Rogers, a sudden change occurred and there was a new emphasis on the techniques and methods of counselling, the goals and objectives of counselling and selection and training of future counsellors. The word guidance suddenly disappeared as a major focus in the literature, to be replaced by a decade or more of emphasis on counselling (Aubrey, 1977).

In the 1950s, a new field of counselling psychology emerged. This field tended to join the vocational emphasis of the early guidance movement with the psychological

concerns of personality, motivation and feelings. Thus, guidance and counselling services sought to deal with the whole person and not just with vocational aspects (Gibson and Mitchell, 1986).

In 1957, major changes in guidance and counselling happened following the reaction of the American public to the launching of the Russian space satellite, Sputnik 1. The perceived threat of Russian educational achievement led to a desire to identify talented students and guide them into careers in strategic fields. This event brought about the National Defence Education Act (NDEA) of 1958. The 10-year period following the implementation of NDEA and the recommendation of James Conant (1959) in his book "*The American High School Today*", witnessed the greatest growth of guidance and counselling, both in terms of numbers of trained counsellors and numbers of schools with guidance services (Shertzer and Stone, 1980; Gibson and Mitchell, 1986).

In the 1960s, one of the most important developments for the guidance and counselling movement was the statement of policy for secondary school counsellors (1964) which was developed by the American School Counsellors Association. In this decade, counselling faced a number of problems, one of which was whether the profession should deal with the normal developmental concerns of individuals or whether it should attend to psychological concerns. A second problem was related to methodology (Aubrey, 1977).

In the 1960s and 1970s, the professional literature began to question counsellor effectiveness, and dissatisfaction was expressed among counsellor educators with attempts to train teachers to be counsellors, thus making school counselling a specialisation of the teaching role (Kahas and Morse, 1970).

One of the issues faced by the school counsellors in the 1970s and 1980s was the matter of the counsellor's role. Administrators, teachers, parents and even some counsellors

were still confused about the contributions of school counselling programmes and the role of school counsellors. As a result, many counsellors become identified with non-counselling activities such as administrative work, scheduling, teaching and discipline (Borders and Drury, 1992). Furthermore, relationships among teachers, administrators and counsellors tended to be strained and often complicated by misperceptions (Murray et al., 1987). Carlson (1991) noted that school counselling has fought long for survival and the fight is not over.

2-2-2-Guidance and counselling in Britain:

The development of guidance and counselling in Britain relates to the growth of the educational system. The revolution in school organisation gave the Headmaster an authority that was not found in other educational systems. This school organisation ensured that students were under the care of either the Headmaster or Housemaster, who was responsible for their academic, athletic and social development (Dent, 1983).

At the end of the nineteenth century, British economic life became more complex, so the need for a work force with a variety of skills and abilities became important. Thus, the provision of compulsory education was extended, students had to be guided to suited occupations and the employment service began to develop (Halsall, 1973).

In 1944, both grammar and modern secondary schools were established for students of differing aptitudes and abilities (Halsall, 1973; Dent, 1983). This brought out the need for vocational guidance (Halsall, 1973).

In 1948, the Youth Employment Service was established to provide vocational guidance, assistance in finding employment and welfare for young people. By 1973, this service was available for everybody throughout Great Britain (Dent, 1983).

Side by side with vocational guidance the perceived need for counselling in British schools grew. During the sixties, and in part because of the breakdown of the extended family, life and society became more complex and provided less support for the individual. At the same time, the number of comprehensive schools increased and the problems facing schools became more complex. It became very difficult for heads and teachers to deal with educational, vocational and personal problems of students, and schools came to realise that formal guidance and counselling services were necessary (Hughes, 1971).

School counselling first appeared in the 1960s as a result of individual initiatives outside schools and educational organisations by, for example (Daws, Hans Hoxter, and Anne Jones).

The first school counsellors appeared in Stoke-on-Trent in 1966 (Daws, 1976). In 1965, as a result of Bob Cant's efforts, the Stoke Authority selected nine teachers with at least 5 years teaching experience for one year training in counselling at the University of Keele, and after completion of the course in 1966 all returned as school counsellors in Stoke high schools (Robinson, 1996).

Hans Hoxter was another pioneer of school counselling in Britain. He promoted the idea of having school counsellors in English schools, and fought to obtain financial support for the training of school counsellors and for the development of vocational guidance in schools (Daws, 1976; Robinson, 1996).

In 1965, the University of Reading launched a Diploma in Educational Guidance, while the University of Exeter started counsellor training in 1966, pushing ahead the idea of having guidance and counselling in British schools. ✕

The movement of humanism in America, particularly the philosophical basis of client-centred counselling enhanced it. Morris analysed the concept of guidance in British

schools and saw it as a process of mediating between the growing child and the adult life (Robinson, 1996). “Morris was regarded as the leading exponent of British guidance in the 1960s as Rogers was of American counselling” (Robinson, 1996, 16). Morris’s views made way for American models of counselling. So the ambition was to introduce a counsellor in every school, specially secondary schools. The Department of Education and Science did not issue any official policy with reference to this project, leaving the role and activities uncertain (Hughes, 1989). A number of studies of counselling in Britain were carried out (Lytton, 1970; Bradshaw, 1973; Freeman, 1973; Best, 1981; Rees, 1982; Rees, 1983) (see chapter five). Although there were differences in the results of these studies, it could be seen that there was much misunderstanding and lack of definition of the counsellor’s role and the appointment of specialist counsellors was not welcomed. The confusion and conflict over the position of counselling in schools traced back to the way counselling arrived in schools in the 1960s, with uncoordinated implementation and with staff and counsellors being required to teach (Lang, 1999).

The majority of schools, however, did not employ counsellors and many headteachers saw no need for them. When, in the 1970s, many schools restructured pastoral care, the role of the school counsellor was undefined and overlapped with the roles of pastoral care and career guidance (Robinson, 1996).

From then, the number of school counsellors decreased, particularly after the Conservative government came to power in 1979. Robinson (1996) reported that since the introduction of local management of schools in 1987, there may be no more than 50 school counsellors left in England and Wales.

In the seventies, therefore, there was a movement throughout Britain to establish pastoral care which has now become the predominant method of providing guidance and counselling in schools. Thus, pastoral care needs to be considered in some detail.

2-2-2-1- Pastoral care:

Pastoral care is a British concept, referring to the structures within schools which take into account the varied needs of students. The early development of pastoral care in British schools can be traced back to the early nineteenth-century (Lang, 1995). It is believed that the foundation of counselling practice in Britain began from the pastoral tradition (Williams and Irving, 1996).

Effective pastoral care is seen as an essential part of an effective school (Watkins, 1994). Best (1995) considers pastoral care as a comprehensive concept, under which guidance and counselling are specific aspects.

“Pastoral care refers to the non-instructional aspects of the role of teachers and others in schools, and thus includes guidance and counselling; i.e. pastoral care is the umbrella word under which the activities of the school counsellor, careers teacher, house tutor etc., are subsumed. Guidance and counselling thus become specific aspects of pastoral care rather than separate activities” (Best, 1980, p. 7).

Blackburn (1978) defined pastoral care as:

“the term currently used for the provisions which a school makes for aiding individual pupils in their learning and in their personal development. All staff are in some way involved in this comprehensive care, not merely those with special training as counsellors and those with specific pastoral roles” (p.38).

Watkins (1994) thought of pastoral care as an aspect of schooling which is concerned with the importance of the students' perspective and the students' personal, moral and social development. In other words, it is the part of educational process which is concerned with providing assistance in the area of personal, social, educational and vocational development. Marland (1974) defined pastoral care as a means of looking after the total welfare of students. He suggested five objectives of pastoral care:

- 1) To assist a child to improve his or her personal life;

- 2) To offer guidance and counselling to help students to make their own decisions;
- 3) To support subject teaching;
- 4) To assist a student in developing his or her own lifestyle; and
- 5) To maintain an orderly impression in which all of this is possible.

This ideas were further by Hamblin (1978) who believes that the pastoral care programme should have the following aims:

- 1) Stimulation of the development of personal values;
- 2) The provision of study skills;
- 3) The provision of a wide array of skills necessary for social life;
- 4) The development of inner controls and the opportunities to exercise them;
- 5) The learning of decision making skills.

Raymond (1985) emphasised that there should be a definite structure of pastoral care which is understood by students and staff. The areas she suggests that should be covered are: family life, self discipline, study skills, unemployment, making plans, stress management, time management, social skills, partnership with students to understand the school and the purpose of the school and developing self-awareness and identity so that the school can help students understand themselves.

Hamblin (1984) stated that the first priority of pastoral care should be to have a positive influence on the efficient learning of each individual child and to foster their personal maturity in the school setting. It should not necessarily be for complaints and punishment. It is important to know that pastoral care should not only support discipline in school, but should also continue to solve students' personal, social and emotional problems (Best, 1988). Raymond came to this conclusion:

“Pastoral care motivates pupils and fulfils their needs, by taking account of pupils perceptions which helps to fashion an encouraging atmosphere for both

staff and pupils and has a bearing on the ethos of a school” (Raymond, 1985, p.15).

Also Marland (1989) noted that:

“ Pastoral care centres on the task of enabling young people to understand themselves and their relationships, and to take as much as possible of their lives into their own hands” (Marland, 1989, p.14).

However, it could be argued that the establishment of a pastoral care system was no more than conceptualising practices that were already deeply rooted in the English educational tradition. Stott (1987) wrote that:

“It is generally accepted that today’s pastoral care has its roots in some of the nineteenth-century educational traditions, especially those of church schools, which concern themselves with the child’s spiritual and moral welfare, going beyond academic parameters” (Stott, 1987, p.41).

2-3-Guidance and Counselling in Saudi Arabia:

Before considering the current situation of counselling in Saudi Arabia it is necessary to discuss some issues relative to psychological services in Saudi Arabia.

2-3-1-The need for counselling in Saudi Arabia:

Many aspects in Saudi society give rise to a need for psychological and counselling services in many educational institutions. These aspects are discussed below:

- I. **Social changes:** Saudi Arabia is undergoing huge social changes, under the pressure of technological development, sophisticated communication, improved transportation and immigration. All these factors could create cultural conflict which necessitates guidance and counselling to help individuals socially and personally. The impact of economic and social change is particularly evident in the change in family structures and relationships. There is a move away from the extended family of the past,

towards the nuclear family. The position of women has also changed. Women have opportunities for education and work. Working women and their husbands meet at home only for brief periods, so they are increasingly reliant on the services of maids to take care of the children. This could lead to a change in the concept of family relationships and in turn, to new problems such as divorce, disputes between children and their parents, low academic achievement among children, drug-addiction, delinquency and psychological problems(Ibn Mani, 1989). The old traditions are breaking down and social values are no longer accepted as having universal validity. Fashion is commonly seen as a dominant factor in the society today. Soliman (1986) discussed the strong family pressures in the traditional Arab family, which stressed conformity to family standards. Family pressure on children was exercised in matters like the choice of education, occupation and marriage partners. Now, the family position is changing. Family mobility, economic pressures and housing problems weaken the bonds between family members. These changes are reflected in conflicts of values and attitudes between parents and their children. Because of these changes in the society people need to be well prepared in order to cope with these changes and to develop appropriate coping behaviour (Abu-Rasain, 1998). Guidance and counselling are therefore needed as a response to these new social problems.

II. Educational change: Social changes could have negative or positive impacts on educational institutions. For example, over-population has led to over-crowded schools, which has changed the educational process, and has been blamed for students' low grades (Al-Zahrani, 1990). Society has created many problems which young people have to face. Many adolescents are searching for some kind of meaningful identity; they require to know more about themselves and their relationships with other people. The school is the place where pupils should be able

to obtain answers to the questions with which they are concerned. A study by Dossary (1981) to investigate the need for guidance and counselling in Saudi secondary schools, revealed that students are most concerned about school problems; the areas of curriculum and teaching procedures and adjustment to school ranked first and second respectively. Thirty-one percent of the students surveyed complained that teachers were not considerate of students' feelings and 26 percent of students were worried about examinations, and said they did not know how to study effectively. The high level of dropout is a major problem facing the Ministry of Education in Saudi Arabia. According to the Administration of Educational Research (1997) the problem of dropout costs one and half Million RS. every year and the number of students who dropped out in the last ten years is about 63,858. All these factors tend to put students in need of guidance and counselling. According to Sexton (1991), schools should be: *"happy, productive places where students feel that they have realised something of the potential that lies within them, and that they have achieved this positively through their own effort"* (Sexton, 1991, p.12). It should be recognised that schools have to provide opportunities and experiences which allow all students to gain knowledge and to develop skills that help their development and prepare them for the next stage in their lives. So it is important to introduce guidance and counselling programmes into schools in order to meet students' needs.

III. Vocational change: The Saudi government is trying to reduce the state's dependence on oil resources and diversify the economy. This new trend is bringing about a change in the job market, so that guidance and counselling is needed to orient people towards new occupations in society . Despite the impressive rate of economic development the economy has exhibited, Saudi Arabia is facing major socio-economic problems due to unwise planning and lack of preparation of the population

for this rapid change. The emphasis on academic and literary education rather than on vocational and technical training has not helped students in the competitive market. Students in Saudi Arabia are in considerable need of educational and vocational guidance. Students need to know about the educational opportunities available to them, and the world of work in order to select an appropriate vocation. However, they tend to obtain such information by accident, from school, friends or relatives. This information is often inadequate and in addition, the students do not have sufficient information about their own abilities, aptitudes and interests. The result is that students tend to choose studies or jobs that do not match their interests and potential. This causes dissatisfaction and makes them less productive (Al-Ghamdi, 1994). Dropping out during the first two semesters in universities is evidence of the lack of vocational guidance in schools. Proper guidance is needed for students to develop realistic vocational aspirations according to the availability of jobs.

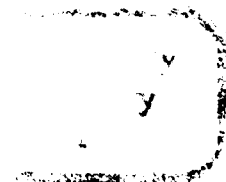
IV. Personal and psychological problems: Young people in Saudi Arabia encounter many problems which reflect stresses in the whole society. In Dossary's (1981) study, the results indicated that personal and psychological problems were ranked third among students' counselling needs. Among the problems reported were difficulty handling anger, being unhappy, moodiness and lack of self-confidence. According to the out-patient clinic statistics of King Faisal Specialist Hospital in Riyadh, social phobia accounted for 13 percent of disorders during the period 1983-1985 (Chaleby, 1987). Al-Gazlan (1990) reported that psychological distress among Saudi young people is increasing due to the social and economic changes. Ibrahim and Alnafie (1991) in a study of 280 Saudi university students, found that 53% were suffer from shyness, 45% reported that people did not care about them and 33% had problems related to school and study. In a study of loneliness among 203 Saudi secondary students, Abu-

Rasain (1998) found that 26% of surveyed students reported high level of loneliness which had positive correlation with depression, state anxiety and trait anxiety. A professional counsellor could deal with such problems.

2-3-2-Attitude toward psychological services in Saudi Arabia:

The issue of negative attitude or sensitivity towards seeking psychological help is an international phenomenon. Psychology's image problem has been a long standing issue (Farberman, 1997). Psychologists have been concerned with their public image for nearly a hundred years (Benjamin, 1986), and the issue has been on the American Psychological Association (APA) agenda for approximately five decades. The APA has sought to improve and enhance the public image of psychology by establishing a public information services in 1978, and established the magazine, "Psychology Today", in 1983 (Wood et al., 1986). Many studies have been concerned with the image of psychology and counselling, since this is a common concern among professionals everywhere. In 1986, Wood et al. looked at data from published and unpublished studies regarding attitudes toward psychology and found that, although the respondents had a positive attitude toward psychology, they had no understanding of its impact on their lives, and had only a little awareness of the role of psychologists. The results of a recent study conducted in the US by Farberman (1997) to examine the public's attitudes toward mental health providers showed that the public has very little understanding of the nature of mental health services. The majority of respondents agreed that psychological health is important but almost half showed a need for more information about how and when to access psychological services.

In Saudi Arabia, attitudes toward psychological services are very negative. The majority of Saudis, especially in rural areas, attribute mental illness to demons (*Jinn*) or to "evil



eye" (envy). A patient may be taken first to a religious leader to have verses of the Holy Quran recited over him, or he may be taken to an exorcist, and only if this fails may he be taken to a modern psychiatric hospital (Al-Radhi, n.d., cited in Al-Owidha,1996). The reason for hesitation in seeking psychological services in Saudi Arabia might be fear of the stigma attached to seeking help. The public know very little about the profession and wish to avoid being considered mentally ill. Abo Abah (1996) studied students' attitudes toward psychology and counselling and found that 73.33 percent of the sample answered no to the question, "If you have a problem or concern such as planning for the future do you ask a professional for help?" They gave as reasons for refusal the fear of a poor reputation within the community, the feeling that the problems they had were not complicated enough to go to a counsellor because they could be taken care of by family and friends, and the belief that psychological problems are not real. Twenty percent of the sample said they would seek help, only on the conditions that they were not seen at the counselling setting and that they must trust the counsellor. Only 6.67 percent of the sample answered yes without any condition. This result also exist among the highly educated. Al-Owidha (1996) studied the perception of 312 Saudi students who were studying in Britain in 1995 regarding the counselling and psychotherapy services in Saudi Arabia. He found that although there was general support for counselling services, or at least an open mind about what counselling could do, it was clear that there was a part of the sample that remained unconvinced about the need for counselling and some rejected such services.

2-3-3-The beginning of guidance and counselling in Saudi Arabia:

The beginning of students welfare in Saudi can be dated to 1954, when the Ministry of Education appointed sociologists and social workers to supervise social activities in

schools. Their role focused on activities such as parent/teacher conferences, athletics clubs, arranging trips and environmental services (Ministry of Education, 1982). The Social Educational Administration, established in 1961, stressed the importance of helping students to develop study skills and to resolve their problems. The role of the social worker gradually changed to include the role of school counsellor as it is known in the west (Saleh, 1987).

In 1981, the Ministry of Education issued order (no. 216/k, 1981) which changed Social Educational Administration to the Administration for Guidance and Counselling (Ministry of Education, order no. 216/k, 1981). Later in the same year, the Ministry of Education established the General Administration of Guidance and Counselling (GAGC) (Ministry of Education, order no. 362/8, 1981). Under the new arrangements, school counsellors were given all the duties of social workers, in addition to taking students' needs and problems into consideration, so school counsellors were expected to contribute to many activities in school as well as offering personal , educational and vocational counselling (Saleh, 1987).

To meet the need for school counsellors in all schools, the General Administration of Guidance and Counselling has allowed unqualified personnel to perform the role of school counsellor, until enough trained professional counsellors can be provided. A request was sent to universities in Saudi Arabia to offer guidance and counselling courses (Saleh, 1987).

Recent statistics indicated that in the Saudi education sectors there are 150 counselling supervisors, 1359 school counsellors and 550 teachers who also function as counsellors (Ministry of Education, 1996). To deal with the increasing demand for counsellors in schools the Ministry of Education also in 1996 appointed 552 teachers to work as counsellors, the teaching duties of these teachers being reduced to 12 classes per week.

After one year, these teachers were to be evaluated and depending on their performance as counsellors, they would either be appointed as full time counsellors or return to being full time teachers (Al-Riyadh Newspaper, 1996, p6).

2-3-4-The objectives of guidance and counselling in Saudi Arabia:

According to the General Administration of Guidance and Counselling (GAGC, 1997) counselling is a process of helping students to understand themselves and their abilities. It aims to help students to solve their problems within the framework of Islamic principles, in order to achieve personal, psychological, social, educational and vocational adjustment.

The objectives of school counselling services in Saudi have been set out as follows:

1. Helping students and orienting them from the psychological, moral, social, educational and professional angles to become helpful citizens.
2. Carrying out research and studies on the problems that face, or could face students during their studies and elaborating certain solutions.
3. Identifying talented and gifted students and helping them in orienting and exploring their competencies in a beneficial way.
4. Helping students to adjust to the school's environment and helping them to benefit from the educational programmes available.
5. Helping students to select studies or careers according to their abilities, competencies and interests and informing them about the educational and vocational opportunities available.
6. Strengthening the relationship between school and home.
7. Participating in research and studies on problems that face the educational operation such as, for instance, truancy.

8. Striving to make students, school staff and society as a whole informed of the objectives and functions of the guidance and counselling programme (Ministry of Education, 1997).

Looking at the general objectives of the guidance and counselling programme, we discover that they go alongside the general goals of education, without establishing specific goals which should be directly met by the counsellor. However, the objectives of the guidance and counselling programme are usually characterised by being general; with context generally not being taken into consideration. The objectives are perhaps idealistic in that they approach the counselling process without considering the counsellor's ability to realise these objectives.

2-3-5-The role of the school counsellor in Saudi Arabia:

The counsellor aims to help a student to better understand himself and his abilities, in facing difficulties, in order to achieve psychological, educational, social, and vocational adjustment. That is achieved through:

1. Preparing the annual plan of guidance and counselling in a well organised way.
2. Shedding light on guidance and counselling goals, methods, programmes and services to make sure that every element is in place to fulfil the counselling aims at school in the best possible way.
3. Preparing the necessary prerequisites for counselling functions, for instance, the materials needed to carry out the counselling programme at school.
4. Forming a Guidance and Counselling Committee, supervising the implementation of its recommendations and advice, and assessing the results.
5. Implementing guidance and counselling programmes, including developmental, preventive and remedial services which consist of:

- A. Helping students to use their abilities and competencies as best they can.
 - B. Developing students' positive qualities and reinforcing them within the principles of Islam.
 - C. Enhancing students' motivation towards education and stimulating their ambitions.
 - D. Following-up the level of all students' scholarly accomplishments in order to maximise the results of their education.
 - E. Determine and empower the elite with encouragement and supervision.
 - F. Helping students to adopt positive attitudes toward technical work according to vocational counselling aims.
 - G. Identifying talented and gifted students and meeting their needs.
 - H. Helping new students to adapt to the school environment and to form positive attitudes toward school.
 - I. Identifying students with special needs and referring them to appropriate agencies.
 - J. Applying the preventive principles regarding potential social, psychological and educational levels.
 - K. Strengthening the relationship between school and home.
 - L. Getting to know the students' needs and requirements with respect to their growth and helping to direct them appropriately.
 - M. Knowing the students' psychological, social, educational and health status, and identifying those who might need services.
6. Continuing their personal and professional development.
7. Setting up professional relationships with students, school staff, parents and the society on the basis of trust and respect in order to fulfil counselling aims.

8. Carrying out research and studies individually or in a group (Ministry of Education, 1997).

However, within these various accountabilities there is much paperwork that a counsellor must accomplish in order to deliver the service. For example, counsellors must maintain a student's comprehensive record, as well as the counsellor's record which includes statistical information about the school, the guidance and counselling programme plan and reports of meetings. There are records for crises, problems or daily situational problems, individual cases, high achievers, underachievers, absentees, etc.

Counsellors faced with these various duties may find themselves in a state of confusion regarding which areas and activities should be considered high priority.

2-3-6-Administration of the guidance and counselling programme:

The functions of the General Administration for Guidance and Counselling (1981) are: to suggest the framework for guidance and counselling programmes; evaluate such programmes; to estimate the number of counsellors needed in every educational district; to co-ordinate counsellor preparation and training programmes; to contribute to national and international conferences; to co-operate in research studies, and to revise its annual budget (Ministry of Education, 1997).

The implementation and evaluation of the guidance and counselling programme for each school district is the responsibility of the Board of Guidance and Counselling that exists in each school district (Ministry of Education, 1982). At the school level, the evaluation of guidance and counselling programmes is the responsibility of the school Principal. In each school a Committee of Guidance and Counselling exists to carry out and follow up the guidance and counselling activities in the school. This committee includes the principal of the school, the school counsellor, at least three teachers from the school, at

least two parents, the director of social activities and a medical representative from the school clinic (Ministry of Education, 1982).

2-3-7-Training of school counsellors in Saudi Arabia:

To meet the need for school counsellors in all schools, the General Administration for Guidance and Counselling has set out a three-stage plan. In the first stage, the General Administration for Guidance and Counselling has allowed unqualified personnel to perform the role of school counsellor until enough trained professionals can be provided. As a second stage, it has asked some universities to establish guidance and counselling courses and to offer guidance and counselling at Master degree level. The third stage, is to send students abroad to get Master and Ph.D. qualifications in guidance and counselling (Ministry of Education, 1984).

Three universities train school counsellors in Saudi Arabia. These are King Saud University, Imam Mohammed Ibn Saud University and Umm Al-Qura University. King Saud University offers a 2 year MA programme in guidance and counselling. The programme consists of courses in statistics and research methods, guidance and counselling techniques and psychological diagnosis, as well as supervised counselling practice. In addition to these, students are required to complete four optional courses concerning educational psychology and student development, and they must complete a research based MA thesis (El-Sendiony et al., 1987). The Imam Mohammed Ibn Saud University offers a 2-year MA programme in guidance and counselling, which includes an introduction to guidance and counselling; problems of development; psychopathology; theories of counselling; methods of counselling; educational and vocational counselling; tests and measurements; psychology of abnormal children; statistics; research methods; theories of personality; Islamic education; school

management; supervised counselling practice; as well as a dissertation (Imam University, psychology department, 1982). Umm Al-Qura University offers a 2-year programme in guidance and counselling. This programme includes: study of the Quran and Hadith (the prophet Mohammed's actions); psychological theories; research methods; tests and measurements; methods of counselling; occupational psychology and supervised counselling practice; as well as a research-based MA thesis (El-Sendiony et al., 1987).

In 1993, the Ministry of Education, in recognition of the importance of professional development and continued training, asked the universities mentioned above to open a 1 year programme in guidance and counselling for counsellors who have spent more than 5 years in school counselling.

2-3-8- The problems of guidance and counselling programme in Saudi Arabia:

The enthusiasm that stimulated the Ministry of Education to implement the guidance and counselling programme has resulted in hiding the negative consequences of this rapid implementation and generalisation of the guidance and counselling programme. It is of no surprise that this programme currently faces many problems:

As can be seen, school counselling in Saudi Arabia is a new field. The present role of the school counsellor in Saudi Arabia is based largely on current American counselling concepts which combine the three fields of counselling: educational, vocational and personal counselling. It may be doubted whether a counsellor could be competent in all three areas. The guidance and counselling programme in Saudi fails to take developmental, preventive and remedial functions into consideration. Guidance and counselling services aspire to focus not only on immediate problems but also aim to prevent the occurrence of problems and to promote student growth and development.

The unresolved problem that faces counselling in Saudi Arabia is the definition of the role of school counsellor. Despite the efforts of the Ministry of Education, the role of the school counsellor is unclear to teachers, principals and counsellors themselves. This feeling has not yet been documented, due to the lack of research, but it was clearly evident in Al-Ahmady's (1983) study. Another problem of definition of the role of the counsellor arises because counsellors have found themselves assuming responsibilities for some of the functions of social workers. This leads to ambiguity and conflict in roles and functions among counsellors themselves. Moreover, because of the lack of professional counsellors and the lack of training programmes and counselling competencies, counselling services are often provided by teachers who are not adequately prepared to fulfil the role given to them. This causes frustration and confusion for many of them. It is worth mentioning that the interest in training at the beginning of the programme has not continued. The preparation programmes have stopped and academic studies are restricted to certain criteria. With this withdrawal, the problem of preparing and training counsellors remains one of the major obstacles in the field of counselling.

The counselling programme has been faced all along with the problem of non-qualified counsellors, and another problem, which is the lack of qualified supervisors. The success of the guidance and counselling programme needs continuous supervision. Supervision provides a counsellor with a good feedback, self trust, self evaluation of weak and strong points and means to ameliorate talents. its value for relieving stress, developing effective programme and promoting growth of knowledge and skills cannot be underestimated. Boyd (1978) define supervision as "facilitation of the counsellor's personal and professional development and promotion of accountable counselling and guidance services and programme" (cited in Barret and Schmidt, 1986, p.52). There are

three dimensions of supervision: the educative, the supportive and the managerial (Wilkins, 1997). Boyd and Walter (1975) suggested that there is a relationship between a lack of proper supervision and weak implementation of the counsellor's functions. In Saudi Arabia most school counsellors find themselves supervised primarily by supervisors who have little or no training in counselling; in many cases supervisors are trained in non-counselling areas. Few have an extensive background in counselling that would enable them to provide direction and supervision for school counselling programmes. Supervisory activities generally focus on meetings, planning, paperwork and administrative functions. This is done through one or two visits to school a year. The lack of supervision could be one of the main reasons that principals assign counsellors non-counselling duties.

Other obstacles to the growth and development of counselling in Saudi Arabia are: an unsupportive climate, the ambiguous working relationship between the counsellor and teachers; the lack of understanding of the relationship between the counsellor and the school principal. Not receiving support means not being accepted, which forces the counsellor to work in isolation. There is also a lack of time for counselling tasks because of heavy involvement in administrative tasks (Al-Zahrani, 1990 and Al-Shinawi, 1990), and many students are assigned to one counsellor, which means an overload in duties (Al-Shinawi, 1990).

Summary:

This chapter has looked at the development of guidance and counselling services in the education setting in Saudi Arabia.

The development of guidance and counselling in the United States and United Kingdom has also been briefly reviewed. Counselling emerged and developed as an American product.

Social, economic, educational and psychological factors have influenced the growth and development of guidance and counselling. It seems that in the United States, the 1950s witnessed major developments in theory, research, practice and professional organisation, though in the last two decades, school counsellors have experienced frustration and pressure arising from the confusion regarding their role and function. In Britain, the 1960 was the decade of growth and development of guidance and counselling, but the 1970 witnessed the dominance of the pastoral care system in schools.

A wide range of problems confront the guidance and counselling services in Saudi Arabia. Yet, although guidance and counselling in schools in Saudi Arabia still seems to be in a period of uncertainty and confusion, it has nevertheless been given an important role by the Ministry of Education.

CHAPTER THREE

COUNSELLING CONCEPT AND APPROACHES

3-1- Introduction:

In Saudi Arabia, there is confusion about the terms advice, guidance, and counselling. The terms guidance and counselling are often used interchangeably or synonymous which contribute to the ambiguity and confusion of the profession. This lack of clarity in distinguishing between such terms is apparent in the counsellor's training or preparation and professional practice. So this chapter discusses the concept of counselling in order to highlight the differences between counselling and other helping activities, to gain a better understanding of the domain of counselling.

3-2- The Concept of Counselling:

3-2-1- What is counselling?

It is in fact difficult to define the term in a way that places it beyond ambiguous and misunderstanding and distinguishes it from other activities (Feltham, 1995).

The word "counselling" is a widely used term that has acquired different meanings, in social service, in educational settings, in hospitals, in rehabilitation centres, as well as many other settings. Further confusion is caused by the adoption of the term counselling by such occupations as beauty counsellors, financial counsellors and tourist counsellors.

The process is defined as a way of relating and responding to another person, so that person is helped to explore his/her abilities feelings and behaviour, to reach clear self-

understanding and then is helped to find and use his/her abilities so that he/she copes more effectively with life.

For most theorists, counselling is a relationship with particular definable qualities and aims. Patterson (1967) defines counselling as:

“The relationship, and the process developing out of the relationship, between an individual or individuals who are not functioning adequately or up to their potentials and who face problems which they feel unable to resolve alone and a trained professional who provides the kind of relationship in which the individual is able to change in ways which lead to the development of his potential and ability to resolve his problems” (p.10).

In this definition Patterson highlights some of the elements of counselling, namely, the relationship, that counselling is a process, and that this process may help a client to begin to change so that he/she can live more constructively.

More recently, McLaughlin (1999) highlighted four elements of counselling:

“First, it refers to a relationship in which one person aims to help another, or an event such as making a transition. Second, there are some identifiable skills that can promote this process. These skills include listening, empathising, challenging, and facilitating action....Third, there is a belief that self-awareness is helpful and its development is part of the process. Fourth, it is a process of learning which incorporates thinking, feeling and acting” (p.13).

The same principles apply to counselling in academic settings. Newsome (1973) suggests that:

“Counsellors are educators who aim to create through the exercise of their skills an environment in which students can face and explore their own feelings without fear, learn how to cope more effectively with decision-making and examine their values and objectives without risk of condemnation” (p.6).

While Patterson (1971) suggests that:

“Counselling is a professional relationship, established voluntarily by an individual who feels the need of psychological help, with a person trained to provide that help” (p 119).

And Hamblin (1978) stated:

“ The counsellor’s job is to help a pupil find more effective ways of using what he has already got in terms of aptitudes, ability and personal in a truly satisfying way” (p.5).

So it is clear that counselling emphasises the inherent potential for growth and self-actualisation in every individual. This leads to the assumption that a certain type of counselling relationship is good for any client. The core of the counselling process is the relationship. So the process of counselling which emphasises the importance of good relationships based on trust, respect and listening are what students want. A good relationship may be developed as a student is free to explore his feelings or whatever he perceives as his problems; the counsellor provides an understanding, accepting and non-judgmental climate and a relationship is created which enables the student to deal with the world around him.

However, to understand what counselling means, it is appropriate to look at what counselling attempts to do. Murgatroyd (1977) suggests that:

“Counselling is the name given to a relationship in which one person seeks to help another more fully understand his “self” and to develop, through this increased self-understanding, coping strategies which help him to face specific or general problems” (p.73).

It seems that a major goal of counselling is to create greater self-awareness leading to growth and development. This general goal of counselling is the focus of Ivey’s statement that, *“In a broad sense, most helping theories seem to accept the idea that effective daily living and positive relationships with others are the goals of helping” (Ivey, et al., 1987, p.9).*

“The central function of counselling is to help clients recognise their own strengths, discover what is preventing them from using their strengths, and clarify what kind of person they want to be. Counselling is a process by which clients are invited to look honestly at their behaviour and lifestyle and make certain decisions about the ways in which they want to modify the quality of their life” (Corey, 1996, p.43).

The British Association for Counselling (1998) identifies the aim of counselling as:

“... to provide an opportunity for the client to work towards living in a way he or she experiences as more satisfying and resourceful” (BAC, 1998). Counselling is a process use of relationship with the aim of enabling the client to achieve his/her improved well-being. Importance is attached to respect for the client’s capacity for self-determination and to confidentiality (Bond, 1993).

3-2-2- What counselling is not:

There are some concepts that are often associated with counselling but that are not counselling as a professional activity. Counselling is not:

*“Being a friend.
Caring in parental way.
Treating or “healing” someone like a doctor.
Instructing or teaching. Advising. Giving guidance.
Just using counselling skills” (Sanders, 1994, p.10).*

There is an overlap between advice, guidance and counselling as concepts and in practice. Giving advice is often camouflaged as counselling, but counselling is not concerned with advice giving and counsellors are not advisers, although “ *Counselling still carries its traditional meaning of advice-giving and many dictionaries still define it in this way” (Feltham, 1995, p5).*

“To suggest cheerful ready-made solutions is insensitive and may well do more harm than good. Counsellors who are trying to help people with emotional problems do not despise advice; they give it themselves of an appropriate kind. By their very existence they are saying to people.... Counsellors cannot advise them this is not an ‘If I were you...’ situation” (Venables, 1973, p.4).

There is a difference between telling clients what to do or they should do and facilitating their work to arrive to their own decisions. In the area of students’ services, advice-

giving deals with finance, accommodation, immigration or matters like that, while counselling deals with personal and psychological issues (Feltham, 1995).

The terms counselling and guidance are often confused. Some consider counselling synonymous with guidance. It is necessary to make distinctions between them since they involve different types of activities and approaches, although they may be closely inter-linked and have common or similar origins. Milner (1984) describes counselling as:

“The interaction developing through the relationship between a counsellor and a person in a temporary state of indecision, confusion, or distress, which helps that individual to make his own decisions and choices, to resolve his confusion or cope with his distress in a personally realistic and meaningful way, having consideration for his emotional and practical needs and for the likely consequences of his behaviour” (Milner, 1984, p.14).

In contrast, Milner describes guidance as:

“The presentation of knowledge, information and/or advice to individuals or groups in a structured way so as to provide sufficient material upon which they may base choices or decisions” (Milner, 1984, p.14).

He then indicates the relationship between guidance and counselling:

“Counselling, at its most useful, is an integral part of guidance in the sense that it usually provides a more personal, individualised kind of help which is complementary to the other guidance activities” (Milner, 1984, p.15).

Sian et al. (1982) also attempted to indicate the difference between guidance and counselling:

“...whereas guidance may involve giving advice and indicating possible courses of action, counselling is more intimately concerned with areas of personal growth and development” (Sian, et al., 1982, p.).

In 1992, The Advice, Guidance and Counselling Lead Body attempted to distinguish counselling from other types of help, namely befriending, advice, guidance and counselling skills, and to highlight the competencies and the qualifications that are

needed to provide each of them (Russell, et al, 1992). They provide separate definitions for each term:

Counselling:

It is defined as “the principled use of relationship to provide someone with the opportunity to work towards living in a more satisfying and resourceful way. The relationship takes place within agreed boundaries which may specify duration, regularity, availability and confidentiality of counselling. The counsellor’s role is to facilitate the client’s work in ways which respect the client’s values, personal resources and capacity for self-determination” (Russell et al, 1992, p.3).

“Counselling differs from all other activities in its accent upon the internal world of the client and its openness in terms of range...Counselling, more than any of the other activities, is involved with the client’s overall well-being as perceived by the client. i.e. the counsellor is not confined to any particular area of the client’s life. Therefore a counsellor may be discussing the graphic details of a client’s sexuality in one session and the client’s frustration at being inept at tennis in the next” (Russell et al., 1992, p.5).

A person enters freely into counselling activity which offers the opportunity to identify troubling or perplexing things. The counselling activity is clearly contracted and the boundaries of the relationship identified (Russell et al., 1992).

Befriending:

Defined as “taking on the role of friend to someone who is socially isolated by offering them practical and emotional support” (Russell et al., 1992, p. 3).

It differs from all the other activities in its informality. It does not have a client, and it seeks to share the issue or problem rather than manage or solve it for the other. It seeks a warm and trusting relationship, and is intended to diminish the person’s social or personal isolation (Russell et al., 1992).

Advice:

Defined as “a brief consultation to provide someone with appropriate and accurate information, and give `suggestions` about how to act upon that information” (Russell, 1992, p.3). It differs from all other activities in terms of problem solving, that is, it enables a person to solve problems and make decisions by offering accurate and appropriate information (Russell et al., 1992).

Guidance:

Defined as “extended consultation or series of consultations to assist someone to explore concerns, provide appropriate accurate information, give suggestions and support upon that information” (Russell, 1992, p.3). It differs from all other activities in its wide scope of helping styles such as assessment, advocacy or information for the purpose of educational guidance and developmental guidance (Russell et al., 1992).

Counselling skills:

Defined as “ the use of communication and social skills in ways consistent with the values, goals and communication pattern of counselling” (Russell et al., 1992, p.3). They are high level communication, interpersonal and social skills which may enhance the performance of other activities.

3-3- Counselling Approaches:

Counsellors in Saudi Arabia need to be fully aware of the theoretical ramifications of their profession. According to Sanders (1994, p.16):

“Helping is a skilled and responsible activity. Anyone wanting to improve their helping capacity needs to look at three aspects which contribute to their final performance as a helper: Theories; skills and the personality of the helper”.

The Rogerian influence is dominant in the prevailing model of counselling. The person-centred approach developed in the educational context and became most closely linked

with counselling in British and American schools, but there are other theories which offer different perspectives.

Theory is like a conceptual map tell you where you are and where to go, “it is a tool as well as a goal”. Understanding of theory is essential to the effective practice of counselling (Williams and Irving, 1995). “Theories provide a meaning structure within which observations can be understood and have the status of facts only within the context of theory” (Williams and Irving, 1995, p 283).

Theory in counselling offers conceptual tools and provides a framework. It plays a vital role in the practice of counselling to the extent that it is possible to define it in terms of its theory (Jones, 1993). It helps to explain, predict, evaluate and improve what happens in the counselling relationship (Green, 1989).

3-3-1- Psychodynamic Approach:

The psychodynamic approach is represented mainly by the school of psychoanalysis. This approach views human behaviour as being determined by irrational forces, unconscious motivations, biological and instinctual drives and certain psychosexual events during the first five years of life (Corey, 1996).

The psychodynamic approach uses five therapeutic techniques. They are:

Free association: The idea of this technique is to ask the client to talk about whatever comes to his/her mind and the analyst’s job is to find a way of linking these thoughts to the client’s present problem.

Interpretation: It is the analyst’s job to clarify for the client what is behind his/her behaviour by focusing on the client’s dreams, free association, the client’s resistance and

the therapeutic relationship itself (Corey, 1996). The purpose of the interpretation technique is:

“to allow the ego to assimilate new material and to speed up the process of uncovering further unconscious material” (Corey, 1996, p.118).

Dream analysis: According to Freud, dreams are expressions of most of the person’s fears, anxieties, wishes and ambitions (Corey, 1996).

Analysis of transference: The idea is that the client will ultimately develop transference neurosis because the formulation of the client’s neurosis had occurred during the first five years of his/her life.

The main aim of these methods is to strengthen the ego in the long term and make the unconscious conscious (Jacobs, 1988).

Although this approach has enriched all branches of counselling and psychotherapy, it requires a lot of time and it is not considered suitable for all kind of clients.

A large number of counsellors describe themselves as psychodynamic. This cannot be taken as an adherence to Freudian principles but rather indicates a focus on clients’ acceptance of the past and working to understand why they are as they are.

3-3-2- Behavioural Approach:

This approach has many orientations today, which are derived from early theories of learning. It is one which implies a systematic and structured approach to counselling (Corey, 1996). The rationale of this approach is based on the assumption that all behaviours are learned. So to modify this behaviour, new adaptive patterns can be learned, under the leadership of a trained and experienced counsellor who is capable to deal with the client’s problem.

This approach has many techniques: relaxation training; systematic desensitisation; token economies; forms of punishment; modelling methods; assertion-training programmes; self-management programmes and multimodal therapy. These techniques or principles seem to work well with anxiety, depression, sexual disorders and in the prevention and treatment of cardiovascular disease (Corey, 1996).

In this approach the role of counsellor or therapist is very active as teacher or director in diagnosing the behaviour and describing the procedures that will lead to the desired behaviour (Corey, 1996).

This approach has been criticised for de-emphasising the role of feelings and emotions in therapy. It deals with symptoms and so ignores the important relational factors and ignores the historical cause of present behaviour (Corey, 1996).

3-3-3- Client-centred Approach:

Carl Rogers (1951) developed a client-centred, non-directive form of counselling. The basic hypothesis of this approach is that effective counselling consists of creating a definite permissive and non-directive relationship between helper and client which fosters the opportunity to gain enough understanding of self to result in the taking of positive self-initiated action to solve any problems. "It is the client who knows what hurts, what directions to go, what problems are crucial" (Rogers, 1961, p.11). Rogers emphasises that both the client-centred therapists and their clients are trustworthy (Thorne, 1991, p. 25). He emphasised that people have abilities to understand themselves and resolve their problems without direct intervention of the counsellor or the therapist. He emphasised the characteristics of the counsellor or therapist and the quality of the client/counsellor relationship as the prime determinants of the outcome of the counselling process (Corey, 1996).

Rogers assumes six conditions which he believes to be necessary for personality change.

He stated that for change to occur, it is necessary that these conditions exist and continue over a period of time:

1. *“ two persons are in psychological contact;*
2. *the first person, the client, is in a state of incongruent, being vulnerable or anxious;*
3. *the second person, or therapist, is congruent or integrated into the relationship;*
4. *the therapist experiences unconditional positive regard for the client (that means the counsellor warmly accepts the client and respects him as a person without evaluation);*
5. *the therapist experiences an empathic understanding of the client’s internal frame of reference and endeavours to communicate this experience to the client;*
6. *the communication to the client of the therapist’s empathic understanding and unconditional positive regard must be minimally achieved” (Rogers, 1957, p.95).*

When these six conditions are fulfilled in any relationship, positive change will occur, the client will be more able to accept his feelings and will become more autonomous in his decision making. Rogers also stated that these conditions are not specific to client-centred therapy but in many effective psychotherapy aims of changes in personality and behaviour, a single set of pre-conditions is necessary.

One of the greatest contributions of the person-centred approach is the fact that its ideas are being used in a variety of settings including educational settings (See Rogers, 1961; 1983)

This approach focuses on the client rather than on the problem itself. Another characteristic of the client-centred approach is that greater emphasis is placed on the immediate situation rather than on the past. It stresses the feeling aspects of a counselling situation rather than the intellectual aspects. This approach of counselling operates on the basis that the client is responsible for his conduct. Thus, the counsellor makes no attempt to evaluate the client’s complaint or excuse. This respect for the client

leads to develop the counselling relationship in a way which helps the client understand and accept himself. In the Rogerian approach the goal of intervention is to work in a facilitative manner.

In this approach the role of the counsellor focuses on the counsellor's attitude towards the client; techniques and theoretical knowledge are secondary in importance (Corey, 1996). The client-centred approach puts great emphasis on the skill of empathetic listening. The client is encouraged to talk freely without the fear of being judged. It offers researchable hypotheses and uses concepts and therapeutic procedures which are easy to follow and apply (Corey, 1996). Its important goal is promoting greater self-acceptance in the client (Wheeler and McLeod, 1995).

A limitation of this approach is that:

“a number of researchers have been highly critical of the many methodological errors that they assert are part of most of the studies of person-centred therapy” (Corey, 1986, p.115).

3-3-4- Rational Emotive Counselling (REC):

REC founded on the belief that people are born with a potential for both rational and irrational thinking and people make themselves victims by their own incorrect and irrational thinking patterns (Dryden and Ellis, 1988; Corey , 1996).

Ellis constructed his A-B-C theory, according to which, A refers to event, B is the person's belief system about A, and the person's response to event is indicated by C. A does not cause C, according to Ellis; B is the source of C. Ellis demonstrated that emotions result from internalised sentences that the person says to himself about life events and about himself in relation to those events. It is not life events that cause emotions, it is how people perceive these events and what they say to themselves about

them (Dryden and Ellis, 1988). “Ellis (1977) identifies three major irrational beliefs: a) I must do well and win people’s approval or else I am worthless; b) other people must treat me considerately and kindly in exactly the way I want them to (otherwise, they should be blamed and punished); c) life must give me all that I want, quickly and easily, and give me nothing that I do not want” (Trower, et al., 1988, p.2).

REC uses three techniques: the disputing of irrational beliefs, cognitive homework and changing one’s language (Corey, 1996).

In this approach the aim of counselling is to help clients to detect their own irrational beliefs and arrive at a more realistic view of themselves and their surroundings. The counsellor or therapist, as identified by Ellis (1984, p.215):

“Identifies to clients some of the irrational ideas behind their disturbed behaviour;

Challenges them to validate their ideas;

Uses logical ideas to summarise their irrational thinking;

Shows how these beliefs will lead to future disturbances;

Uses absurdity and humour to confront their irrational thinking;

Explains how can these irrational ideas can be replaced with rational ones;

Teaches clients the use of scientific approach to thinking;

Uses several emotive and behavioural methods to help clients work directly on their feelings and to act against their disturbances” (quoted in Corey, 1986, p. 217).

This approach has been criticised in that it ignores the quality of the relationship between client and counsellor or therapist and does not pay attention to the client’s history.

3-3-5- Cognitive-behavioural Counselling (CBC):

This approach can be seen as a combination of cognitive and behavioural interventions.

Trower, et al. (1988) pointed out three main assumptions underlying cognitive-behavioural counselling:

“that emotions and behaviour are determined by thinking; that emotional disorders result from negative and unrealistic thinking and that by altering this

negative and unrealistic thinking emotional disturbance can be reduced” (Trower, et al., 1988, p.4).

The role of counsellor in CBC is to teach client to:

*“Monitor emotional upsets and activating events;
Identify maladaptive thinking and beliefs;
Realise the connections between thinking, emotions and behaviour;
Test out maladaptive thinking and beliefs by examining the evidence for and against
them;
Substitute the negative thinking with more realistic thinking” (Trower, et al. 1988,
p.5).*

CBC is criticised for being a talking therapy, as opposed to behavioural counselling which is a practical therapy. Also, the client-counsellor relationship is considered unimportant and CBC is not concerned with the early experience of a client and unconscious factors and ego defences (Trower, et al., 1988).

Comment:

The question here is does the counsellors’ practice in Saudi Arabia conform to theory? Although there has been no research to confirm that, it can be argued from experience that counsellor’s practice in Saudi Arabia depart from theory. It is a matter of inexperience and a lack of skills that practice fails to conform to theory. Also professional counsellors often find themselves in conflict when they begin to apply what they have learned to their functioning in the school. However, as we have seen, no counselling theory is complete, comprehensive or adequate to prescribe a full practice, so for counsellors to confine their practice to one theory or to depart from theory is a mistake.

The integrated or eclectic approach based on the common elements of all the major theories would be the best choice for school counsellors. The diversity of clients’ problems justifies eclecticism. Howard (1986) assumes that once one has produced an

integrated approach, the subsequent relationship between a counsellor's practice and theory will be transparent. The eclectic approach would be useful for counsellors who may be not so concerned with deeper theoretical perspectives.

3-3-6- The Eclectic Approach of Counselling:

This approach is a combination of different methods, concepts and techniques drawn from different counselling theories. The basic dogma is that the interaction of the complex nature of the client and the complex nature of society, produce a great variety of problems. The result of this complexity and variety of problems is that even where two persons have the same type of problem, the variables involved will be so great that no one technique will be found adequate for that type of difficulty. Therefore, the movement from a single approach in counselling to integrated models has occurred (Dryden and Norcross, 1989; Corey, 1996). Corey (1986) pointed out that in order to carry out a complete therapy, it was necessary to focus on the three human dimensions, feelings, thinking and doing:

"...some of these therapies place emphasis on the experiential aspects and the role of feelings in therapy; others highlight the role that cognitive factors and thinking should play; and others emphasise putting plans into action and learning by doing. All of these facts combined form the basis of a powerful therapy, and excluding any of these dimensions by over stressing one factor of human experience leads to an incomplete therapy approach" (Corey, 1986, p.7).

Norcross and Newman (1992) identified eight interacting and reinforcing motives that fostered the trend toward the eclectic approach:

- 1. A proliferation of therapies*
- 2. The inadequacy of a single theory that is relevant to all clients and all problems*
- 3. External socio-economic realities, such as restrictions for insurance reimbursement and the prospect of national health insurance*
- 4. The growing popularity of short-term, prescriptive and problem-focused therapies*
- 5. Opportunities to observe and experiment with various therapies*
- 6. A paucity of differential effectiveness among therapies*
- 7. Recognition that therapeutic commonalties play major roles in determining therapy outcome*

8. Development of professional societies aimed at the integration of psychotherapies” (cited in Corey, 1996, p.449).

As a limitation of this approach, Mcleod and Wheeler (1996) stated that “ it may never be possible to achieve coherent integration, to create the new grand theory” (Mcleod and Wheeler, 1996, p.13). Also, it consists of a haphazard picking of techniques without any overall theoretical rationale (Corey, 1996).

Egan’s (1990, 1994, 1998) model can be considered as an eclectic model. As a framework, he offers an integrative description of the skilled helping process. This formulation of this process was:

Stage one: explore and identify with the client what is problematic for him or her and unused opportunities.

Stage two: help the client to look into the future, encouraging him to discover a wide range of possibilities of developing deeper understanding and creating goals and viable agendas.

Stage three: formulate real strategies and plans for acting.

Each stage of this model requires the development of specific abilities on the part of the helper such as empathy, respect, tentative, reflecting in stage one; encouraging people to challenge themselves in stage two and stimulating people to think willingly and creatively of their possibilities for action in stage three.

3-4- Counselling Relationship:

Most counselling approaches emphasise the importance of establishing a good relationship in the counselling process. As part of this counselling theorists emphasise the importance of the counsellor’s personality in the counselling process. Central to effectiveness as a counsellor is a requirement for self-knowledge and self-acceptance.

Rogers (1961) placed great emphasis on the concept of self-awareness in the counsellor, particularly in the “here and now” of the counselling interview. Rogers (1980) developed the concept of self-acceptance and self growth within the counsellor when he said “I have the strong suspicion that the optimal helping relationship is the kind of relationship created by a person who is psychologically mature, or to put it in another way, the degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself” (Rogers, 1980, p.56). Counselling involves a counsellor who allows himself to be discovered as a genuine person who cares about his client (Hazell, 1974). It is all important that the counsellor really cares for his client and is able to communicate this caring. Empathy, respect, non-possessive warmth, genuineness and concreteness are the essence of the counselling practice (Halmos, 1974). Rogers (1984) supported these necessary conditions for effective counselling:

“When therapists or other helping persons are experiencing and communicating their own realness, caring and deeply sensitive non-judgmental understanding such release and change are most likely to occur. It is in moments when therapists experience empathy with their clients so deep as to become intuitive, a response by the whole organism, that major shifts occur”.

According to Rogers, three personal characteristics form a central part of the counselling relationship:

Congruence:

In the counselling relationship congruence is a key concept. It is defined as:

“ the state of being of the counsellor when her outward responses to her client match the inner feelings and sensations which she has in relation to the client”
(Means and Thorne, 1988, p.75).

It implies that therapists or counsellors are real, genuine and authentic during the therapy session. Their inner experience and expression of that experience match, and

they can openly express their feelings that are present in the relationship with the client (Corey, 1996). Within the counselling relationship, it is important not only for the counsellor to be genuine but also that the client must perceive this state of being in the counsellor. If congruence exists then trust will be created and self-disclosure will be at a deeper level (Egan, 1990).

Acceptance:

Rogers (1961) described the concept of acceptance as follows:

“I find that the more acceptance and liking I feel toward this individual, the more I will be creating a relationship which he can use. By acceptance I mean a warm regard for him as a person of unconditional self-worth, of value, no matter what his condition, his behaviour, or his feelings. It means a respect, and liking for him to possess his own feelings in his own way. It means an acceptance of and regard for his attitudes of the moment, no matter how negative or positive, no matter how much they may contradict other attitudes he has held in the past. This acceptance of each fluctuating aspect of this other person makes it for him a relationship of warmth and safety, and the safety of being liked and prized as a person seems a highly important element in a helping relationship” (Rogers, 1961, p.34).

Acceptance is felt by Rogers, to fulfil a basic human need for positive regard. The acceptance is unconditional, in that it is not based on evaluation or judgement of the client's behaviour, and it is not the approval of all behaviour. It is the recognition of the client's right to have feelings (Corey, 1996). If the individual experiences unconditional acceptance from others, especially those who are important in his life, this will facilitate the healthy development of the individual, and the absence of acceptance may be the reason a client seeks help (Rogers, 1961). Therefore, the counsellor is required to accept the client and the client must perceive this acceptance. If the client perceives the acceptance, then the relationship should begin to be freed of anxiety and tension, and characterised by a greater willingness to acknowledge feelings.

Empathy:

This means that the therapist or counsellor understands the client's feelings and experience sensitively and accurately and communicates this empathic understanding to the client during the session (Corey, 1996). Williams and Irving (1997, p.10) defined empathy as "*an emergent property of that relationship which has no existence separate from it*". Empathy is not a skill that is brought to the counselling relationship. Its occurrence is in and within the counselling relationship or as a result of it (Williams and Irving, 1997). Through empathy, the counsellor is to understand the way clients view themselves and the world, and encourage them to get closer to themselves and this requires "*the active involvement of the client*" (Williams and Irving, 1997, P.9). Through this process, the facilitation of the desired changes in the client's self-concept occurs (Corey, 1996).

Egan (1998) suggests that empathy can also be seen as a communication skill, basically as the ability to communicate to the client one's experience of emotional or role taking empathy. "*...without the presence of these core dimensions, all of our interactive behaviour is diminished in its effectiveness*" (McGuinness, 1998, p. 34).

If the counsellor was able to offer a facilitative climate of congruence, acceptance and empathy and the client perceived these conditions, desired changes would occur (Thorne, 1991).

This shows that counsellors need the qualities of empathy, genuineness, acceptance and self-awareness. Egan (1998) embraces Rogers' core conditions and sees them as a platform for a counselling process which has three main stages (mentioned earlier). Egan (1998) discussed many specific counselling skills within these stages, such as listening, attending, challenging and the skills needed to help clients set goals and implement action programmes. He views the counselling process as one in which people are helped to solve problems.

A further important central concept in counselling is self-actualisation on the part of client. This concept of self-actualisation is central to the client-centred approach which is based on the belief that: “persons have within themselves vast resources for self-understanding and for constructive changes in ways of being and behaving and that these resources can best be released and realised in a relationship with certain definable qualities” (Rogers, 1984, p. 184).

Murgatroyd (1977) focuses on the importance of self-actualisation in his definition of counselling:

“Counselling is a name given to a relationship in which one person seeks to help another person more fully understand his self and to develop, through this increased self-understanding, coping strategies which help him to face specific or general problems. Counselling thus implies a framework of values, about the ideal nature of personal growth” (p. 73).

In conclusion, the counsellor needs the qualities of empathy, genuineness and a wide range of skills in the areas of communication and problem-solving in order to help clients achieve positive change. Above all, the counsellor must continue to pursue self-growth and self-knowledge in order to provide the best possible counselling relationship. Unfortunately, although we know that warmth, understanding, acceptance, support, etc. are basic to the development of the counselling relationship, in Saudi Arabia, neither counsellors’ training nor the counselling context allow them to deliver the core conditions. The difficulty is that in schools the dilemmas are not recognised. Counsellors have been not given sufficient consideration to the concept of relationship. If the relationship is to be supporting and not surrounded by anxiety, counsellors and client must understand the rules relating to their particular relationship and conform to them (Grant, 1967). The counsellor’s involvement in different roles such as teaching, administration or discipline will effect their relationship with their clients. The

counsellor's move into a disciplinary role will endanger the counsellor-client relationship, and lead a client to forget that the counsellor is a counsellor. A counsellor cannot protect and enhance his relationship with a client while at the same time involved in discipline. It is difficult to establish a counselling relationship or confidentiality under circumstances in which the counsellor plays a disciplinary role.

“ Counsellors are accountable not only to their clients, but also to their organisation, and confidentiality offered to clients has implications for the way counsellors are accountable to their organisation” (Bond, 1992, 57-58).

Summary:

In this chapter, counselling has been defined and distinguished from other helping activities such as guidance, advice, befriending and counselling skills. It has been seen that there are major differences between them and an awareness of these differences is important.

It has also discussed briefly the most widely applied counselling approaches.

The central characteristics of counselling appear to be a relationship involving a process in which an individual, with the help of particular core conditions, is helped to achieve self-understanding and development of his potential as a human being.

CHAPTER FOUR

THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR

4-1-Introduction:

It is important to this study to review different views of counsellor's role to enable a clear understanding of the role of secondary school counsellor. The first section of the chapter defines the role of the secondary school counsellor. The second section deals with the role of school principals and teachers in guidance and counselling programmes. The final section reviews the literature dealing with the concept of role conflict and role ambiguity.

4-2-The role of the secondary school counsellor:

Counselling has been long considered as integral part in education. Its general purpose is to ensure that the student is free from personal and emotional problems and to concentrate upon the development of the student as a whole person. Patterson (1974) stated that:

“Both education and counselling have the same goal. They are no longer working toward different objectives. When the goal of education becomes the development of self-actualising persons, then counselling and student personal work are no longer ancillary and peripheral. They become central, they are no longer services appended to education, they are an inherent part of the educational process” (p 8).

Daws (1970) stated:

“School counselling is one of outcome of the intention to improve the quality of schools as caring institutions with a responsibility for maintaining, protecting and promoting the personal development and well-being of children”.

Hooper and Lang (1988) stated that: “ Guidance and counselling should not be a separate activity imposed on the normal fabric of the school, but an integral part of its curriculum” (Hooper and Lang, 1988, p.8).

One of the major issues faced by school counsellors is what their role should be, for a consistent, clear and accurate definition of the counsellor’s role is essential for the effectiveness of the counselling profession (Day and Saporcio, 1980; Hutchinson et al, 1986). Organisational roles, particularly those in public organisations are subject to various types of conflicts or problems (Lipham and Hoch, 1974). Bentley (1968) identified three factors responsible for the school counsellor’s role definition problem, counsellors disagree regarding the roles they should perform and the way in which such role should be performed, counsellors are unable to effectively impose their role on others and counsellors have not effectively communicated the importance of their role. Ancheta (1983) attributed the counsellor’s role definition problem to the type of training received, organisational impact on the counsellor’s role, and different perceptions held by others regarding the counsellor’s role. Training institutions are accountable for the lack of information provided to trainee counsellors regarding the structure in which the school counsellor works and the perceptions others hold of the counsellor’s role (Warnath, 1972). Counsellors who are uncertain of their role are unable to resist the demands of the organisation to perform functions that are incongruent with their profession (Van Hoose, 1970). Day and Sparacio (1980) suggested six solutions to the clarify perceptions of the counsellor’s professional role:

1. Counsellors should clearly communicate their role in understandable terms to school personnel and students.
2. Counsellors should participate in formulating their job descriptions.
3. Counsellors should develop and implement effective counselling programmes.

4. Counsellors should be effective in performing their professional role.
5. Counsellors should continue their professional development.
6. Counsellor should participate in professional activities that would contribute to their effectiveness as school counsellors.

Some scholars believe school counsellors should be responsible themselves for defining their role. Patterson (1967) and Wittmer and Loech (1975) are among those who have taken this view. Corey (1982) believe that school counsellors are professionally responsible for defining their role and in educating their administrators regarding that role. Wilgus and Shelly (1988) and Remley and Albright (1988) argue that not only should school counsellors define their role, but they must clearly communicate it to students, teachers, principals, parents and the community. Others believe that role definition should involve other parties, as well as the counsellor. Hunch and Zimpher (1984) suggested that counsellors and counsellor educators should be responsible for defining the counsellor's role, while Boy and Pine (1980) viewed role definition as a task for counsellors and principals. Schmidt (1984) opposed this view. His opposition is based on his observation that principals assigned duties to counsellors that are incongruent with the professional role of school counsellors and to the objectives of school counselling. The problem with this approach, however, is that where principals contribute significantly to defining the counsellor's role, the counsellors often find themselves placed in a position of being an administrative assistant(Shertzer and Stone, 1968).

A clear definition of the counsellor's role should not only help to reduce the discrepancies between counsellors' perceptions of what they do and what they should do, but also affect the perceptions of others. It will lead to commitment to the

occupation and will enable the counsellor to make his service distinct from the services provided by others such as social workers and administrators.

The school counsellor's role has become an increasingly complex one. It is a role that now extends from within the walls of the school and out into homes and personal lives of the students.

Various definitions and descriptions of the counsellor's role can be found in the literature. Dunlop (1967) described the school counsellor as a specialist in school who is qualified to help students work out complex problems, help them plan and carry through appropriate educational programmes and help them identify more satisfactory solutions to personal and social problems which may affect their lives (cited in Williams, 1973).

The secondary school counsellor perceives himself as an integral part of the school staff with the professional competencies to provide professional counselling and related guidance services to students. His major concern is for the normal developmental needs and problems of all students (Ryan, 1978). Bailey et al (1989) defined the school counsellor as a professional who works in a school setting with students, parents, educators and others within the community; s/he designs and manages a comprehensive developmental guidance programme to help students gain skills in the social, personal, educational and career areas necessary for living in a society. The primary task of the counsellor is to counsel students. His time should be devoted to counselling rather than other services in the school. It is professionally unrealistic to regard a school counsellor as "Jack of all trades" (Jones, 1970).

Das and Bright (1988) suggested that student development should be a major focus for the counsellor, while Boy and Pine (1968) indicated that the school counsellor's professional role must be determined by the students' needs.

In Britain, British Association for Counselling (BAC, 1997) describe the role of school counsellor as follows:

“Depending upon the allocation of time, a school counsellor may be expected to carry out some or all of the following key tasks:

- ◆ *To offer pupils, parents and staff individual or group counselling.*
- ◆ *To provide information on the counselling service, the role of the counsellor and the boundaries of confidentiality.*
- ◆ *To cooperate with head teachers, governors, parents and where appropriate the local education authority, in setting up a suitable appointment system.*
- ◆ *To keep suitable case records of the counselling in a secure place.*
- ◆ *To report back to the management on a regular basis on numbers that use the service and give a general overview of the types of problems.*
- ◆ *To liaise with the pastoral management team, year tutors, class teachers, governors, parents and caring agencies.*
- ◆ *To network with personnel from other agencies with a view to easing referrals and accessing specialist consultants.*
- ◆ *To devise and where appropriate deliver, a programme of training to support and develop the counselling service.*
- ◆ *To attend supervision with a suitably qualified supervisor” (BAC, 1997, P.4).*

In the U.S.A. a role statement for the school counsellor is provided by the American School Counsellor Association (ASCA), which in 1965 identified ten professional responsibilities of secondary school counsellors in the planning and development of guidance programmes; the counsellor engages in individual or group counselling to assist students, student appraisal, educational and occupational information, referral work, placement, parent help, staff consulting, research and public relations. Later, the ASCA(1977) defined two areas of counselling: professional relationship and professional responsibilities.

The professional responsibilities are as follows:

A. The counsellor’s responsibility to the student: The counsellor should assist students to develop their educational, social, career and personal strengths, assist students to understand themselves and their abilities, assist students in developing healthy habits and positive attitudes and values, encourage students to participate in school activities,

assist students to increase personal satisfaction, assist in students' adjustment to school, evaluate students' academic progress, and make referrals to appropriate agencies.

B. The counsellor's responsibility to parents:

The counsellor should provide parents with accurate information about school programmes, inform parents about students' academic records and progress, inform parents about the guidance and counselling programme in schools and involve parents in the guidance activities.

C. The counsellor's responsibility to the staff:

The counsellor should provide appropriate information, materials, and consultation assistance in supporting teacher efforts to understand each student, act as the co-ordinator in the school programmes, use modern technology and techniques to distribute educational and career information, assist in research related to pupil needs and related to the improvement of educational programmes and act as a consultant to administrators and teachers.

D. The counsellor's responsibility regarding the community:

The secondary school counsellor has a responsibility to have accurate information about community programmes and services.

E. The counsellor's responsibility to the profession:

Counsellors should be aware of their personal characteristics and their level of professional competence and maintain an awareness of contemporary trends in the field, contribute by appropriate research and participate in professional association activities, discuss with other professional situations and issues in the field and consult with other professionals.

F. The counsellor's responsibility to self:

The secondary school counsellor is expected to maintain a strict commitment to the concept and practice of confidentiality, be well informed on current theories, practices and development, use time for guidance and counselling activities, minimise time spent on administrative duties and become a professional individual.

The ASCA (1981) has also tried to identify and clarify the role of the school counsellor in different educational levels. Their statement emphasised the importance of intervention at different educational levels. It determined the functions of the secondary school counsellor to be as follows: Assist students with assessment of personal characteristics such as interests, aptitudes and needs for personal use in course selection or career choices; provide a programme for students showing school adjustment problems; maintain a good commitment to students, parents, teachers, administrators, profession and others in the community; understand and be aware of his or her personal characteristics and professional competence, continues to develop professional competence; participate in appropriate research and in professional associations' activities; and discuss with school staff practices that may improve the condition of helping.

In the role statement was issued in 1992, ASCA stressed that the school counsellor should perform counselling, consulting and co-ordinating functions and be committed to continuous professional growth and personal development.

The guidance and counselling functions proposed by different authors may differ slightly but, generally, they cover the same functions.

The developmental psychology influences of the 1950s was evident in the work of persons such as Truax (1964) who identified seven areas of counsellor functions: providing services to students as individuals, providing services to students in groups, providing services and maintaining relationships with school staff, maintaining

relationships between the school and community, contributing to the general school programme, accepting professional responsibility, and accepting personal responsibility. Daws (1970) suggested five roles performed by school counsellors. They are: offering personal, educational and vocational counselling; consulting; co-ordinating; curriculum involvement and change agent. Counselling in schools, as McLaughlin (1993) suggested has three elements: an educative function which help to develop students personally and socially; a reflective function which is the exploration of the possible impact on personal and social development of the school environment and a welfare function which is the responsibility to plan for and react to issues which impact on students' welfare. Hamblin (1978) wrote: "The counsellor's job is to help the pupil find more effective ways of using what he has already got in terms of aptitudes, ability and personal in a truly satisfying way" (p.5).

Borders and Drury (1992) grouped the activities of the school counsellor into direct and indirect services. The direct services provide counselling and classroom guidance, which includes individual counselling, group counselling, educational and career counselling, and the indirect services provide consultation with school staff or parents and co-ordination. Makinde (1984) presented five aspects of guidance and counselling for schools. They are personal counselling, educational guidance, vocational guidance, information gathering/distribution and testing.

The school guidance and counselling programme provides services such as individual and group counselling, programme development, student appraisal, educational and career planning, placement, staff consulting, referral, research and public relations (Ibrahim and Thompson, 1981). The school counsellor is expected to perform the following functions:

- * Plan and develop the guidance programme in a school.

- * Help each student to understand himself, accept himself as he is. develop personal decision making competencies, and resolve special problems.
- * Interpret information about pupils and explain the information to the students themselves, to the parents, to teachers and to other professionals.
- * Identify students with special needs, make students and parents aware of the availability of the community services, make appropriate referrals, and maintain a co-operative relationship with other specialists and with agencies.
- * Collect and distribute to students information about school subjects, educational opportunities and career opportunities; help students to make appropriate choices of school programme; assist students to develop long plan of study and help students to make a successful transition from one school to another or from school to work.
- * Consult parents about the growth and development of their children; serve as a consultant to the school staff; help teachers to identify students with special needs or problems.
- * Conduct research related to students' needs and problems.
- * Evaluate the guidance and counselling programme in school.
- * Supply information on the guidance and counselling programme to local publishers, radio and television stations (Ryan, 1978; Makinde, 1984).

Eight functions of school counselling were identified by Baker (1992): counselling services, educational services, consulting services, referral services, information services, placement services, assessment services, and accountability services.

Dinkmeyer (1977) elaborated upon the role of school counselling by including the following functions: building self concept, teaching students self regulation, providing various effective education programmes, working with parents on growth and

development, maintaining effective communication between students and adults, providing educational programmes for individuals and groups, identifying and referring developmental problems, promoting student awareness of education and work, and supporting professional development for counsellors. Individual and group counselling, and consultation represent 75 percent of counselling services in schools, while other guidance related administrative services comprising the remaining 25 percent include: planning and evaluation, administrative functions, career and educational information, testing and assessment, and attending professional development sessions (Gysbers, 1988).

The effective guidance and counselling programme is one whereby students learn to make responsible decisions related to current and future goals. The counsellor is responsible for developing activities whereby students are able to grow healthy in social, psychological and physical terms. He should also serve as a resource for career and educational information, and provide services for making decisions of a personal nature (Murray, 1995). Three basic areas need to be considered when designing a counselling programme. These areas are co-ordination, counselling and consultation. Co-ordination deals with activities that require administrative skills and effective management concepts. Counselling includes emphasis on academic, career, personal and social needs. Consultation involves acting as a facilitator in parent conferences, parent education programmes and professional development (Hannaford, 1987).

Edwards (1995) views the school counsellor's role as not specifically limited to students. He states that counsellors must work to foster a sense of belonging in teachers as well. If the counsellor can assist the teachers to feel connected to the school, then teachers can likewise help their students feel that they, too, belong.

The developmental school guidance and counselling model in recent years has become more widely used. This developmental model is based on the writing of individuals such as Myrick (1993), Gysbers (1992), Reynolds (1993) and Sears (1993).

According to this model, the school counsellor must focus on students' personal, social, educational and career needs. To do this the counsellor needs to move to a skills-based counselling programme, which focuses on students' needs. In such a programme, students can achieve personal-social skills such as, understanding themselves, making appropriate decisions, being responsible for their behaviour, respecting and co-operating with others and resolving problems; and educational skills such as test-taking skills, evaluating educational information and making educational goals and plans as well as career development skills such as evaluating career information, and planning for their future careers. The counsellors in a skills counselling programme are responsible for designing the content of programme so that it will help student gain personal, social, educational and career skills. They must also allocate sufficient time to deliver the programme they have developed. This will involve counselling students individually and in small groups, consulting with teachers, parents and others, co-ordinating with community agencies, managing the school counselling programme and evaluating the effectiveness of the programme (Sears, 1993).

Seven principles for the design of a developmental guidance and counselling programme were suggested by Myrick (1993). It should be for all students and should meet students' needs, have an organised and planned curriculum, be flexible, be an integral part of educational process, and involve all school personnel; it should help students learn more effectively, and include all counsellors who provide counselling services. Reynolds (1993) added to these that the programme should include preventive

and responsive activities, include activities which lead to defined student outcomes, be effective in dealing with students, and should be held accountable.

Developmental guidance and counselling programmes are designed to help academic, personal, social, career and physical development and growth. This model is based on the concept of working with all students. It requires a proactive counsellor who emphasises the learning and growth of all students and assists students with the resolution of special problems and concerns (Neukrug, 1993). A number of measures must be taken in programme development in order to ensure success. Support must be obtained from administrators, teachers, and the community. Formation of a counselling committee to assist in the development of the programme is also important. Such a committee may include the school counsellor, school administrators, teachers, parents and representatives of community agencies and business and industry. It is also important to assess the counselling needs of the particular client population. The goals and objectives of the programme should be developed according to students' needs. Counsellors should select strategies appropriate to the students' ages, grade levels and individual differences, and should work with administrators, teachers and parents to put other strategies into effect. Also important is the provision of resources for the programme, including employing qualified people, allocating appropriate facilities which provide privacy for counselling and a good climate for counselling, budget for materials and supplies, provision of clerical assistance to the school counsellor to ensure that the counsellor is free to concentrate on the counselling role, and finally evaluating the programme (Neukrug, 1993).

From the review of the literature, the school guidance and counselling functions can be categorised as encompassing the following elements:

4-2-1-Counselling:

The primary role of the school counsellor is counselling (Patterson, 1967). This is concerned with promoting the students' self understanding, facilitating personal decision making and planning and resolving special problems. Student counselling provides the basis for the counsellor's professional role in a contemporary society (Gibson, et al., 1983). Ragsdale (1987) and Olson and Dilley (1988) concurred that the cornerstone of the school counsellor's profession is counselling and should be recognised as the most important role of the school counsellor. It is the heart of any school guidance and counselling programme (Baker, 1992). All other professional activities lead to this most important function. All activities are meaningless if they do not enhance the effectiveness of the counselling process (Gibson and Mitchell, 1986). Its main concern is with the problems of the individual (Mortens and Schmuller, 1965).

The American School Counsellor Association (1967) stated that:

“The majority of a school counsellor's time should be devoted to individual or small group counselling. In a counselling relationship, the counsellor:

- a) Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values and needs.*
- b) Furnishes personal and environmental information to pupil, as required, regarding his plans, choices and problems.*
- c) Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible” (American School Counsellor Association, 1967, p 149).*

Several teachers in Remley and Albright's (1988) study indicated that adolescents are at a troubled developmental stage, and can benefit from counselling services. As Drury(1984) explains, counselling facilitates students' growth. Corey (1996) stated that counselling helps students to move from environmental support to self-support so that they can cope more effectively with present and future problems. Counselling services may be conducted in an individual or in group counselling sessions. Herbert (1985)

defined counselling as assisting students through individual and group sessions to understand and accept themselves.

Individual counselling in school is an outcome of the concern for the individual in society (Patterson, 1967). Individual counselling is central to school counselling programmes, and a school counsellor who is not involved with individual counselling cannot be rightly called a school counsellor (Gibson, 1983). Individual counselling provides clients with a situation of complete confidentiality that enables them to disclose themselves in privacy without fear. It is important for students who have not developed relationships with people in their lives, and it is beneficial for clients who have difficulties in sharing therapeutic time with other clients (Dryden and Palmer, 1997). On the other hand, group counselling can be very effective for adolescents as it provides a comfortable place for young people to practise communication skills, try new behaviours, and receive feedback (Herbert, 1985). Group counselling can, by focusing on developmental issues, help reduce the need for crisis counselling (Herbert, 1985). Group counselling adequately addresses and provides for the needs of students by providing services to many students at the same time (Drury, 1984). Group counselling is effective because it encourages interactions among group members, facilitates students' development, assists students to be good decision makers, enhances personal growth among students, and provides students with skills to adequately resolve conflicts (Bleck and Bleck, 1982). Group counselling in school helps students to adequately handle their emotions, be better decision makers and develop positive attitudes toward school (Kahn, 1988). Myrick and Dixon's (1985) study noted that group counselling was effective in changing students' behaviour. They reported that 62 percent of students they surveyed indicated that group counselling enhanced positive changes in their behaviour, while 60 percent reported that their attitude toward school was more positive

because of the group counselling they received. Eighty-six percent of the students indicated that they had gained a better understanding of themselves because of the group counselling they received. Based on the results of their study they concluded that group counselling is beneficial for counsellors in helping them to interact more effectively with students and identify students who need personal counselling. Group counselling enables counsellors to articulate the importance of their role, and to foster better relationships with students. Sometimes, group counselling is the most effective approach (Baker, 1992). Group counselling is more realistic than individual counselling. In group counselling, peers may serve as role models, peer feedback is available, clients have opportunities to help their peers, and they may become aware that they are not alone in their circumstances (Dinkmeyer, 1977).

Many problems that occur in the society also exist in schools. Bailey et al. (1989) reported that drug abuse, increasing divorce rate, and child abuse are the three major issues facing elementary school counselling, and reported that secondary school counsellors have to work with students who have problems that may have been festering for many years. Therefore counselling, whether it be individual or group counselling, is very important in schools.

4-2-2-Developmental, educational and career guidance:

The history of the counselling profession tells us that career counselling was the first task that school counsellors were expected to do. The concept of matching young people with jobs, based on the characteristics of both, has had a long and traditional association with the counselling movement (Gibson and Mitchell, 1986). It seems the original purpose of counsellor in the school was to guide students to their vocation.

This function includes collating information and providing workshops related to social skills, academic skills, educational planning and course selection; developing career awareness and helping with career planning and decision making (ASCA, 1977). The educational and career guidance programme should help students to become more aware of their aptitudes, interests, values, and personality traits and how these might affect their educational and career plans. Students should be aware of the relationships between self, level of education and careers and have knowledge of the world of work. Counsellors should give students opportunities to develop human relationships, skills, roles, values and concepts related to everyday living (Gibson and Mitchell, 1986; Baker, 1992).

4-2-3-Consulting and referral:

During the 1970s, consultation became firmly established as a primary function of the school counsellor (Schmidt, 1996). Provision of consultancy services for school staff could be the key to making the guidance and counselling programme an integral part of the school system (Cole, 1981). Consultation is a helping relationship which involves information exchange by counsellors to principals, teachers, and parents regarding the welfare of the students (Baker, 1981). Consultation emerged from a theoretical framework designed to improve the learning of students (Johnston and Gilliland, 1987). School counsellors can contribute significantly to the effective learning of students by working co-operatively with teachers (Valine, et al., 1982). Counsellors' positions in schools demand that they function as consultants to teachers, administrators, students and parents (Male, 1982). In the consultant role counsellors not only help students but also function as trainers of teachers (Wilgus and Shelley, 1988). Consultation can be used for purposes of prevention and intervention. Counsellors can advise other school

personnel on improving student self-concept, achievement, classroom management skills and facilitating the growth of students (Bundy and Poppen, 1986). Continued professional development and training must occur with renewed emphasis in the area of consulting (Wilgus and Shelley, 1988). The consultant works with teachers, administrators, parents and others to bring about change for the individual student (Cole, 1981). Such work could include special programmes and workshops (Herbert, 1985). The counsellor should arrange in-service training activities and provide learning materials that will help school staff to develop their experiences and skills in guidance and counselling activities and to understand the counsellor's role.

The concept of building a consultative relationship provides counsellors with opportunities to assist staff in creating a positive climate for the growth and development of students; provide programmes for staff for improving interpersonal and communication skills; help teachers to cope with problems affecting students' growth; co-ordinate referral activities; conduct groups for parents to develop parenting skills and serve as a resource in developing and revising the curriculum to ensure it is relevant to students' needs (Male, 1982). The purposes of consultation are to provide information requested, provide solutions to problems, provide recommendations, assist implementation, facilitate client learning, and improve organisational effectiveness (Turner, 1982, cited in Gibson and Mitchell, 1986). The goals of consultation are effective intervention and improvement of the consultee's skills and knowledge (Maher and Zins, 1987). According to Johnston and Gilliland (1987), the goals of consultation are to assist educators solve some of the current problems of students and to help counsellors to be effective within the school environment.

Three stages should be considered in the consulting process, namely, exploring and clarifying the problem, setting goals and implementing action strategies for achieving the goals (Baker, 1992).

For the counsellor to function effectively as a consultant, s/he should have special knowledge or skills appropriate to consulting, should have a background of understanding of the person who is consulting him/her and should also be knowledgeable regarding contributing external environmental factors (Gibson and Mitchell, 1986). In the consultation function, as in the counselling function, the relationship of trust and understanding between consultant and consultee is fundamental (Gibson and Mitchell, 1986). A genuine collaborative relationship is the most fundamental assumption of consultation (Maher and Zins, 1987). Effective school consultation involves collaboration between counsellors and teachers who should combine their efforts for efficiency (Johnston and Gilliland, 1987).

Teachers are the key persons in school settings, so counsellors must assume that they will frequently consult with them. Counsellors may assist teachers develop more effective teaching strategies and effective career education programmes as well as developing skills in understanding child behaviour, classroom management, and recognising individual differences between students. They can assist teachers to understand better and plan for educational development of students and to identify students with special needs and problems. In his/her relationship with administrators, the counsellor can provide useful information for educational planning and management, consult with administrators to identify children with special needs and facilitate community and parent-school links. The counsellor can consult with parents on many issues including helping parents to understand children's development,

abilities and difficulties, helping them to modify child behaviour problems and interpreting the school programme to parents (Gibson and Mitchell, 1986).

Referral is a function of co-ordination and consultation between the counsellor and others in the school, and with agencies in the community (Herbert, 1985). Referring students and their families for help outside school is an important function (Ritchie and Partin, 1994). Co-ordination and networking allows the counsellor to refer students for more appropriate or more skilled professional help than school counselling can provide (Cole, 1981). In the referral function, the counsellor assists students to be aware of and to accept referral to other specialists, identifies students requiring referral services, maintains a good relationships with other specialists and agencies (Patterson, 1967), identifies referral agencies and their services, and evaluates the appropriateness and effectiveness of his/her referral work (AGC&PLB, 1992). Networking helps to ensure that information given to clients about agencies is up to date and accurate (AGC&PLB, 1992).

4-2-4-Assessment:

Assessment is used to provide students with a clearer understanding of their abilities, interests, achievements and needs. It is also used to gather information about students that can be useful in the counselling process and in individual and school decision-making (Baker, 1992). This function is considered a primary skill of the professional counsellor, because it provides data for more understanding of the person in the counselling setting, and is helpful for effective planning of guidance and counselling activities (Gibson and Mitchell, 1986). Counsellors are responsible for discovering gifted and talented students, and to identify students with special educational and personal needs (ASCA, 1977). To perform their assessment function, counsellors

should be aware of measurement principles, have knowledge about standardised and non standardised assessment strategies, understand the management of school testing programmes, and be able to communicate assessment information accurately (Baker, 1992). However, assessment in counselling is not congruent with being non-judgmental. Counselling and assessment are very different processes, counselling is non-judgmental and for the client whereas assessment is judgmental and often for the organisation (Williams and Irving, 1998), yet counsellors do make assessments. “ *They assess whether they feel that they can work with this client. They assess whether what they have to offer is appropriate to the client’s needs. In referral, they assess who would be an appropriate person to refer them on to and so on*” (Williams and Irving, 1998, p.13).

4-2-5-Programme management and development:

A counselling programme is likely to be more effective if counsellors themselves are involved in co-ordinating and managing it. Co-ordinating is the process of managing the procedures and activities of the programme. It involves developing objectives for the programme, planning activities to achieve the objectives, allocating materials and resources, developing and operating special programmes and providing leadership (Myrick, 1993; AGC&PLB, 1992), and evaluating the objectives and development needs of the programme (AGC&PLB, 1992). The counsellor has the responsibility to keep students, parents, school staff and public informed of the guidance and counselling programme (ASCA, 1977; Bailey et al. 1989). This could help to obtain support for the programme. The counsellor should co-ordinate the organisation and maintenance of confidential files of students’ data, and take advantage of available data processing equipment for facilitating the processing and transmission of students’ data (ASCA, 1977).

4-2-6-Professional development:

The growth and development of guidance and counselling programmes in schools depends on the professional development of school counsellors. The development of the counsellor is not an option but an ethical responsibility and needs to be continually monitored by an individual and by organisations and professional counselling bodies (Connor, 1994). Counsellors are professionally and ethically obliged to address their own growth and education in order to be able to facilitate their clients' growth, and this should be considered a professional obligation (Wilkins, 1997). Professional growth involves two components: the updating of existing knowledge and engaging of new ideas and competencies (Walz and Benjamin, 1978). Attending conferences, reading relevant journals, formal training, being a reflective practitioner, that is learning from experience in formal or less formal ways, discovery, and engaging in research are important resources to professional development (Wilkins, 1997).

School counsellors need to have access to many professional activities, including evaluation programmes, performance appraisal, continuing education, supervisory relationships (Carroll, 1980), involvement in appropriate professional organisations, attending professional meetings, conferences, lectures and seminars, and reading counselling and educational journals (Gibson and Mitchell, 1986). Counsellors' needs for professional development can be met through an individual professional plan revalued each year. This plan can include specific goals, appropriate activities and methods of assessing progress (Borders and Drury, 1992).

Counsellors should be active in the profession's development as well, e.g. through participating in professional meetings, writing and research (Gibson and Mitchell, 1986). Research is necessary for the development of the counselling. It is a means of producing new knowledge in the field, seeking answers to questions and issues of

professional concerns. Research can provide deeper understanding of the profession and can help professionals become better at what they do (Gibson and Mitchell, 1986).

Evaluation is necessary to determine whether the needs of students are being met by school counselling programmes. It is the basis for the development of the guidance and counselling programmes (Bonebrake and Borgers, 1984; Wilgus and Shelley, 1988).

Evaluation may also help others in the school to understand the counsellor's role and functions (Bonebrake and Borgers, 1984).

Research and evaluation appear, however, to be functions that receive low ranking for importance and performance. It appear to be viewed as an academic activity separate from the practice (Williams and Irving, 1999a). A study by Furlong et al. (1979) indicated that the counsellors they surveyed conducted very little research and evaluation. They concluded that the reason counsellors do not participate in such activities is because they have not received training on these functions. Counsellors who ranked research least important among their functions may have done so because they may fear that research could reveal personal or programme deficiencies (Wilson, 1985).

4-2-7-Personal development:

A distinction must be made between professional development and personal development. In professional development, the counsellor learns and develops skills that enable him to work effectively, whereas in personal development, the counsellor learns about himself and the world around him.

“If professional development centres on skills and knowledge, then one way considering personal development is that it embraces everything else which facilitates being a practising counsellor” (Wilkins, 1997, p.9). It is a process of attending to counsellors' needs which increase their ability to be with their clients and to improve their

effectiveness (Wilkins, 1997). The extent to which we can facilitate the development of our clients is limited to our emotional, cognitive, philosophical and ethical development (Wilkins, 1997). The aspects of personal development include:

Identifying and exploring the uniqueness and patterning of our values, attitudes and constructs; the elements in our personal family, relationship and educational history which facilitate or hinder our ability to feel, perceive, relate or protect/assert ourselves; the balance of our personal and interpersonal strengths and limitations; a sense of our emotional world, our capacity with others and ability to stay separate and appropriately distanced from them; a knowledge of our needs, our fears, our intolerances; and perhaps more significant, our passions and powers, our tendencies, inappropriately, to invade or deprive others (Johns, 1996, p 9).

The aspects of professional development include “The ethics and practice of counselling; the needs of clients; theory and skills; supervision” (Johns, 1996, p 10).

Williams and Irving (1999b) argue that there should be a distinction between personal development and personal growth. The two terms are not synonymous. Growth is more general than development, it refers to the whole person, whereas development refers to specific aspects such as self reflection and empathic understanding. Development can be planned, structured, achieved and evaluated. They conclude that counsellors need both personal development and personal growth.

Johns (1996) argued that personal development is at the heart of becoming a counsellor. Self-awareness and knowledge skills are all essential to counsellors. To be a good counsellor, counsellors should realise their personal difficulties and personal weaknesses (Wilkins, 1997).

The counsellor in any setting is expected to pursue continuing self development. He should set realistic goals and a self development plan which is regularly reviewed, and should engage in training and development opportunities (AGC&PLB, 1992).

Counsellors' needs for personal development can be met through individual exploration which include the trainee's personal counselling, supervision and tutorials; journal keeping or other writing or recording and reading; through structured activities and through groups (Dryden et al., 1995; Johns, 1996). Wilkins (1997) suggested some elements of personal development such as personal therapy, stress management, rest and recreation, relaxation, reading for pleasure, journal keeping and creative writing.

Summary:

From the review of literature, professional school counselling can be seen as an integral part of the school system.

The literature suggests that there are six roles of the school counsellor. They are: counselling; developmental, educational and career guidance; consulting and referral; assessment; programme management and development; and professional and personal development.

It seems that school counsellors are involved in many activities, which demand clear definition and clear understanding from counsellors and others in schools.

4-3-The teacher's and principal's role in counselling:

In order for a school to have a successful counselling programme, participation and co-operation of school personnel is required. Therefore it is important to examine the role and function of the teacher and principal in the guidance and counselling programme.

4-3-1- The teacher's role in counselling:

The teacher is the most important professional in the school setting. Teacher support and participation are very important to any programme that involves students (Gibson and Mitchell, 1986) so that programmes that gain the support and co-operation of teachers

may function effectively, and any programme that does not is doomed to failure (Bender, 1973).

Teachers see their students every day, which means that the teacher is in the best position to know individual students, to communicate with them and to establish a relationship based on trust and respect. Thus, the teacher is the first line of contact between students and the counselling programme. The teacher is considered the major source of students' referrals to the counsellor (Ligon and McDaniel, 1970; Gibson and Mitchell, 1986).

Teachers have a responsibility in career and educational guidance. They should integrate career education into teaching subjects, develop positive attitudes towards all honest work, positive attitudes towards education and help students to develop and test concepts, skills, roles and values. The classroom is the ideal setting to provide that (Gibson and Mitchell, 1986).

The teacher's contribution to the counselling programme is one of counsellor support and encouragement. The counsellor may ask the teacher to provide information about all students, may ask teachers to observe a particular student and may ask a teacher to take part in a case conference. The counsellor depends on the teacher for much that he does (Ligon and McDaniel, 1970). In turn teachers should recognise the need for the counsellor in the school and understand the necessary relationship between the counsellor and teacher, express to the administrators the need for guidance and counselling services, accept the opportunity to participate in the programme and co-operate with the principal in the evaluation of existing guidance and counselling services. Because of their effective relationship with students, they should explain to students the objectives of the guidance and counselling programme and encourage them to utilise the service (Ryan, 1978). To carry out these responsibilities, counselling skills

are fundamental and necessary for teachers. A teacher without these skills is lacking in an essential ability (McGuiness, 1998). The use of counselling skills is a necessary prerequisite for a teacher working in an “affective school”. For an “affective school”, it should be started with the self of teacher listening effectively, being aware, empathic, warm, genuine and accepting (Lang, 1999).

4-3-2-The role of teacher as counsellor (Counsellor-teacher):

The idea of counsellor-teacher is controversial. Authors have considered whether counsellors should teach as part of their duties, and whether this would compromise their relationships with students, or whether teachers were suited to counselling. Holden (1969) and Hamblin (1974, 1993) were against the idea that teaching and counselling should be seen as separate professions. Holden (1969) illustrated this when he wrote:

“The teacher’s great advantage is his first-hand knowledge of the students with whom he comes into contact. This is the possible embryo of a more personal relationship in which they could find it easier to talk with him than with a third party with whom the relationship is likely to be more formal” (Holden, 1973, p 5).

Williams (1973) said that teaching and counselling are seen to be essentially unified activities. This view rejects the division between counselling and teaching. It sees counselling as a part of the complete teaching role and its objectives as compatible with teaching. On the other hand, Arbuckle (1961) argues that there is no in-between status, *“... we have no doctor-teacher, or nurse-principal, or psychologist-janitor, but we have thousands of teacher-counsellors or even more absurd principal-counsellors...” (p 56).*

This view identifies the conflict between the roles of counsellor and teacher. Daws (1970) mentioned some reasons why teachers differ from counsellors: teachers look at students’ needs and problems from institution view only, like underachievement, undisciplined behaviour and absenteeism; teachers because of their training and work deficient in skills to deal with all aspects of a child’ behaviour and also, because of their

role and skills they inclined to do “*premature diagnosis and to move over-hastily to advice and action*”. Holden (1971) in his book “*Counselling in Secondary Schools*” specifies two distinctive roles:

Teachers impart information. Counsellors elicit it.

Teachers talk. Counsellors listen.

Teachers work publicly in the classroom. Counsellors work privately in their office.

Teachers’ classroom situations are basically those of conflict. Counsellors’ situations are those of partnership.

Teachers seek to convert and instruct. Counsellor accept.

Teachers amply sanctions of organised society. Counsellors depend on their character and personal influence alone. (Holden, 1971, 13-14).

Thomson (1970) found in his study of twenty-five counsellors that there are advantages and disadvantages in combining the roles of teaching and counselling. The advantages were a greater chance of staff acceptance and the improvement of contacts with children. The disadvantages concerned the creation of conflicts for children, difficulties of providing adequate time for counselling (cited in Law, 1978) and problems of confidentiality. He cited Dunlop’s (1968) theory that counselling is either an “aggressive” activity brought into education or an “ingressive” activity having its origins in education and being a specialism of it. Law suggests that the first explanation tends to lead to conflict between the two roles. However, Law (1978) investigated counsellors’ acceptance of teaching and non-teaching roles. He found that the problems connected with teaching and counselling are much more critically attached to teaching approaches than to teaching tasks. He suggested that it may be easier to combine the roles of teaching and counselling if the teacher’s approach is more informal and child-centred rather than a more traditional approach to teaching.

In Saudi Arabia, the concept of full-time counsellors in schools exists, but the Ministry of Education appoints teachers who have experience in teaching to work as counsellors,

without background or training. Teachers with counselling positions may not be considered as approachable because of their involvement in teaching duties and discipline. Teacher-student relationships are usually impersonal, which makes the concept of teacher-counsellor unacceptable. There is also a danger that teachers may be placed in counselling situations without sufficient knowledge of guidance and counselling skills and services. Egan (1994) stressed that not trained could be viewed as not safe.

4-3-3- The principal's role in counselling:

Administrators play a large role in making the counselling programme an integral part of the school. Cole (1981) emphasised that strong administrative support is essential for a fully functioning, effective programme of counselling. No counselling programme will be successful without the active support of the principal (Snyder and Daly, 1993).

The principal's behaviour with regard to the school counselling programme is a major determinant of the programme's success. Because the principal has the best overview of all activities and planning within the school, he can make an available contribution to the guidance and counselling programme as adviser and consultant (Gibson, 1986).

According to Ryan (1978), the principal should establish a positive climate for a counselling programme, provide leadership for planning and evaluating the counselling programme as an integral part of the school, recognise the need and importance of the guidance and counselling programme, provide the counsellor with the needed facilities, time, equipment and materials, recognise that the counsellor not an administrative assistant, and provide evaluation of the guidance and counselling programme. The principal should show an example of caring, help create an environment in which caring occurs and encourage teachers to develop counselling skills. The principal must also

attempt to bring together all school staff in an united effort which values all kinds of human endeavour and individual differences. Gray (1983) stated that:

“If all teachers and all school managers were trained as counsellors we would have made the great and necessary shift to building self-renewing, socially responsible institutions” (Gray, 1983, p.32).

4-4-Role conflict and role ambiguity:

Organisational stress is “the general, patterned, unconscious mobilisation of the individual’s energy when confronted with any organisational or work demand” (Quick and Quick, 1984, p9).

Stress in the workplace is a serious threat to individual well-being, effectiveness and organisational survival. Sources of stress in organisations in association with certain individual characteristics are predictive of stress in the form of job dissatisfaction, heart disease, mental ill health, low self-esteem, depression, anxiety, smoking, use of alcohol and drugs and social problems (Beeher, 1976; Beecher and Newman, 1978; Quick and Quick, 1984).

In organisations, stress comes from many different sources. Quick and Quick (1984) listed four sources of organisational stress: task demand (job overload, etc.); role demands (role conflict, role ambiguity, etc.); physical demands (temperature, etc.) and interpersonal demands (leadership style, etc.).

Bayerl and Mackenzie (1981) identified five factors considered to affect stress. These are: role conflict and role ambiguity; perceived inability to meet demands; poor working conditions; new demands and stressors outside the professional role. Sutherland and Cooper (1988) determined three sources of stress: organisational demands; extra organisational demands and the characteristics of the individual. The category of

organisational demands includes five factors of occupational stress intrinsic to the job: the role of the individual in the organisation; relationships and personal demands; career development and the organisational climate. It is very evident from the literature on stress in organisation that role conflict is a major factor.

The role of the individual in the organisation can be a source of stress if it is unclear or ambiguous or in conflict. Sutherland and Cooper (1988) stated that role ambiguity and role conflict are major sources of worker stress. Organisational roles, particularly in public organisations, are subject to various types of conflicts or problems (Liphamed and Hoch, 1974). The lack of a clearly defined role for professional school counsellors and engaging in activities not related to their profession are the most significant factors create overwhelming stress on school counsellors (Kendrick et al., 1994; Studer and Allton, 1996). This problem is well represented in the life of any school counsellor, but especially so in Saudi Arabia.

4-4-1-The concept of role conflict and role ambiguity:

The issues of role ambiguity and role conflict can be traced back to classical organisational theory in which organisations were developed on a chain-of-command theory. The theory was set on the basis of hierarchical relationships with a clear and single flow of authority from top to bottom (Rizzo et al., 1970). Kahn, R., Wolfe, D., Quinn, R., Snoek, J., and Rosenthal, R. (1964) developed role theory which sees stress resulting from conflict and unclear or ambiguous expectations. Expectations which are in conflict may result in role conflict for an individual, while unclear expectations may cause role ambiguity (Keller, 1975). Role conflict has been noted as a by-product of role ambiguity.

Role conflict is defined as the degree to which expectations of a role are incompatible or incongruent with the reality of the role (Rizzo et al., 1970). Others define the concept as the discrepancies in expectations sent by critical role senders to the focal person (Bernardin, 1979).

Role conflict can be seen as resulting from invalidation of the principles of chain of command and unity of command, and as causing decreased individual satisfaction and decreased organisational effectiveness (Kahn, et al., 1964; Rizzo et al., 1970).

Role conflict exists when an individual is engaged by the conflicting demands of administrators or other members in the organisation, doing tasks that are not perceived as part of the job, or engaged with a job that conflicts with his/her personal values or beliefs (Sutherland and Cooper, 1988).

Incompatibility may result in the following kinds of conflict:

- I. Conflict between the person's values and the defined role behaviour;
- II. Conflict between the time, resources, or capabilities of the focal person and defined role behaviour;
- III. Conflict between several roles for the same person that require different behaviours;
- IV. Conflicting expectations and organisational demands due to incompatible policies, conflicting requests from others, and incompatible standards of evaluation (Rizzo et al., 1970).

Ross and Altmaier (1994) identified four types of role conflict. They are as follows:

- I. Personal role conflict: this occurs when the demands of job conflict with the individual's values or conventions;
- II. Inter-sender role conflict: this occurs when expectations or demands from one person conflict with the demands of another person;

III. Intra-sender role conflict: this occurs when the individual receives assignments which are exclusive or incompatible; this refers to incompatible expectations from a single role sender;

IV. Inter-role conflict: this occurs when an individual experiences conflict between the expectations of people at work and the expectations of people outside of work. These three last types exist in the objective environment of the focal person. They gave rise to psychological conflicts of different kinds and degrees within the focal person.

Van Sell et al. (1981) identified role overload as another type of role conflict, when the individual is assigned more work than can be done. In contrast, Sales (1970) discussed another type of role conflict which he called role underload, when the person is faced with obligations that require him to do considerably less than he is able to do.

Role ambiguity is defined as the extent to which an individual is unclear about the role expectations of others, as well as the degree of uncertainty associated with one's role performance (Rizzo et al., 1970). Drory (1981) defined role ambiguity as "the lack of clarity of role expectations and the degree of certainty regarding the outcomes of one's role performance" (pp 141-142). Furthermore, Benson and Hughes (1985); Ivancevich et al. (1974) and Kahn et al. (1964) defined role ambiguity as the discrepancy between the amount of information that a person has and the amount the requires to perform the role adequately.

Van Sell et al. (1981) stated that role ambiguity has not been elaborately conceptualised. However, they characterised role ambiguity as: the expectations associated with a role; methods for fulfilling known roles and the consequences of role performance.

Role ambiguity exists when the individual does not have adequate information to carry out the job, or does not understand the expectations associated with the job, or as a

result of moving from one job to another (Sutherland and Cooper, 1988) or when the role of the individual is not clear (Ross and Altmaier, 1994), or there is a lack of clear role expectations.

Role ambiguity is most often seen when employees do not know what authority they have, what they are expected to achieve and how they are to be evaluated. These characteristics often lead to hesitation in decision making and result in the employee relying on the trial and error approach to meeting expectations (Rizzo et al., 1970).

However, Kahn et al. (1964) stated that role ambiguity is the lack of availability of certain information required for adequate role performance in order for a person to conform to the role expectations held by others. An employee must know what these expectations are, his right, duties and responsibilities. Also, he must know which activities will fulfil the responsibilities of the position and how these activities can best be performed.

However, much of the current difficulty and confusion surrounding the school counsellor's role comes from the contradictory and conflicting expectancies of his/her various publics. Counsellors in schools may find themselves torn between the needs of their clients and the constraints of their schools (Cowie and Pecherek, 1994).

4-4-2-Role conflict and role ambiguity of school counsellor:

In a school setting, conflict often comes in the form of scheduling, handling discipline, teaching duties and differing perceptions of the counselling role on the part of the administrators, teachers, students and counsellors. Role conflict and role ambiguity develop when counsellors are unclear about the scope of their responsibilities, they do not know what they are supposed to do, they do not know how to do the job, or are confused by lack of knowledge about whose expectations are required to be met.

The school counsellor is expected to carry out six basic roles (see chapter four). Poole (1990) argued that school counsellors often find it hard to meet all of the students' needs, due to the heavy caseloads and time constraints. Olson and Dilley (1988) stated that there is evidence that counsellors cannot meet all the demands placed on them. So, the inability to meet those demands results in stress which affects the quality of the counsellor's work. Counsellors employed in organisations have responsibilities to those organisations as well as individuals and this can lead to a conflict (Carroll, 1996). It is difficult for a counsellor to combine the needs of the client and the demand of organisation, when he has to work with the external world of the client and organisation which require extra and different competencies (Carroll, 1999). In the educational context, there may be a conflict between the overall aims of the organisation and the commitment of the counsellor to the child (Lloyd, 1999).

Another major area causing role conflict and role ambiguity for school counsellors comes from the fact that there is no clear role definition of what the school counselling programme should include. Kendrick et al. (1994) suggested that the role of the counsellor is the most poorly defined. Although there has been improvement in defining the counsellor's role, expectations still vary widely. According to Stickel (1990), ambiguity concerning the counsellor's role has troubled the profession since its beginnings. Principals are the primary determinants of the counsellor's role and poor definition of the role results in dissatisfaction (Stickel, 1990). According to Hadesty and Dillard (1994), inconsistent role performance of counsellors may result from the many different expectations of administrators. Stickel (1990) reported that counsellors based their performances on the perceptions of principals. The expectations of the counsellor's role by administrators, teachers, students and parents are different, and confusion often results when they compare their expectations with the counsellor's expectation of the

counselling role (Wiggins et al., 1990). Difficulties arise in defining the counsellor's role, not only because the counsellors and administrators or counsellors and teachers have different opinions, but also because counsellors themselves have different perceptions of their role (see chapter five).

The information passed on to school counsellors by school principals in supervision is actually administrative information. Principals, because of their poor knowledge of the function of counselling, emphasise administrative functions during supervision (Roberts and Borders, 1994). Kendrick et al. (1994) stated that a major stressor for counsellors is the lack of clearly defined roles.

Different expectations of the counsellor's role are found and counsellors are given assignments that are administrative which is inconsistent with the role of counsellor as outlined (see chapter five). As a result, counsellors become disappointed and frustrated. Such disappointments and frustration often contribute to role conflict and role ambiguity. Thus, widespread differences in perceptions concerning the school counsellor's role and functions can have serious consequences for the profession when it comes to accountability. Particularly in times of limited economic resources and increased demands for accountability, it is essential that priorities concerning the counsellor's use of time be established (Partin, 1993).

4-4-3-The consequences of role conflict and role ambiguity:

Many studies have explored the relationships of role conflict and role ambiguity to individual behaviour. Bacharach et al. (1990) reported that role conflict and role ambiguity have been identified as an important determinant of school effectiveness.

Kahn et al. (1964) made an intensive study in many business and industrial organisations. They used an index of role conflict and ambiguity based on a global

judgement of the record of the interview with a person. The study found that with high levels of role conflict, there was associated lower job satisfaction, high job related tension and lower confidence in the organisation. The study also found a high degree of role ambiguity to be associated with decreased job satisfaction, increased tension, anxiety, fear, hostility and less confidence.

When the behaviour expected from individuals is inconsistent and role conflict exists (Rizzo et al., 1970), these individuals will experience stress, become dissatisfied, and become less effective than if the expectations of others did not conflict with their expectations (Hammer and Tosi, 1974). Stress arising from unclear role or objectives leads to job dissatisfaction, lack of self confidence, depression, low motivation to work, and intention to leave the job (Surtherland and Cooper, 1988). Therefore, every job should have specific objectives and tasks. Van Sell et al. (1981) emphasised that high levels of role ambiguity are correlated with anxiety, depression, physical symptoms, sense of futility, lower self-esteem and lower levels of organisational commitment. Many studies have shown that the most common outcomes of role conflict are job dissatisfaction and job-related tension across a variety of occupational groups (Brief and Aldag, 1976; Beehr, 1976; Bedeian and Armenakis, 1981; Staut and Posner, 1984; Van Sell et al., 1981). Johnson and Stinson (1975) and Pearson (1991) indicated that role conflict and role ambiguity are associated with lower job satisfaction and intention to leave the organisation. Unfavourable attitudes toward role senders, tension, anxiety and depression have been found by Caplan and Jones (1975). Dubinsky and Yammarino (1984) studied the differential effects of role conflict and role ambiguity on nine work-related consequences: satisfaction with superiors, turnover, subjects' performance as perceived by their superiors, tenure, education, job involvement, self performance, organisational commitment and age. The results showed that role conflict and role

ambiguity tended to have comparable degrees of association with the nine correlates. A further study found role conflict and role ambiguity to be significantly related negatively to overall job satisfaction and positively to job tension and turnover (Kemery, et al., 1987; Michaels, et al., 1987). However, not all individuals respond to role conflict and role ambiguity in the same way. Johnson and Stinson (1975) found evidence that different types of individuals respond differently to role conflict and role ambiguity. Hammner and Tosi (1974) found that role conflict is correlated with job threat and anxiety, and role ambiguity is correlated with job satisfaction. Abramis's (1994) study suggested that role ambiguity is negatively related to both satisfaction and performance.

Kottkamp et al. (1986) examined the relationships between four role stressors: role conflict, role ambiguity, role overload and powerlessness and two affective reactions to work, emotional exhaustion and job satisfaction. Significant correlation of the four stressors with the two affective responses to work was reported. Keller (1975), in a study of 88 professional employees of an applied science department, found role conflict and role ambiguity to be associated with low levels of job satisfaction. The study showed that employees are more satisfied with their jobs when expectations for performance are made clear and non-conflicting. Randall (1975) found negative relationship between role conflict role ambiguity and job satisfaction for employees at low and high levels of organisations. The relationship of role ambiguity and job satisfaction was studied by Siegall and Cummings (1986) when they investigated the role of the supervisor as one essential source of role ambiguity. The results support the proposition that the source of task role expectations (supervisor) would affect the relationship between role ambiguity and job satisfaction.

4-4-4- Empirical studies of role conflict and ambiguity among school counsellors:

In 1982, Thomson studied the relationship between role conflict, role ambiguity and job satisfaction among 487 secondary school counsellors in the state of Arizona. He found that both role conflict and role ambiguity had inverse relationships with job satisfaction. Thomson and Powers (1983) using a group of 410 secondary school counsellors, investigated the correlation of role conflict and ambiguity to job satisfaction, job related tension and propensity to leave the job. The results indicated negative correlation of role conflict and role ambiguity with job satisfaction, and positive correlation of role conflict and role ambiguity with job related tension and propensity to leave the job. Herman (1996) studied the relationship between role conflict role ambiguity and job satisfaction of school counsellors. Six areas of job satisfaction were chosen for the study: work itself, working conditions, supervisor, recognition, responsibility and colleagues. The results showed that as the satisfaction with each area increased, the amount of role ambiguity and role conflict decreased. The results indicated that the higher area of possible ambiguity dealt with counsellors being uncertain about how much authority they had, and the highest areas of conflict expressed by counsellors were double school assignment, lack of clear understanding of the counsellor's role and being involved in tasks that could be performed by clerical staff, but it did not appear in this study that those areas of conflict and ambiguity affected the counsellor's job satisfaction. In a study to explore the relationships between role conflict, role ambiguity and job satisfaction of high school, middle school and elementary school counsellors, Duffus (1996) found that there is a significant relationship between role conflict and job satisfaction of all school counsellors, but no significant relationship between role ambiguity and job satisfaction of all school counsellors. Miles (1975) reported that

evidence from previous research suggested that both role conflict and role ambiguity were related to various personal outcomes.

Summary:

This chapter has described the types of guidance and counselling services offered in schools. It can be seen that the school counsellor is involved in many activities. Considering how broad they are, it is doubtful that counsellors could cover all of the duties, and this could lead to confusion among counsellors and school personnel. The literature emphasises the importance of the school staff's support for and co-operation with the counselling service.

Organisational role is the set of expectations applied to an individual of a given position. However, where these expectations are incongruent or not clear, the employee will be in a state of conflict and ambiguity. A person who is in a work situation which is ambiguous and conflicting tends to suffer from stress. Studies confirm that role conflict and role ambiguity are widespread and reveal that both cause many problems. The actual duties and responsibilities of the school counsellor have multiplied over time to include various aspects of the daily operation of the school including non-counselling activities. This creates confusion and ambiguity among counsellors and the public they serve regarding the role of school counsellors. However, with all the confusion surrounding the role and functions of the school counsellor, it is for good reason that this area has been frequently researched over the years (Murray, 1995). The following chapter will provide the reader with review of the research that have been done regarding perceptions of the counsellor's role and functions.

CHAPTER FIVE

PERCEPTIONS OF THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR

5-1-Introduction:

To explore the role of secondary school counsellors in Saudi Arabia, it is helpful to review relevant literature from the United Kingdom and United States, as well as from the Kingdom of Saudi Arabia. Some studies from other Arab countries will be reviewed whose findings may be applicable to Saudi Arabia. Much of the research in this area has focused on the perceptions of administrators, teachers, parents and students. All of these groups are considered to be primary consumers of counselling services and each has their own perceptions of the role of the school counsellor. Since the various role perceptions of these groups have contributed to the ambiguity surrounding the role of the counsellor, it is important to gain an understanding of how these groups view the school counsellor's role. It is also essential to examine how school counsellors perceive their own role and functions. Therefore, in this chapter, the focus is on the perceptions of counsellors, principals, teachers, and students of the secondary school counsellor's role. Each will be discussed separately.

5-2- Perceptions of school counsellors:

Various studies have focused on school counsellors' perceptions of their role. A study by Gysbers and Henderson (1994) found that school counsellors are involved in many tasks unrelated to counselling duties, such as registering and scheduling all new students, teaching classes when teachers are absent, assisting with duties in the

principal's office, sending home students who are not appropriately dressed, performing lunch room duty and supervising study halls. Buckner's (1975) study indicated that a number of counsellors had no clear picture of the responsibilities of a counsellor. Scriven (1981) examined the perceptions of secondary school counsellors toward school discipline, and found that counsellors are willing to be involved in school discipline. They considered that involvement in school discipline enhances the respect they are accorded by teachers. In Britain, Moody (1990) also found that the majority of counsellors surveyed were willing to accept responsibility for discipline, administration and decision making within their schools in addition to their guidance and counselling role.

Bush (1985) conducted a study to determine what tasks school counsellors perform. He found that counsellors perform both counselling and non-counselling tasks. The counsellors surveyed were involved in many activities which they believed were appropriate, such as counselling, educational and career guidance and consultation, although they also performed tasks that they believed should be avoided, such as discipline, attendance and scheduling.

In Britain, Fulton (1973) indicated that counsellors agreed that guidance and counselling programmes are necessary in secondary schools and should be devised within each school. They also argued that counselling and discipline functions were incompatible and the counsellor should not undertake teaching duties.

In Carter's (1990) study, the data revealed that counsellors felt they should be performing more counselling and consulting functions and fewer administrative and clerical functions. Frank (1986) reported that counsellors perceived their ideal role to be individual counselling, group counselling, academic and career counselling. When Miller (1988) investigated what functions counsellors saw as important to their

counselling programme, the ranking obtained was as follows: counselling and consulting, co-ordinating, professional development, career assistance, organisation, educational planning, assessment and discipline.

Research by Wilgus and Shelly (1988) found that secondary school counsellors were actually engaged more in counselling and consulting than in any other activities.

In Glenn's study (1988), the counsellors surveyed declared that they were actually involved in educational activities, personal, social and emotional counselling, appraisal and administrative activities. Counsellors indicated they were also involved in assigning students to classes but, ideally, they did not want to be involved in this activity.

In 1970, Carmical and Calvin surveyed 120 counsellors to determine how they perceived their role. The findings showed that counsellors perceived counselling as their primary role, and did not perceive themselves as administrators. Based on these findings, Carmical and Calvin concluded that school counsellors are not administrators or disciplinarians. Stintzi and Hutcheon (1972) came to the same conclusion. Counsellors in Kriedberg's (1972) study indicated that their responsibility for discipline would negatively affect the counsellor-student relationship.

Helms and Ibrahim (1985) in comparison of counsellors' and parents' perceptions of the role and functions of the secondary school counsellor found that counsellors perceived personal and educational counselling and public relations as their most important functions.

In a survey of 155 secondary school counsellors, Wesley (1989) found differences among counsellors for both frequency and importance of the roles and functions of school counsellor. Individual counselling was perceived to be as a very important part of the work whereas, although more than two thirds of the counsellors viewed group counselling as important, only half of them indicated that they fairly often did it. The

counsellors surveyed perceived consulting and educational and career guidance to be important to very important, but they indicated that they rarely or never engaged in them. Counsellors reported considerable involvement with functions related to administrative support.

In Nickles's study (1992) counsellors rated group guidance, individual counselling, and teacher advice as the activities performed most frequently, but individual counselling as the activity of highest importance.

In Kuwait, Abal Mohammad (1992) investigated the perception by counsellors of the role of the school counsellor in terms of individual and group counselling, information, educational and career planning, consultation. He found that counsellors rated counselling items and information items as very important. The counsellors he interviewed reported lack of co-operation and understanding from teachers, students and administrators. The results of this study also showed that counsellors spent less time on activities they rated as important or very important.

In a study conducted by Partin (1993) to identify activities school counsellors perceived to be their greatest time wasters and to compare those perceptions with counsellors' ideal allocation of their time. All counsellors in elementary, secondary and high schools rated paperwork as their greatest time waster. The study showed that counsellors would prefer to spend more time in individual counselling, group counselling and professional development. Similarly, Hutchinson et al. (1986) reported that non-counselling activities took up more Counsellor time and attention than counsellors believed should be the case. Counsellors believed that their time should ideally be spent in individual counselling, academic counselling and group counselling. The authors emphasised the need for a clear definition of the counsellor's role and functions, and the need for counsellor training. Hardesty and Dialled (1994) surveyed counsellors and found out

that most of their time was allocated to administrative paperwork, testing and student scheduling.

In the study of Furlong et al. (1979), the counsellors surveyed reported that individual and small group counselling took more of their time than other activities. The counsellors' perceptions of their actual and ideal role showed similarity regarding counselling, consulting and parent help; counsellors saw their ideal and actual roles as congruent. Wiggins and Moody (1987) reported that the school counsellors they surveyed indicated that they spent approximately 63 percent of their time in individual and group counselling. Schmidt (1987) and Ragsdale (1987) suggested that counsellors should spend more time counselling students because counselling is the most important task for the school counsellor.

Kuzmicic (1980) investigated the perceptions of the actual and ideal role of counsellor. The findings revealed significant relationships between actual and perceived ideal roles. Gender and age were found to have little impact on counsellors' perceptions. Abal Mohammad (1992) found no significant difference between perceptions of counsellors of different years of experience, but Scriven (1980) reported age to be significantly related to counsellors' perceptions.

The importance of classroom teaching experience as a prerequisite to school counsellor certification has been argued for a long time. This requirement was designed to give the counsellor experience in the school system and to help the counsellor develop skills for working with students, teachers, and administrators (Nowlin and Yazak, 1995).

In a study by Peterson and Brown (1968) to determine the differences in perception between counsellors with teaching experience and counsellors without teaching experience, on several dimensions: acceptance in the schools, understanding of school

procedures and policies, and ability to perform significant guidance and counselling activities, it was found that counsellors with teaching experience did not perceive themselves as having greater understanding of the counsellor's role and school procedures than did counsellors without teaching experience. Wittmer and Webster (1969) found that counselling trainees with teaching experience rated themselves as significantly more dogmatic than did those without teaching experience. Kehas and Morse (1970) noted that counsellors with teaching experience reported difficulty in making a shift to see students' needs from a counselling perspective. They concluded that having been a teacher was dysfunctional to the extent that it gave rise to ambivalence between the two roles, demanded change in perspective toward students, the school system and the teachers and caused conflict. Dilley et al., (1973) and White and Parsons (1974) provided further evidence that teaching experience was not necessary for effective school counselling. In their study of 45 counsellors with and without teaching experience, Baker and Herr (1976) suggested that "prejudices, biases and emotions" (p.115) were behind the myth that teaching experience was essential for effective school counselling. No differences in counsellors' effectiveness were present between counsellors with and without teaching experience. Olson and Allen (1993) indicated that no significant differences exist in secondary school counsellors' duties when performed by counsellors with and without teaching experience. Nowlin and Yazak (1995) reported that teaching experience is not needed to become a school counsellor.

Summary:

Counsellors' perceptions of their role could not be more different from the presumed role which is concerned with the needs of students. Although counsellors seem to be

aware of their professional roles and willing to spend most of their time on them, they are engaged in activities that are not related to their profession.

5-3- Perceptions of Principals:

Principals' perceptions and support of the counsellor's professional role is vital to the success of school counselling. Administrators establish conditions for the operations of the school programme and their active support for the counselling programme is imperative for its success (Cole, 1986). The perceptions of principals regarding the role of the counsellor have been the concern in a number of studies.

Remley and Albright (1988) noted that most of the principals they interviewed perceived counsellors as administrative assistants, though others said they would like to see counsellors perform counselling functions, such as individual and group counselling with students and consultation with parents and teachers, and engage in fewer administrative duties.

Hart and Prince (1970), and Orhungur (1985), in studies to investigate principals' perceptions regarding the role of the school counsellor, indicated that principals perceived clerical tasks as part of the counsellor's role. Similarly, Williams (1993) found that principals perceived counsellors as clerks.

In Britain, Rees (1983) investigated the views of 58 secondary school headteachers about the need for specialist counsellors. Five of these schools had appointed school counsellors, and the heads of these schools thought that counsellors made a good contribution to the well-being of the students, whereas in other schools, counsellors were not accepted. In this study, one Head commented "... we are unconvinced as yet about the advisability of having one member of staff designated as school counsellor.

We still adhere to the old idea that all teachers are counsellors” (p.15). Another one commented:

“I do not like the idea of a school counsellor. I think there is a great deal of mental hypochondria amongst pupils if there is a school counsellor, and I think that a school counsellor causes more problems than he solves, particular amongst colleagues” (p 15).

Glenn (1988) indicated that principals perceived counsellors as involved in educational activities, followed by appraisal, personal, social, emotional counselling and administrative activities. Thomas et al. (1992) surveyed 512 administrators and found three roles were significant predictors of administrators’ satisfaction: consultation, assessment and administrative duties. Stalling (1991) reported that principals perceived counselling as necessary support rather than an integral part of the school system. According to Stinzi and Hutcheon (1972), the principals they surveyed perceived the counsellor’s professional role to include individual and group counselling. In a study to determine what elementary school principals think about the relevance of guidance and counselling functions in their schools, Miller (1989) found that principals gave strong support to the following roles of the school counsellor: Developmental and career guidance; counselling; consulting; evaluation and assessment and guidance programme development, co-ordination and management. Partin (1990) also found that school principals agreed, and would prefer that counsellors spend more time on group counselling and less time in administrative and other non-counselling duties.

In Saudi Arabia, Al-Harby (1989) investigated the role of school administration in the intermediate guidance and counselling programmes in the western region of Saudi Arabia. A questionnaire was designed as the main tool in this study. It contained 58 statements covering issues concerned with the role of principals in guidance and counselling. The results revealed that there was a lack of administrative support for

guidance and counselling programmes in schools; principals regularly assign administrative tasks to counsellors and administrators perceived the counsellor as a member of the administrative staff.

Regarding the requirement of teaching experience for school counsellors, Dilley, et al. (1973), Baker and Herr (1976) and Olson and Allen (1993) noted no significant difference among principals' rating of counsellor effectiveness for counsellors with or without teaching experience. Hopper et al. (1970) and White and Parsons (1974) found no differences in principals' ratings of their counsellors' abilities to perform their duties. They found, however, perceived differences on identification with the counsellor's role, working with teacher-student relationships, perspective toward students, perspective toward teachers and working relationships with students. On these variables, counsellors with teaching experience received higher ratings. Olsen and Allen (1993) concluded that "although teaching experience as a prerequisite for school counselling does not seem to be supported by reality, perceptions of its importance continue to be held" (p.19).

Summary:

Although some studies here revealed a little awareness of counsellor's role among principals, the fact still remains that the role of school counsellors are greatly influenced and often determined by principals; many expect counsellors to be active in administrative duties.

5-4-Perceptions of Teachers:

Research examining the effects of teacher perception on the school counsellor's professional role is needed (Wilgus and Shelly, 1988). The expectations that teachers have of counsellors and their knowledge of the counsellor's role can greatly impact students, parents and administrators. Greater understanding of the counsellor's

professional role by teachers should enhance the teacher's ability to effectively evaluate the role of the counsellor (Valine et al., 1982).

An eight-year follow-up study of teachers' perceptions of the counsellor's role, conducted by Valine et al. (1982), showed that 82 percent of the teachers surveyed in 1980 did not perceive the counsellor as an assistant principal, while in 1972, although 44% said no, 37% were undecided, and 4 percent of the teachers agreed that counsellors should manage discipline problems. This was a drop from 15% in 1972 on this issue. Also, in 1972 only 23% of the teachers believed that counsellors were adequately prepared while 61% of the 1980 sample held this view. They concluded that counsellors should confirm students' needs, to gain the respect and co-operation of teachers. Gibson (1990) did a similar follow-up study to investigate secondary school teachers' opinions of guidance and counselling programmes, findings suggest that an increasing number of teachers felt that counsellors should be identified with the teaching faculty (37.5% in 1965 to 81% in 1986). At the same time, 51% of the 1986 sample identified counsellors as being part of the school administration, while 36.5% of the 1965 sample held this view. This results indicate that teachers are still unable to clearly distinguish the role of the counsellor. Remley and Albright's (1988) study showed that the 11 teachers they interviewed recognised the importance of school counsellors, but they thought counsellors spent too much time performing administrative tasks instead of assisting teachers and counselling students . Some of the teachers described most counsellors as incompetent. The teachers surveyed by Stintzi and Hutcheon (1972) believed counsellors should administer discipline, participate in school supervision, be active in scheduling, and should have no autonomous position. Orhunger (1985) reported that the teachers in his study agreed that discipline should be a function for the school counsellor.

In Britain, Lytton et al. (1970) studied 299 teachers' attitudes towards guidance and counselling in schools. They found that 75 percent of teachers surveyed felt personal counselling should take place at school. Twenty-two percent of the sample thought counsellors should be non-specialists, whereas 56 percent preferred a trained professional. The majority of teachers felt counsellors should teach, because teaching is an ideal way to know the students. They concluded that the hostility was due to staff and counsellors holding incompatible conceptions of what was involved in the counsellor's tasks. In the same context, Freeman (1973) investigated the attitude of 100 teachers to placing counsellors in secondary schools in Manchester. The results revealed that their attitude was generally favourable, although there was evidence of lack of knowledge about the counsellor's role. More positive results were found by Best et al. (1981), in a study carried out to find teachers' opinions on the role of the counsellor. The findings showed general support for the idea of having a school counsellor. Most teachers agreed that their schools needed the services of counsellors. Teachers saw the role of the counsellor as making them aware of the welfare needs of students. They also found that teachers were of the view that counsellors should be appointed from the teaching profession, especially from those with experience of pastoral responsibilities. In a study of the perceptions of pupils and staff of the provision of guidance and counselling in a Scottish secondary comprehensive school, Innes (1985) found that although school staff saw the counsellor involved in administration and discipline, they showed a very high level of support for the counsellor as a source of help across both school and home-based problems. In the study of Moore et al. (1996) secondary school teachers expressed a greater preference for counselling help for students with emotional and behavioural difficulties. The teachers estimated that nearly half of the students transferred out of the

school could have been retained in school if counselling had been available. Counselling is recognised by teachers as playing an important role in schools (Easton, 1995).

A study conducted by Cole et al. (1980) to explore teachers' perceptions of the school counsellor's role found that a high percentage of teachers perceived their counsellors as engaged in personal work with students. Vocational counselling and the handling of discipline problems were the other two areas in which they thought counsellors were involved. This study showed that teachers reported a degree of participation in the counselling programme such as teacher/student conference, referrals to counsellor, and teacher/parent conference. Also, it was reported that teachers were generally satisfied with the guidance and counselling programmes in their schools, though they suggested that counsellors should do more personal, family, and group counselling.

Differences have been found between secondary and elementary teachers, in their perceptions of the counsellors' role. Wittmer and Loesch (1975) indicated that 12 percent of elementary teachers reported that they did not know what school counsellors do or what they should do, whereas 38 percent of secondary teachers lacked knowledge of the counsellor's role. Fifty-one percent of secondary school teachers reported that counsellors should be involved in teaching, and 46 percent indicated that counsellors should be involved in discipline. In contrast, only six percent of elementary school teachers believed that counsellors should be teaching and also, six percent of elementary teachers felt that counsellors should be involved in discipline. In contrast to Valine's study and Cole's study, Ginter et al. (1990) found that teachers have a clear understanding of the counsellor's role. The findings of this study showed that teachers perceived school counsellors as fulfilling the consultant and helper functions. Wilgus and Shelly (1988) reported that the teachers they surveyed perceived individual counselling and group counselling as ideal roles of school counsellors. Teachers in

Rokicki's (1993) study ranked individual and group counselling as most important, and ranked career awareness least important. Abal Mohammad (1992) examined teachers' perceptions regarding the role of the school counsellor, and found that teachers perceived the counsellor's role as important or very important. Only the role of the counsellor in helping students with decision making and educational planning received a low ranking.

The study of Latton et al. (1970) showed that more experienced teachers thought that less time should be devoted to the counselling function. Older teachers felt less need for specialists, because they felt they did counselling informally, themselves.

Ostwald (1988) reported that the perceptions of teachers with different years of experience regarding the importance of the counsellor role differ significantly, whereas Abal Mohammad (1992) found that years of experience have no significant impact on teachers' perceptions of the role of secondary school counsellor.

Summary:

In some studies teachers perceive the counsellor's role as a means of resolving discipline problems and administration rather than a concern for students' needs. In more recent studies teachers have a clearer understanding of the counsellor's role and counselling is recognised by teachers as playing an important role in schools.

5-5- Perceptions of Students:

As primary consumers of counselling services, the perceptions of students are perhaps the most important to consider. Although it is crucial that services be offered to meet the needs of students, unfortunately their views and opinions are sometimes overlooked (Hutchinson and Bottorff, 1986). The extent to which students will seek the counsellor's help is dependent on the students' perceptions of the counsellor (Larson and Rice,

1967). Three factors influence students' perceptions of the counsellor's role: the duties students see counsellors perform within the school setting; the personal experiences students have with their counsellors and the opinions students receive from others regarding the counsellor.

In a study to identify the perception of students regarding the school counsellor's role, Orhungur (1985) reported that the counsellor's role is unclear to students. He found that students perceived the counsellor's role to include clerical and administrative tasks.

In 1971, Vanriper in a survey of 735 students observed that the counsellor was clearly identified as a person who helps with educational plans and school problems, but not clearly identified as a helper with personal problems. It also appeared that the role of the school counsellor was not easily distinguished from the roles of the teacher and principal. The same result was found in Britain by Murgatroyd (1977). He studied students' perception of the counsellor's duties and found that the counsellor was perceived as a teacher with administrative responsibilities. Few students showed a willingness to consult the counsellor with personal problems. From a survey of Scottish school leavers in 1975-1976, Gray (1980) analysed responses and found that guidance teachers had some influence on curricular and vocational decisions, but a very limited influence in the area of personal problems. He suggested that this reflects uncertainty on the part of students about whether, and to what extent the school should be involved in personal problems. Similarly, Wells' and Ritter's (1979) study indicated that counselling was seen as offering help with vocational and school-based problems but not with personal problems. Also, Moody (1990) found that few students interviewed indicated a willingness to approach counsellors about personal problems. Mason et al. (1975), in a study to investigate students' perceptions of the role of the school counsellor, found that students perceived the counsellor as an administrator who also

does counselling. The highest ratings in this study were given to items concerning discipline, attendance and programme scheduling. Hutchison and Bottorff (1986), in their study, sought students' assessments of their expressed needs for counselling services as compared to the counselling services they actually received from their school counsellors. They found a discrepancy between the services students needed and the services they actually received. Twenty percent of the students they surveyed indicated that they were disciplined by their counsellors. Eighty-nine percent of students in their study believed they needed career counselling, but only 40 percent of students reported that they received it. Although 60 percent perceived a strong need for personal counselling, only 21 percent received counselling for personal problems.

Porteous and Fisher (1980) indicated that adolescents seemed reluctant to come for counselling. They surveyed 375 students in the 15-16 age from comprehensive schools in England. The result showed that students did not regard adults as being the best people to help or advise them. They discovered that the problems which the young people faced were wide-ranging, suggesting the need for help.

Leviton (1977) in a survey among 550 students, showed that students would consult parents or friends about their problems, rather than a counsellor. Similarly, in Scotland, Innes (1985) found that students were willing to use counsellor for help with school-based problems, but they would not turn to them for advice on personal problems. For this, students tended to suggest other sources of help such as parents and relatives.

Carney and Saviz (1980) suggested two reasons for students hesitating to use counselling services for personal or social problems. It may be that students still see guidance and counselling as only providing academic and career help. It is also possible that students feel that personal-social problems can best be solved outside school. Tryon's (1980) study supported the idea that students turn to friends rather than the

counsellor for personal problems. This supports the idea of peer counselling as a new way of helping children at school (Cowie and Sharp, 1996). Abu-Rasain and Williams (1999) found it applicable to adolescents in Saudi Arabia. They found that peer counselling was viewed positively by students involved in their study, whether as peer counsellors or as users of the service. Also Naylor and Cowie (1999) found that peer support systems perceived by teachers and students in English secondary schools to be beneficial for users, supporters and schools. West, et al.'s (1991) study suggested five reasons why students did not seek help from a counsellor: they did not like talking to strangers about personal things; they were afraid that the counsellor would pass information about them to others; they did not have the time; they felt that they would be embarrassed to reveal their real concerns and the counsellor was too busy or not available.

Remely and Albright (1988) studied the perception of students and found that most students in their study were either confused as to the counsellor's purpose in the school or had negative perceptions. A contrasting view, however, was found by Siann et al (1982). They studied students' perceptions of guidance and counselling in one Scottish school and they found that students perceived counsellors as more helpful in the event of personal and family problems. They concluded that guidance staff were most effective within a school that was supportive of their work and values. Hooper (1978) reported that in a school in South West England, children were willing to approach a counsellor who is willing to adopt a client-centred approach with their personal problems.

Sybouts (1991) studied perceptions of students regarding the types of assistance students need from the school counsellor, and found that students selected items dealing with career and educational planning. Abal Mohammad's (1992) study in Kuwait, showed

that most of the tasks described in 20 items were perceived by the students surveyed as important or very important, except for counselling about personal problems, which was perceived as unimportant. In Oswald's study (1988), the result showed that the perceptions of students regarding the role of school counsellor differed significantly at different grade levels. The results of Abal Mohammad (1992) study revealed no significant differences in perceptions between students of different grade levels.

Summary:

Studies have shown that a discrepancy exists between the counselling services that students need and the services that counsellors actually provide. In reality, not all students perceive guidance and counselling programme positively. They tend not view the counsellor as being an effective source of help except in the area of educational and career guidance. The function of the counsellor to deal with personal problems is not generally acknowledged by students.

5-6- Similarities and Differences in Counsellors', Principals', Teachers' and Students' Perceptions of the Role of School Counsellor:

Differences between counsellors and principals on 15 counsellor duties were studied by Bonebrake and Borgers (1984). They found similarity in counsellors' and principals' perceptions. Both groups ranked individual counselling first, followed by consultation with teachers, consultation with parents, student assessment and evaluation of the guidance programme. They also agreed that five other functions should be of least importance to counsellors: research, functioning as principal, supervising the lunchroom, discipline, and teaching non-guidance classes. Sweeney (1966) found a

discrepancy in perceptions of counsellors and principals regarding counsellors' activities, in that principals perceived the role of the counsellor as an administrator. Schmidt (1986) surveyed several groups, administrators, parents, teachers and counsellors, and found that all the groups, except counsellors, did not understand or were not aware of the elementary school counsellor's role. Dunlop (1965) examined the perceptions of counsellors, administrators and parents regarding the counsellors' performance of specific roles: educational and vocational guidance, personal counselling, testing, administrative tasks and professional development. He found that all groups agreed that one of the counsellor's roles was related to educational and vocational guidance, but there were significant differences in perception regarding other roles. In Stalling's (1991) study, it appeared that principals' perceptions were different from those of school counsellors. Counsellors rated functions such as individual counselling, group counselling, and referral and programme development to be more important than did principals. In contrast, principals rated maintaining academic records, providing college information, career information, and financial aid as most important. Thompson (1986) found significant differences among teachers, principals, and counsellors in their perceptions of the importance of the counsellor's role, except for placement and research. A study by Barry (1984) indicated that principals had more accurate perceptions than counsellors or teachers regarding counsellors' ideal and actual functions. O'Connell (1987) reported significant differences among teachers, principals and counsellors regarding the current perceptions of the counsellor's role, and agreement regarding the ideal expectations for the counsellor's role. The study revealed conflict between the ideal expectation and current expectation of each group.

A study by Abueita (1982) which analysed the Kuwaiti secondary school counselling programme as assessed by administrators, counsellors and teachers, found organisation

and administration of the guidance programme received the highest rating among the three groups.

Williams (1993) found agreement between administrators, teachers and counsellors on what counsellors do. Ostwald (1988) obtained a similar result for students and teachers.

In a survey distributed among a sample of principals, counsellors, teachers, parents and students to indicate the importance of 73 counsellor activities, and the percentage of time the subjects believed counsellors should spend performing each of the services, the results indicated significant differences among group ratings about the importance of activities and percent of time. Respondents expected counsellors to spend more time performing the services. All groups believed counsellors should not be responsible for discipline in schools (Stevenson, 1990). Saeedpour (1986) found no significant differences between principals and counsellors on either ideal or actual counsellor's role, whereas teachers were found to differ from counsellors in their perception of the ideal role of the counsellor. A survey used by Miller (1989) to explore the perceptions of the role of school counsellor found that principals and teachers reached a high level of agreement on identified functions of the counsellor's role.

Ibrahim et al. (1983) carried out a study to clarify the role of the secondary school counsellor by examining the perceptions of counsellors, administrators, and parents. The results revealed that counsellors disagreed with administrators on the importance of research and staff consultation, viewing these as less important. Also, administrators and counsellors viewed the functions of counselling, helping parents, and public relations as more important. Administrators rated programme development and testing as more important than counsellors did.

Teacher-counsellor relationships were compared in elementary and secondary schools in research done by Wittmer and Loesch (1975). They found that the inability of the

counsellor to articulate the counsellor's role to the school's staff and students was one of the reasons for interpersonal communication and co-operation difficulties between counsellors and other school staff. They found significant differences between elementary and secondary teachers' perceptions of their school counsellors. Elementary teachers were less critical and less negative toward counsellors than were secondary teachers. They found that only six percent of elementary teachers felt counsellors should teach classes.

An attempt was made to assess the extent to which teachers, counsellors and principals agreed on which tasks are counselling tasks and which tasks are non-counselling tasks, by Homburger (1991) There was a high level of congruence between respondent groups. In Saudi Arabia, Al-Ahmady (1982), in an attempt to measure the ideal and actual role of the secondary school counsellor as viewed by school personnel, surveyed four principals, four counsellors and 188 teachers. He found many differences between actual and ideal functions of the school counsellor. He reported that counsellors spent most of their time doing clerical and administrative tasks assigned to them by principals. The respondents were satisfied with the amount of counsellors' involvement in the area of administrative work. The results of this study reflect a general lack of knowledge about the counsellor's role.

Hopper et al. (1970) carried out a study to determine whether counsellors without teaching experience were accepted by others in the school, and perceived as understanding school procedures and policies, and having the ability to perform guidance activities in the school. The study indicated that counsellors without teaching experience were accepted by administrators, teachers, students, and parents. Counsellors rated themselves higher on acceptance than did their principals. The principals rated counsellors higher than did the counsellors themselves, on their understanding of school

policies and procedures. The study revealed strong agreement between counsellors and their principals on the rating of ability to perform guidance activities. In total, the findings of this study showed that teaching experience is not a convincing prerequisite for counselling effectiveness.

Jones's (1989) study revealed that age of counsellors and school personnel is a determining factor when considering the importance of the counsellor's role.

Summary:

Review of studies investigating principals', teachers', students' and counsellors' perceptions point to the disparity in their perceptions of the counsellor's role.

Conclusion:

Perceptions of the role of the secondary school counsellor have been frequently researched within the last 20 years.

Despite several attempts to define the professional role of school counsellor, the literature shows that although some awareness exists in terms of role definition of school counsellors, confusion and inaccurate perceptions of school counsellor's role continue among administrators, teachers, students and counsellors. It seems that the gap between perceived role importance and actual role performance is so wide that it presents problems to the counsellor.

The literature suggests a need for a clearly agreed definition of the school counsellor's role. It also suggests that school counsellors must take an active role in defining their professional duties and functions. Several authors took issue with counsellors being solely responsible for defining their role.

An effective counselling programme necessitates strong collaboration and open communication between counsellors and teachers. Several arguments have been presented against counsellors' involvement in discipline because such involvement would negatively affect the counsellor-student relationship. Some studies reported that administrators required or perceived counsellors to be involved in discipline. The literature also indicated that counsellors were perceived by some students and teachers as disciplinarians. Despite these perceptions, counsellors were united on the issue that the administration of discipline was not compatible with their professional role.

It seems that school personnel to some extent view the counsellor's roles in relation to their own roles. For example, principals are concerned with administration, so they want the counsellor to help with this. Teachers have to keep order in the classroom, so they want the counsellor to support them by helping with discipline. Some teachers may resent or feel threatened by counsellors being brought in to do something that they have traditionally seen as part of their own role.

Also, perceptions might be influenced by the way counselling has developed historically (e.g. vocational guidance).

However, the claims of unclear definition of counsellor's role, indicated in chapter one, have been confirmed here. However, a comprehensive study to investigate the perceptions of the role of the school counsellor in Saudi Arabia has not been done yet. Therefore, we should employ the overall findings of studies reviewed as an indicator of the vital need to explore the counsellor's role in Saudi Arabia.

It emerged from the literature that there are a number of factors which might contribute to the problem and should be tackled. Those include counsellor's preparation, qualification and training.

Problems and obstacles which believed to be barriers preventing counsellors involved in their role and achieving the aims of the guidance and counselling programme, have been not investigated. Therefore, these needed to explore and suitable solutions must be taken into account.

The literature suggests that the personal experience students have with their counsellors would influenced their perceptions. So far to the best of researcher knowledge there has been no research has focused on this factor.

None of the studies reported indicated that those lacking teaching experience might have difficulty in counselling duties. Olson and Allen (1993) reported that their review of the professional literature left an impression that the teaching experience issue had been ignored in the more recent literature on school counselling. In a search of databases from 1993, the researcher found only two studies concerned with teaching experience. In a Saudi context there were no studies concerning this issue. So the question of teaching experience as a prerequisite for counsellors' effectiveness continues to be an important one.

A final point that may be made with regard to the forgoing review is that most of the previous studies were quantitative in approach; very few studies used qualitative data.

CHAPTER SIX

METHODOLOGY

6-1- Introduction:

The primary purpose of this study is to explore the similarities and differences in counsellors', principals', teachers' and students' perceptions of the role of the secondary school counsellor and to determine the difficulties that counsellors experience.

This chapter presents the methods and procedure of the study. It is useful here to recall the research questions:

Students' perceptions:

1. What is the actual role of the secondary school counsellor as perceived by students?
2. What are the perceptions of secondary school students regarding the importance of the role of the secondary school counsellor?
3. Is there a difference between the students' perceptions of the actual role of the secondary school counsellor and its perceived importance?
4. Are there differences in perception between students who have used counselling services and those who have not?

Teachers' Perceptions:

1. What is the actual role of the secondary school counsellor as perceived by the teachers?
2. What are the perceptions of secondary school teachers regarding the importance of the role of the secondary school counsellor?

3. What are the perceptions of secondary school teachers regarding their actual role in counselling programmes?
4. Is there a difference between the teachers' perceptions of the actual role of the secondary school counsellor and its perceived importance?
5. Are there differences in perception amongst teachers of different ages and years of experience?

Principals' Perceptions:

1. What is the actual role of the secondary school counsellor as perceived by principals?
2. What are the perceptions of secondary school principals regarding the importance of the role of the secondary school counsellor?
3. What are the perceptions of secondary school principals regarding their actual role in the counselling programme?
4. Is there a difference between principals' perceptions of the actual role of the secondary school counsellor and its perceived importance?
5. Are there differences in perception among principals of different ages and years of experience?

Counsellors' Perceptions:

1. What are the perceptions of secondary school counsellors regarding the actual role of secondary school counsellors?
2. What are the perceptions of secondary school counsellors regarding the importance of the role of secondary school counsellors?
3. Is there a difference between the counsellors' perceptions of the actual role of the secondary school counsellor and its perceived importance?

4. Are there differences in perception among qualified counsellors and non qualified counsellors regarding the role of the secondary school counsellor?
5. Are there differences in perception among counsellors of different ages and years of experience?
6. Are there differences in perception between counsellors who have had teaching experience and those who have not?
7. Are there differences in perception between counsellors who have received specific training programme and those who have not?
8. What difficulties do school counsellors experience?

Differences in counsellors', principals', teachers' and students' perceptions:

1. Are there differences in perceptions between students, teachers, principals and counsellors regarding the actual role of the secondary school counsellor?
2. Are there differences in perceptions between students, teachers, principals, and counsellors regarding the importance of the role of the secondary school counsellor?

6-2- Research Design:

The present work is an exploratory study designed to identify perceptions of the role of the secondary school counsellor. The survey approach emerges as the more appropriate method which according to Cohen and Manion (1994, p.83):

“Gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationship that exist between specific events”.

Both quantitative and qualitative methods were used. Questionnaires were used to generate quantitative data, and individual face-to-face interviews were used to generate

qualitative data, so as to develop a rounded analysis of counsellors', principals', teachers', and students' perceptions of the role of the secondary school counsellor.

Paton (1990) indicated that each research method has its own strengths and weaknesses, but that the combination of methods can help the researcher to tap the strengths of each of these data sources, and thereby reduce the weaknesses of a single method approach. Similarly, Van Dalen (1979) stated that to obtain the information required to solve a problem, several instruments must be employed. Feelings, beliefs, expectations, experience and behaviour differ from one individual to another. These have to be explored accordingly. So a single method approach may not give the researcher freedom to explore the full complexity of human interaction and behaviour in terms of meaning (Hanwood and Nicolson, 1995).

6-3- The Study Instruments:

Both questionnaires and interviews were used in this study.

6-3-1- The Questionnaire:

In order to investigate the perceptions of principals, teachers, counsellors and students regarding the counsellor's role, a questionnaire was developed. Questionnaires are regarded as the most widely and frequently used data collecting instrument. They can be used to obtain information about current conditions and practices and to explore attitudes and opinions about certain issues, objects and situations (Ary et al., 1990).

Some advantages of the questionnaire are:

- * It enables the researcher to gather data from a large number of respondents.
- * It provides enough time to help respondents think and answer accurately.
- * The questionnaire can be administered in several ways.
- * Data from questionnaires can be analysed easily (Henerson et al, 1987).

Oppenheim (1997) stated that a questionnaire is both efficient and practical, since it allows for the use of a large and representative sample; data can be obtained within a relatively short time and at a reasonably low cost.

In view of the above, a questionnaire was developed based on what is known so far of the counsellor's role and functions in Saudi Arabia, on a review of available literature on guidance and counselling services, and on questionnaires from previous studies (Ibrahim, Helms and Thomson, 1983; Tennyson, et al., 1989; Gibson and Mitchell, 1986; Abal Mohammad, 1992). The questionnaire consisted of 42 statements, grouped into six categories. They were: individual and group counselling (9 items); developmental, educational and career guidance (8 items); consulting (10 items); evaluation and assessment (5 items) co-ordination and management of the programme (6 items), and personal and professional development (4 items). (see Appendix C).

There were four forms of the questionnaire, one for each group of the sample.

6-3-1-1- Counsellors' Questionnaire:

The participants were asked to answer three sections of the questionnaire. The first section was designed to obtain general background information on respondents. The second section focused on the role of the secondary school counsellor. This part used a four point scale to measure counsellors' perceptions of the importance of individual elements of the counsellor's role, with a scale ranging from 1, very unimportant, to 4, very important. The final section was designed to measure how often the counsellor performs the stated functions. In this section, subjects were asked to respond Always, Often, Sometimes, Rarely, or Never.

6-3-1-2- Principals' Questionnaire:

The principals were asked to answer four sections. The first section provided background information. The second section focused on principals' perceptions of the importance of the counsellor's role. The third section was concerned with principals' perceptions of how often the counsellors perform the stated functions. In this section, subjects were asked to respond Always, Often, Sometimes, Rarely, or Never. The final section focused on the role of the principal in the guidance and counselling programme. It was designed to measure the principals' perceptions of their actual role in the guidance and counselling programme. In this section, subjects were asked to respond Always, Often, Sometimes, Rarely or Never. This section was based on the guidelines for the principal's role in guidance and counselling programme established by the Ministry of Education (Ministry of Education, Saudi Arabia, 1997) together with available literature on the topic.

6-3-1-3- Teachers' Questionnaire:

A similar approach was adopted for teachers, but the final section focused on the role of teachers in the guidance and counselling programme. This was designed to measure the teachers' perceptions of their actual role in the guidance and counselling programme. This section was also based on the guidelines established by Ministry of Education about the role of teachers in the guidance and counselling programme (Ministry of Education, Saudi Arabia, 1997).

6-3-1-4- Students' Questionnaire:

Participants were asked to answer three sections. The first section obtained biographical information. The second section was to measure the students' perceptions of the

importance of the role of secondary school counsellor. The final section was to measure students' perceptions of the actual role of the secondary school counsellor.

6-3-1-5- Validity of the questionnaire:

Validity is commonly defined as the degree to which a test measures what it purports to measure. There are several kinds of validity: face validity, content validity, predictive validity and concurrent validity. Face and content validity were considered in this study. These were ascertained by submitting the questionnaire to five members of the department of psychology at Imam University, three counselling supervisors at the Ministry of Education and three qualified counsellors from schools. They were asked to express opinions on the face and content validity of the items in the questionnaire according to the following points:

- * the clarity and appropriateness of the wording of each item;
- * whether the content of the questionnaire adequately reflected the role and functions of the school counsellor in Saudi Arabia.

The “referees” were asked to determine whether the items belonged to their categories or not, by ticking one of the four options: not relevant, minimally relevant, fairly relevant or very relevant. They were also invited to make any suggestions about the questionnaire.

All questionnaires were collected by the researcher. To obtain more views on the questionnaire two referees were interviewed and invited to give extended comments about the content of the questionnaire.

All “referees” indicated that the items appeared to be clearly phrased, understandable, and relevant to the purpose of the study. No items in the questionnaire were removed.

Two additional items were suggested, namely, work on the comprehensive student's record and the follow-up of referred students to other agencies.

6-3-2- The semi-structured interview:

A qualitative approach is the best strategy for exploring a new area of research. It has the capacity to test hypotheses and predictions and is useful as a supplement to quantitative data. This approach focuses on exploring the lived experiences of people, the meaning they perceive in events (Miles and Huberman, 1994). According to Vulliamy (1990, p.11):

“Qualitative research is holistic, in the sense that it attempts to provide a contextual understanding of the complex interrelationships of causes and consequences”.

Bell (1993) stated that:

“Researchers adopting a qualitative perspective are more concerned to understand individuals' perceptions of the world. They seek insight rather than statistical analysis” (Bell, 1993, p.6).

This study aims to explore the school personnel's perceptions regarding the role of school counsellor, so the qualitative approach allows further exploration of how and why the study sample perceive things as they do and the qualitative data could further illuminate the quantitative data.

A semi-structured interview was used on an individual face-to-face basis. Its aim was to assess counsellors', principals', and teachers' views of the role of the secondary school counsellor. Questionnaires tend to limit the responses of individuals and not to provide the depth of understanding that can be gained in an interview. In the interview, misunderstandings can be clarified and more extensive and honest data obtained (Brenner et al., 1985; Ary et al., 1990). Borg and Gall (1983) reported that the interview

situation usually permits much greater depth than other methods of collecting data. In the interview willing persons will provide data readily and greater validity can be achieved than by filling in a questionnaire (Oppenheim, 1997). Moreover, the interview is flexible and adaptable to the individual situation (Oppenheim, 1997).

Borg and Gall (1996) stated that there are three kinds of interview: the structured interview; the semi-structured interview and the unstructured interview. In the structured interview, the interviewer asks the respondent a series of questions which have been structured in the interview guide, in a fixed order and require short answers. It gives little space for new insights. People are limited to give the information which they think important. In the semi-structured interview the interviewer asks a series of questions and then probes more deeply using open-form questions to obtain additional information. It is:

“Come somewhere between the completely structured and the completely unstructured point in the continuum....Certain questions are to talk about the topic and give their views in their own time” (Bell, 1993,p.93).

In contrast to these, in the unstructured interview, the interviewer does not work from an interview guide, but works to a general plan (Borg and Gall, 1996). The semi-structured interview is recommended by such writers as Borg and Gall (1996) for its ability to provide a desirable combination of objectivity and depth and to permit the gathering of valuable data that may not have been obtainable by any other approach.

Three semi-structured interview guides were developed. The counsellors' interview guide included questions about the perception of the role of the secondary school counsellor, difficulties that school counsellors experience, the best ways of defining the counsellor's role to others and suggestions to improve the guidance and counselling programme (See Appendix B). The principals' and teachers' interview guides included

questions about the principals' perceptions of the role of secondary school counsellor, their image of school counselling, their interaction with the counsellors and suggestions to improve the guidance and counselling services (See Appendix B).

The interview schedule included two types of questions: closed questions where the respondents were asked to answer "yes" or "no", and open ended questions. With closed questions, responses are easily coded, but they may limit responses. Open ended questions leave the respondent free to give any appropriate answer in his own words and without limiting the range of responses. This type of question allows the interviewer to probe at greater depth and enables the interviewer to make a true assessment of what the respondent really believes.

6-4-Translation of the instruments into Arabic:

The questionnaire and interview schedules were developed in the English language, but the mother tongue of the subjects in this study is Arabic, so it was necessary to translate the instruments into Arabic. Brislin (1980) recommends four steps for the translation process. They are:

- * The original transcript be translated into the target language;
- * The translation be grammatically checked;
- * The target transcript be translated back into the original language and checked with the original;
- * A pre-test be taken before the actual study.

For translation of the instruments in this study this technique was followed. Two English teachers and one Arabic teacher at Imam University were contacted for this purpose. The researcher translated the instruments into Arabic, then the result was given to one of the English teachers to check the translation and some changes were made.

Then, the Arabic version was given to the Arabic teacher to check the language and grammar and slight changes were made. Back translation was carried out by the other English teacher. The back translation was similar to the original.

6-5- The Pilot Study:

A pilot study gives the researcher a chance to practise administering the instruments, brings to light any weakness, and feedback is obtained with regard to the collection of information (Evans, 1978). A pilot study was carried out here to obtain an estimate of the time needed to complete the questionnaire, to check the clarity of statements from the view of respondents, and to test the reliability of the instruments.

6-5-1- The Pilot Study Sample:

A pilot test was conducted in a single secondary school. The school was selected randomly from 55 schools in Riyadh, the city where the main study was to be conducted. A random sample of 30 students, 30 teachers, the school's principal and the school's counsellor was obtained. In addition nine principals from other schools, five counsellors who were attending a Diploma course in guidance and counselling in the Psychology Department at Imam University, and six counsellors from other schools were selected randomly. Those principals and counsellors who were involved in the pilot study were among those to be visited for the main study. The administration of the questionnaire was carried out by researcher. The questionnaires were completed by counsellors and students within twenty-five minutes and within thirty minutes by teachers and principals. Ten principals, 12 counsellors, 25 teachers and 30 students returned the questionnaires. No problems or misunderstandings were noticed and comments were made about difficulties in the questionnaire.

6-5-2- Reliability of the Questionnaire:

Internal consistency is an approach to estimating test score reliability in which the individual items of the test are examined (Borg and Gall, 1996). One method of estimating internal consistency is Cronbach's Coefficient Alpha. Cronbach's Alpha is widely regarded as a good index of inter-item consistency reliability (Borg and Gall, 1996).

In view of the above, Cronbach's Alpha of the six categories for the two parts of the questionnaire (the performance of the counsellor's role and the importance of the counsellor's role), in addition to the third part in the principals' and teachers' questionnaires, was obtained. It was found that the Alpha reliability for the complete scales were 0.91 and 0.96. The Alpha for six categories on the importance of the counsellor's role ranged from 0.72 to 0.83. The Alpha for the six categories on the performance of the role ranged from 0.63 to 0.91. This implied that the statements within each of the categories were intercorrelated (See Table 1).

Table 1 Reliability for the importance and performance of categories for the pilot study (N=77)

Category	No. of Statements	Cronbach's Alpha	
		IM.*	P **.**
Individual and Group Counselling	9	.73	.86
Developmental, Educational and Career Guidance	8	.77	.82
Consulting and Referral	10	.83	.91
Assessment	5	.72	.63
Programme Management and Development	6	.74	.84
Professional and Personal Development	4	.80	.86
Total	42	.91	.96

* The importance of the role ** the performance of the role

It can be seen that the Alpha for the assessment category has a lower value than for the other categories. Looking at the correlation between the items on this category, it can be said that one item has a low correlation. If the item is deleted, alpha increases only marginally and the alpha reliability for the whole scale is high, so it has been decided to keep this item.

6-5-3- Reliability of Principal's role scale:

The alpha reliability for this scale was found to be 0.86, as shown in Table 2

Table 2 Alpha if item deleted for principal's role scale

No.	Statement	Correlation	Alpha if item deleted
1	Refer students to the services provided by the school counsellor	.67	.64
2	Explain to teachers and students the role of school counsellor	.88	.58
3	Encourage teachers to co-operate with the counsellor	.62	.73
4	Take part in counselling services	.59	.65
5	Make contact with the educational administration to satisfy the needs of guidance and counselling programme	.47	.68
6	Engage the counsellor in administrative tasks	-.75	.86
7	Follow-up and evaluate the guidance and counselling programme	.38	.69
8	Participate in parents' conferences	.52	.67
9	Co-operate in the guidance and counselling committee	.46	.68

It can be seen from the item-total correlation that item 6 has a low correlation value. The alpha if item deleted values given in the table indicate that if item 6 is deleted, the scale reliability increases. Therefore, item 6 was deleted. This gave new reliability values for the 8 items scale of 0.86

6-5-4- Reliability of Teacher's role Scale:

The alpha reliability for this scale was found to be 0.69, as shown in Table 3.

Table 3 Alpha if item deleted for teacher's role scale

No.	Statement	correlation	Alpha
1	Refer students to the services provided by the school counsellor	.42	.65
2	Explain to students the objectives of the school guidance and counselling services	.39	.66
3	Help the counsellor discover cases in need of counselling services	.78	.52
4	Supply the school counsellor with information on the different categories of students	.64	.57
5	Participate in parents' conferences	.12	.75
6	Participate in the guidance and counselling committee	.28	.70

Looking at the correlation between the items, it can be said that most items have a good correlation. Item 5 has a low correlation. However, the alpha if item is deleted indicates that its removal would change the reliability only slightly. Therefore, the researcher decided to keep this item because it measures an important role of the teacher.

6-5-5- Piloting the interview:

Face validity of the interviews was established by review of the interview guides by two members of Psychology Department at Imam University. Cohen and Manion (1994, pp. 282-283) recommended that:

Perhaps the most practical way of achieving greater validity is to minimise the amount of bias as much as possible. The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions”.

Therefore, the researcher formulated the questions to be clear and unambiguous, and was aware of issues such as the research personal influence.

A pilot test was conducted for each interview guide, with a counsellor, a principal and two teachers.

At the start of the interview, the researcher explained to them the purpose of the study, emphasised confidentiality and that their opinion would be helping the study and obtained their permission to record the interviews. Interviewees were given freedom to answer the questions at whatever length and degree of detail they wanted, and to raise other issues if they wished, that could help the researcher to assess whether the interview schedules were sufficient or whether other items needed to be added. Some refinements were made.

6-5-6- Reliability of the interview:

To establish the reliability of the interview, the following steps were taken:

After finishing the interviews, each interview was transcribed by the researcher; the tapes were also given to a colleague, who was asked to listen and write his own transcript. The two transcripts were compared and only slight differences were found, which in no case changed the meaning. This indicated that confidence could be placed in the reliability of the interviews.

6-6- Population:

There are 1,220 secondary schools in Saudi Arabia. Each school has a principal. There are 250,384 secondary students and 75,159 teachers (Information Centre, Ministry of Education, 1997). There is no record of the number of school counsellors in the secondary schools. It is intended that each school should have at least one school counsellor, which would give a minimum of 1,220 school counsellors. However, some schools as yet have no counsellors at all.

6-7- Sampling procedure for the main study:

It was not feasible to study the whole population because of the time, efforts and cost that would be involved. So, the primary concern was to limit the study to a representative sample.

It was decided to include in the study the three big educational directorates in Saudi Arabia where the counselling services started and where there are counsellors in each school; in other educational directorates, some schools have no counsellors at all. Schools in Saudi Arabia are uniform because the education system in Saudi Arabia is centrally controlled and standardised. The organisation of schools and the counselling system are the same. The three directorates chosen were Riyadh, the capital city of Saudi Arabia and the major city in the central region of Saudi Arabia; Jeddah, the major city in the western region and the Eastern region which include the cities of Dammam, Dahrn and Kober. Table 4 shows the number of secondary schools, students, teachers, principals and counsellors in each directorate.

Table 4 Number of schools, Students, Teachers, Principals and Counsellors in Riyadh, Jeddah and Eastern Region

Directorate	Schools	Students	Teachers	Principals	Counsellors
Riyadh	55	43,133	2,053	55	57
Jeddah	49	27,184	1,730	49	51
Eastern	30	24,813	1,508	30	30
Total	134	95,070	5,291	134	138

6-7-1- The Schools' Sample:

A list of all the secondary schools in the selected cities were obtained and 30% randomly selected. Since in Riyadh there are six educational supervision centres, each of which supervises a number of schools in the catchment area (South, 8, North, 10, West, 9, centre, 10, Rodah, 9 and Nasim, 9) three schools were randomly selected from each area, giving a total of 18 schools. In Jeddah, there are five supervision centres, each supervising between 9 to 10 schools. Three schools were selected randomly from each centre to make a total of 15 schools. In the Eastern Region, three schools were randomly selected from each city (Dammam, Dahrhan and Kobar). Table 5 displays the sample of schools from each city.

6-7-2- The Students' Sample:

The study focuses on students from year 3; at this stage students are at an age when they might be considered capable of forming a clear perception of the role of the school counsellor. They have had approximately nine years in previous stages (elementary and intermediate stages) and two years at secondary school to gain experience of the guidance and counselling system, and can be expected to be aware of the role of the counsellor in the school. It was believed that these older students would be more self-confident, and be more willing to express forthright opinions than younger students.

A random sample of 15 students was selected by the researcher from each 18 selected schools in Riyadh, and a random sample of 10 students was selected by the researcher from each of the selected schools in Jeddah and Eastern Region. The larger size of the Riyadh sample reflects the larger number of students in this directorate. Table 5 displays the size of students' sample in each city.

6-7-3- The Teachers' sample:

A random sample of 10 teachers was selected by the researcher and counsellors in each of the selected schools.

6-7-4- The Principals' and Counsellors' Sample:

Because of the small number of secondary school counsellors and principals, it was decided to include in the study all counsellors and principals from secondary schools in Riyadh, Jeddah and the Eastern Region. Table 5 displays the size of the principals ' and counsellors' samples in each city. Some counsellors were not in school at the time of the visit. A few schools in Riyadh and Jeddah had two counsellors. Also, some principals were not at schools at the time that the researcher visited the schools, and two principals in Riyadh refused to participate.

Table 5 Sample Size of Schools, Students, Teachers, Principals and Counsellors in Riyadh, Jeddah and Eastern Region.

directorate	Schools	Students		Teachers		Principals		Counsellors	
		P.*	A.**	P.*	A.**	P.*	A.**	P.*	A.**
Riyadh	18	270	227	180	126	55	40	57	46
Jeddah	15	150	141	150	120	49	44	51	43
Eastern	9	90	83	90	70	30	28	30	28
Total	42	510	451	420	316	134	112	138	117

* Planned Sample ** Actual Sample

6-8- Interview Sampling Procedure:

Counsellors' Sample: A purposive sample was used. Bogdan and Biklen (1992) state "the subject selection process for qualitative interviewing is not random sampling, but is

purposeful in choosing subjects who may expand theory” (p.72). Miles and Huberman (1994) also support qualitative samples being purposefully chosen as opposed to using a random procedure. Therefore, the sample of counsellors was purposefully chosen by the researcher with assistance from counselling supervisors. The criteria for selecting counsellors for this study were that they were willing to participate and they had experience in school counselling; some counsellors had experience as teachers and some as qualified counsellors. The sample size for counsellors was twelve (N=12). They are:

S. has BA. in Sociology, and 11 years experience as a counsellor, and has worked as an intermediate school counsellor.

M. has BA. in Psychology, and 3 years experience as a counsellor. He was a teacher for 7 years before moving to the counselling profession.

K. has a degree in Psychology, and is a counsellor with 12 years experience.

MA has a degree in Sociology, works as a counsellor and has 9 years experience.

S. has a Master Degree in Islamic Studies, and has worked as a counsellor for 3 years. Previously, he had 17 years experience as a teacher.

A. has a Diploma in Guidance and Counselling, and is a counsellor with 10 years experience.

AO has a degree in History, and has worked as a counsellor for 7 years.

F. has a degree in Biology, has worked as a counsellor for 3 years, and he previously had 8 years experience as teacher.

AA has a degree in Arabic Language, and works as a counsellor with 4 years experience. He was a teacher for 3 years. He attended a 1 month training programme in counselling.

J. has a degree in Geography, works as a counsellor with 5 years experience, and has attended 1 month training programme in counselling. He was a teacher for 11 years.

AK. has a degree in Psychology, and is a counsellor with 9 years experience. He was a teacher for 1 year.

T. has a degree in Religion, works as a counsellor with 5 years experience, and was a teacher for 10 years.

Principals' Sample: It was decided to include the principal of the school of each counsellor who participated in the study, provided they were willing to participate and they had had experience of school counsellors and school counselling. The size of principals' sample was nine (N=9).

Teachers' Sample: A purposeful sample of teachers was drawn from nominations by principals, taking into consideration that they had experience with school counsellors and school counselling and they were willing to participate. The sample size of teachers was fourteen (N=14).

Although this sample would be considered small for most quantitative designs, it was appropriate for this qualitative design. Bogdan and Biklen (1992) and Miles and Huberman (1994) stated that it is acceptable to conduct qualitative research with only a single subject.

6-9- The Administrative Procedure:

On the 1st September 1998, a request was sent to the Social Science College at Imam University where the researcher works to get letters to the education authorities in each of the three areas (Riyadh, Jeddah and Eastern Region) where the research was being conducted. Copies of the questionnaire and interview guide had been requested and

submitted to the Research Committee at the Department of Psychology for approval. They were made aware of the purpose of the study. Ten days after the questionnaire had been approved by the Committee, three letters were received (See Appendix A) to be delivered by the researcher to the Director of Education in each of the three educational directorates to request permission to carry out the study in the schools. The researcher visited each education department with the letter and copies of the questionnaire and the interview guide. Within two days, the researcher received from these education directorates letters of approval to be delivered to the principals of each secondary school (See Appendix A).

6-10- Data Collection:

6-10-1- Qualitative Data Collection:

Once the sample was developed, the participants were contacted by phone or by visiting their schools and asked to identify appropriate times for interview. Some of them were available at the time of the visit, other respondents identified several appropriate times when they would be available to participate. A follow up contact by phone was made to confirm the day and time of the interview.

Face to face interviews were conducted, each interview lasting approximately one hour. At the beginning of each interview, the researcher explained the purposes of the study to the participants, obtained permission from participants to record their interview and gave assurances of confidentiality.

Interview guides were used (See Appendix B). Some interviews were taped and transcribed but many participants refused tapes, so extensive notes were taken during the sessions and immediately after them. The interviews were conducted in the counsellors' rooms, in the principals' rooms and in the teachers' room.

Interviewees were given as much freedom as possible to discuss the issues in their own way. All the interviews took place in a relaxed atmosphere and respondents talked freely without being nervous.

6-10-2- Quantitative Data Collection:

The researcher visited each school with copies of each form of the questionnaire with a cover letter outlining the purpose of the study, requesting co-operation and assuring confidentiality. Photocopies of the approval letters from the education directorates were enclosed. One week was given for completion of the questionnaires. A telephone call was made to the principal of the school or the counsellor to confirm the date and approximate time the researcher would be at the school to pick up the completed questionnaires .

6-11- Data Preparation:

When the questionnaire data had been collected, the researcher started to prepare them for analysis (using SPSS).

6-12- Data Analysis:

6-12-1- Content Analysis:

Content analysis can be defined as “the “diagnostic tool” of qualitative researchers, which they use when faced with a mass of open-ended material to make sense of” (Mostyn, 1985, p.117). The purpose of content analysis is to transfer the data into a system of categories relating to specific hypotheses connected with that content, or to identify specific characteristics of communications in order to convert the raw material into scientific data (Mostyn, 1985). According to Neuman (1994, p.405):

“Qualitative analysis does not draw on a large, well-established body of formal knowledge from mathematics and statistics. The data are in the form of words,

which are relatively imprecise, diffuse, and context-based, and can have more than one meaning”

After the interviews were completed, the researcher went through the transcripts of each interview and highlight the answers relevant to each question asked. The researcher decided to quote explicitly some sentences of the interviewees as to illustrate their views more clearly. Also the researcher mentioned, sometimes, the numbers of respondents who voiced a particular idea to give a general indication of the issues of interest to the respondents.

6-12-2- Statistical Analysis:

The Cronbach’s alpha was calculated to indicate the internal consistency reliability of the questionnaire.

Descriptive statistics such as frequencies and percentages were used to describe the perceptions of counsellors, principals, teachers and students for each item, and to describe the perceptions of counsellors, principals and teachers regarding their roles in the guidance and counselling programme.

Sign tests were used to determine differences between the perceptions of the same group regarding the importance of the role, and the actual role of the secondary school counsellor.

Mann-Whitney U test was used to determine differences of perception between two groups regarding the importance and performance of the activities of the secondary school counsellor.

A one-way analysis of variance (ANOVA) was used to determine differences of perception between the groups regarding the importance of the role of the secondary school counsellor and the actual role of the secondary school counsellor.

Chi-square was used to determine the differences in perception of the importance of the role of the school counsellor, and the role actually performed:

- a) between qualified counsellors and non qualified counsellors regarding the actual role and importance of the counsellor's role;
- b) between counsellors who had teaching experience and those who had not;
- c) between counsellors who had attended a training programme and those who had not;
- d) among counsellors of different age and years of experience;
- e) among teachers of different ages and years of experience;
- f) among principals of different ages and years of experience;
- g) between students who had received counselling services and those who had not.

CHAPTER SEVEN

RESULTS: THE COUNSELLORS' VIEW

7-1- Introduction:

This chapter with the four following presents the results of the quantitative study. The chapter is divided into two sections, of which the first discusses the reliability of the questionnaires for the main study, and the background information of the counsellors sample in the study. The second section discusses the findings with reference to counsellors' perceptions of their role.

7-2- Descriptive Information:

7-2-1-Reliability of the questionnaire as used in the main study:

This section reports the reliability of the questionnaire used in the main study. Although the pilot study results (in chapter 6) revealed an acceptable level of reliability, the reliability of the questionnaire used in the main study needed to be confirmed. The alpha values obtained for the questionnaire are presented in Table 6.

Table 6. Reliability for the importance and performance categories of the questionnaire for the main study (N=996)

Category	No. of Statements	Cronbach's Alpha	
		IM.*	P.**
Individual and Group Counselling	9	.68	.89
Developmental, educational and career guidance	8	.69	.83
Consulting and Referral	10	.80	.90
Assessment	5	.59	.72
Programme Management and Development	6	.76	.85
Professional and Personal Development	4	.74	.82
Total	42	.90	.96

* The importance of the role ** the performance of the role

It can be seen that the alpha reliability for the six categories on the importance of the role ranged from 0.59 to 0.80, and those on the performance of the role ranged from 0.72 to .090. The alpha for all the items on the importance of the role was 0.90 and on the performance of the role it was 0.96. In the pilot study, alpha for six categories on the importance of the role ranged from 0.72 to 0.80, and on the performance of the role from 0.82 to 0.91. Thus, the alpha values obtained for the six categories in the main study were slightly lower than those in the pilot study, but the alpha for all items on the importance and performance obtained for the main sample were very similar to those in the pilot study. However, it is clear that all six categories in each part are acceptably reliable.

Alpha for the principals' role scale and teachers' role scale were also obtained. The alpha of all 8 items in the principals' scale was 0.80. This value represents a slight decrease compared with the pilot study. The alpha for the 6 items in the teachers' scale

was 0.75, which is higher than the alpha in the pilot study. However, these values indicate that the two scales are reliable.

7-2-2- Demographic Information:

As shown in Table 7, the majority of the counsellors (75%) were 31 to 40 years old, and 18% were from 23 to 30 years old.

Table 7. Age of counsellors

Age	F.	%
23-30	21	17.9
31-40	88	75.2
41-50	6	5.1
51-60	2	1.7
Total	117	100.0

Fifty-six percent of the counsellors reported they had 6 and above years of counselling experience and 43.6% of them had 1 to 5 years of counselling experience.

Table 8. Self reported years of counselling experience of counsellors.

Years of experience	F.	%
1-5	51	43.6
6 & above	66	56.4
Total	117	100.0

The majority of the counsellors (74%) were non-qualified (see Table 9). About half had teaching experience and half not (Table 10), and the majority (73%) had had no training (see Table 11).

Table 9. Number of qualified counsellors and non qualified counsellors.

Qualification	F.	%
Qualified	30	25.6
Non-qualified	87	74.4
Total	117	100.0

Table 10. Self reported teaching experience of counsellors.

Teaching Experience	F.	%
Yes	53	45.3
No	64	54.7
Total	117	100.0

Table 11. Self reported training of counsellors.

Training	F.	%
Yes	31	26.5
No	86	73.5
Total	117	100.0

7.3. Counsellors' Perceptions:

7-3-1- Counsellors' Perceptions of Role Importance and Role Performance:

The first question of the study asked: what are the perceptions of secondary school counsellors regarding the importance and performance of the role of secondary school counsellors?

Counsellors rated the importance of the various tasks using the scale: very unimportant (1), unimportant (2), important (3) and very important (4).

VU	1	Very unimportant
U	2	Unimportant
I	3	Important
VI	4	Very important

They indicated their perceptions of performance using the scale: that is never performing the task (1), rarely performing the task (2), sometimes performing the task (3), often performing the task (4) and always performing the task (5).

N	1	Never
R	2	Rarely
S	3	Sometimes
O	4	Often
A	5	Always

For both importance and performance, the responses were analysed using percentages.

The percentages were rounded to facilitate reading.

The results are presented here according to each area of the counsellor's role. They are: counselling; developmental, educational and career guidance; consulting; evaluation and assessment; programme management and development; and personal and professional development. All the activities are grouped into these six main categories which reflect the nature of the task being done.

Counselling:

As Table 12 shows, the majority of the counsellors perceived all counselling functions as important/ very important. However, counsellors seemed to accord priority to the tasks of assisting students to cope with and resolve their problems, providing vocational counselling to students, assisting students in making appropriate decisions and helping students adjust to the school environment, and to attach slightly less importance to the tasks of assisting students to understand themselves, addressing the developmental needs of students, meeting with students to discuss academic concerns, counselling parents on their children's problems and helping students with problems of academic achievement. The rank order of these functions was as follows:

First: assist students to cope with and resolve their problems.

Second: provide vocational counselling to students.

Third: assist students in making appropriate decisions.

Fourth: help students adjust to the school environment.

Fifth: help students with problems of academic achievement.

Sixth: counsel parents on their children's' problems.

Seventh: meet with students to discuss academic concerns.

Eighth: assist students to understand themselves.

Ninth: address the developmental needs of students.

Examination of counsellors' perceptions of their performance of the counselling functions (Table 12) indicates that counselling on educational issues were the activities reported as being most frequently performed. Over half of the counsellors perceived the tasks of helping students with problems of academic achievement, meeting with students to discuss academic concerns and providing vocational counselling to students to be always/often performed.

In contrast, counsellors perceived themselves as less frequently counselling on personal issues. Over half of the counsellors perceived themselves to rarely/never assisting students to cope with and resolve their problems, or address the developmental needs of students. Approaching half of the counsellors said they rarely or never counselled parents on their children's problems or assisted students to understand themselves.

Table 12 Counsellors' perceptions of the importance and performance of the tasks in the counselling area (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
1. Assist students to understand themselves	0	3	10	87	6	38	20	30	6
2. Address the developmental needs of students	0	5	46	49	5	52	18	21	5
3. Assist students to cope with and resolve their problems	0	0	13	87	23	24	6	30	17
4. Meet with students to discuss academic concerns	0	2	44	54	2	13	29	45	11
5. Counsel parents on their children's problems	0	2	35	63	11	37	14	37	1
6. Help students with problems of academic achievement	0	2	15	83	0	14	15	44	27
7. Provide vocational counselling to students	0	0	27	73	0	23	27	37	13
8. Assist students in making appropriate decisions	0	0	54	46	9	36	14	33	8
9. Help students adjust to the school environment	0	1	38	61	0	15	46	19	20

Legend:

VI = Very Important I = Important U = Unimportant VU = Very Unimportant
 A = Always O = Often S = Sometimes R = Rarely N = Never

Developmental, educational and career guidance:

As can be seen from Table 13, the vast majority of the counsellors sample perceived the guidance tasks as important/very important. Providing students with information about educational opportunities after secondary school, was considered by all counsellors to be either important/very important. Almost all of the counsellors attached great importance to the tasks of collating information for students to help them develop academic skills, assisting students in making appropriate choice of school subjects, working with students in an effort to prevent psychological and behavioural problems, conducting special educational programmes to deal with specific problems and conducting special programmes for gifted and talented students. However, counsellors accorded slightly less importance to providing students with information about careers and collating information for students to help them develop social skills. According to the above, the importance of the items in developmental, educational and career guidance can be ranked as follows:

First: Provide students with information about educational opportunities after secondary school.

Second: Work with students in an effort to prevent psychological and behavioural problems

Third: Conduct special educational programmes to deal with specific problems.

Fourth: Assist students in making appropriate choice of school subject.

Fifth: Conduct special programmes for gifted and talented students.

Sixth: Help students to develop academic skills.

Seventh: Provide students with information about careers.

Eighth: Collate information and provide workshops for students to help them develop social skills.

Looking at the performance of tasks in developmental, educational and career guidance, it appears that counsellors saw themselves as involved most often in educational and career guidance activities. Table 16 shows that the majority of the counsellors reported that they always/often assisted students in making appropriate choices of school subjects and provided students with information about educational opportunities after secondary school. The task of providing students with information to help them develop academic skills was perceived by approaching two-thirds of counsellors as one they often/always did. Also, Table 13 shows that counsellors were heavily involved in providing students with information about careers; approaching three quarters of counsellors reported that they often/always performed this task.

In contrast with educational and career guidance, some two-thirds of the counsellors sample perceived themselves as never/rarely conducting special programmes for gifted and talented students, and over half of the counsellors never/rarely performed the tasks concerned with students' social skills, working with students to prevent psychological and behavioural problems and conducting special educational programmes to deal with specific problems.

Table 13 Counsellors' perceptions of the importance and performance of the tasks in developmental, educational and career guidance (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
10. Collate information and provide workshops for students to help them develop social skills	0	3	55	42	6	45	15	27	7
11. Collate information and provide workshops for students to help them develop academic skills	0	1	46	53	0	9	33	44	14
12. Work with students in an effort to prevent psychological and behavioural problems	0	1	21	78	1	19	36	32	12
13. Conduct special educational programmes to deal with specific problems (smoking...).	0	1	26	73	15	39	9	22	15
14. Provide students with information about educational opportunities after secondary school	0	0	25.6	74.4	0	6	12	58	24
15. Assist students in making appropriate choice of school subject	0	1	42	57	0	3	9	63	25
16. Provide students with information about careers	0	2	48	50	0	9	21	56	14
17. Conduct special programmes for gifted and talented students	0	1	44	55	34	31	18	15	2

Legend:

VI = Very Important I = Important U = Unimportant VU = Very Unimportant
 A = Always O = Often S = Sometimes R = Rarely N = Never

Consulting and referral:

Examination of counsellors' perceptions of the functions in the consulting and referral scale (Table 14) reveals that the vast majority of the counsellors perceived all consulting tasks as important/very important. First priority was given to consultation with teachers about the needs and concerns of students. Almost all of the counsellors perceived this task as being important/very important. The task of following-up referred students was perceived as less important compared with other functions in this area. However, it can be said that all the functions in consulting area were highly supported by a majority of the counsellors. They can be ranked as follows:

First: Consult with teachers about the needs and concerns of students.

Second: Refer students with special needs to appropriate agencies.

Third: Assist teachers in recognising individual differences between students.

Fourth: Consult with the principal about the needs and concerns of students.

Fifth: Consult with the parents about the needs and concerns of students

Sixth: Consult with the principal and teachers about the development of guidance and counselling goals and activities.

Seventh: Establish and maintain a guidance and counselling committee in school.

Eighth: Provide teachers with information about students' needs and concurrent issues.

Ninth: Consult with teachers about students' motivation and students' behaviour.

Tenth: Follow-up referred students.

As the results in Table 14 show, establishing and maintaining a guidance and counselling committee in school and consulting with teachers about the needs and concerns of students are two tasks in which counsellors saw themselves as frequently involved. Over half of the counsellors sample reported that they always or often consulted with the principal and teachers about the development of guidance and counselling goals and activities. However, counsellors reported inconsiderable levels of performance for other consultative activities.

Counsellors seemed little inclined to refer. Thus, over a third of the counsellors reported that they rarely/never referred students to appropriate agencies and most of them said they rarely/never followed up referred students.

Table 14 Counsellors' perceptions of the importance and performance of the task in consulting (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
18. Consult with teachers about the needs or concerns of students	0	3	48	49	2	8	29	48	13
19. Consult with principals about the needs and concerns of students	0	5	51	44	2	12	38	38	10
20. Consult with parents about the needs and concerns of students	0	6	39	55	3	23	32	31	11
21. Consult with principals and teachers about the development of guidance and counselling goals and activities	1	6	38	55	5	15	26	33	21
22. Consult with teachers about students' motivation and students' behaviour	1	8	52	39	6	30	26	24	14
23. Provide teachers with information about students' needs and concurrent issues	0	7	54	39	12	5	37	37	9
24. Assist teachers in recognising individual differences between students	0	5	44	51	13	28	21	24	14
25. Establish and maintain a 'Guidance and Counselling committee' in school	0	7	38	55	0	9.4	11	37	43
26. Refer students with special needs to appropriate agencies	0	4	35	61	2	33	33	19	13
27. Follow-up referred students	0	13	70	17	24	61	11	3	1

Evaluation and assessment:

As can be seen from Table 15, the tasks of working to discover gifted and talented students, identifying students with special educational and personal needs and monitoring the achievement level of students were highly rated as important/very important. Over three-quarters of the counsellors sample perceived item 31 which dealt with the use of inventories to assess students' developmental needs and characteristics to be important/very important, while only 14% of counsellors perceived this task as

unimportant/very unimportant. The task of working on students' comprehensive record received the lowest rating; over half of the counsellors sample perceived this task as unimportant/very unimportant.

The tasks can be ranked as follows:

First: Identify students with special educational and personal needs.

Second: Work to discover gifted and talented students.

Third: Monitor the achievement level of students and keep a record of students academic progress.

Fourth: Use inventories to assess students' developmental needs and characteristics.

Fifth: Work on students' comprehensive record.

On the performance aspect, Table 15 shows that students' comprehensive records, and monitoring the achievement level of students are two areas in which counsellors consistently saw themselves functioning with high frequency. Most of the counsellors said they always/often worked on students' comprehensive records.

However, a high number of counsellors saw themselves as rarely/never being involved in performing tasks such as working to discover gifted and talented students, identifying students with special educational and personal needs and using inventories to assess students developmental needs and characteristics.

Table 15 Counsellors' perceptions of the importance and performance of the tasks in evaluation and assessment (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
28. Work to discover gifted and talented students	0	2	42	56	27	40	8	19	6
29. Identify students with special educational and personal needs	0	1	44	55	18	29	16	28	9
30. Monitor the achievement level of students and keep record of students' academic progress	0	5	67	28	4	11	21	48	16
31. Use inventories to assess students' developmental needs and characteristics	2	12	59	27	77	12	2	6	3
32. Work on students' comprehensive records	3	53	35	9	0	0	3	52	45

Programme management and development:

From the results given in Table 16, it would appear that counsellors perceive the functions in co-ordinating and management category as important/ very important.

All counsellors perceived developing objectives for the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff, respectively as very important/important. Table 16 shows that the importance of keeping parents informed of the guidance and counselling programme was reasonably high, though lower than that given to the other items in the scale. About 90% of counsellors ranked this item as very important/important. Thus, the importance of the tasks in the management scale as perceived by counsellors, can be ranked as follows:

First: establish and maintain co-operative relationships with school staff.

Second: develop objectives for the guidance and counselling programme.

Third: inform principal and teachers of the guidance and counselling programme.

Fourth: keep students informed of the guidance and counselling programme.

Fifth: plan activities to achieve the objectives of the guidance and counselling programme.

Sixth: keep parents informed of the guidance and counselling programme.

However, counsellors reported considerable involvement with functions related to programme management and development. The most frequent was establishing and maintaining co-operative relationships with school staff. The majority of the counsellors perceived themselves as performing this task often/always.

Over three-quarters of the counsellors viewed themselves as always/often keeping students informed of the guidance and counselling programme and developing objectives for the guidance and counselling programme.

The task of keeping parents informed of the guidance and counselling programme was accorded the lowest frequency rating in this area; nearly half of the counsellors said they rarely/never performed this task.

Table 16 Counsellors' perceptions of the importance and performance of the tasks in programme management and development (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
33. Develop objectives for the guidance of counselling programme	0	0	38	62	3	4	16	50	27
34. Plan activities to achieve the objectives of guidance and counselling	0	1	40	59	1	6	26	48	19
35. Keep students informed of the guidance and counselling programme	0	1	35	64	1	6	14	44	35
36. Keep parents informed of the guidance and counselling programme	1	10	57	33	31	17	17	21	14
37. Inform principal and teachers of the guidance and counselling programme	0	1	24	75	2	3	26	38	31
38. Establish and maintain co-operative relationships with school staff	0	0	23	77	1	4	9	35	51

Legend: VI = Very Important I = Important U = Unimportant VU = Very Unimportant A= Always O = Often S = Sometimes R = Rarely N = Never

Personal and professional development:

Table 17 shows that the overwhelming majority of counsellors perceived the four items in the personal and professional development category as being either important/very important. Almost all the counsellors perceived continuous personal and professional development as important/very important.

Counsellors ranked the item of evaluating the effectiveness of the guidance and counselling programme as important/very important, but less so than other functions in this scale. Tasks can be ranked as follows:

First: engage in continuous personal and professional development.

Second: conduct research related to the guidance and counselling programme.

Third: conduct research related to students' needs and problems.

Fourth: evaluate the effectiveness of the guidance and counselling programme.

On the actual performance, concerned with conducting research related to the guidance and counselling programme and students' needs and problems, were perceived by more than three-quarters of counsellors to be done rarely/never. Evaluating the effectiveness of the guidance and counselling was perceived by 43% of the counsellors to be done always/often. As can be seen from Table 17, approaching half of the counsellors sample claimed that they rarely/never engaged in continuous personal and professional development. A similar proportion, however, said they always/often performed this task.

Table 17 Counsellors' perceptions of the importance and performance of the tasks in personal and professional development (in percentages)

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
39. Engage in continuous personal and professional development	0	1	37	62	33	16	4	25	22
40. Conduct research related to the guidance and counselling programme	0	5	58	37	34	44	11	9	2
41. Conduct research related to students' needs and problems	0	7	39	54	37	40	11	9	3
42 Evaluate the effectiveness of the guidance and counselling programme	0	8	47	45	8	25	25	31	11

Legend:

VI = Very Important I = Important U = Unimportant VU = Very Unimportant
 A = Always O = Often S = Sometimes R = Rarely N = Never

Summary:

Counsellors attached a high level of importance to the functions that related to students' personal issues, shown particularly in their priorities in the counselling, guidance and evaluation and assessment categories, suggesting that counsellors would prefer to involved significantly more in these functions. Their perceptions show their need for co-operative relationship with school staff shown specially in the high importance attached to consulting with teachers about the needs and concerns of students.

The level of counsellors' involvement perceived to be highest in the functions related to educational issues and clerical functions such as working on students' comprehensive record. Counsellors perceived less involvement in counselling functions related to personal issues and referral functions, suggested ineffectiveness of the counselling programme in the major areas. Also, lack of involvement were perceived in the personal and professional development.

7.3.2. Differences between perceptions of importance of the role and performance of the role:

To answer the research question: is there a difference between the counsellors' perceptions of the actual role and importance of the role of the secondary school counsellor? the sign test was used. For the purpose of data analysis and presentation, the original categories of response were collapsed into two categories. Important and very important were categorised together and unimportant and very unimportant were categorised together. Also, never and rarely were grouped together and considered as unperformed and always and often grouped together and considered as performed. The level of significance that was used for the purpose of analysing data was alpha 0.05 .

Counselling:

Table 18 presents the results of the tests for differences between perceived importance and performance for the nine functions of the counselling role. The sign test revealed that the counsellors' perceptions of the actual functions and the importance of the functions differed significantly. Their perceptions of their role performance were lower than their perceptions of the importance placed on the functions.

Table 18 Comparison of counsellors' perceptions on the performance and importance of the counselling functions

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
1. Assist students to understand themselves	100	0	37	63	.0000
2. Address the developmental needs of students	96	4	26	34	.0000
3. Assist students to cope with and resolve their problems	100	0	47	53	.0000
4. Meet with students to discuss academic concerns	98	2	85	15	.0001
5. Counsel parents on their children's problems	98	2	38	62	.0000
6. Help students with problems of academic achievement.	98	2	86	14	.0005
7. Provide vocational counselling to students	100	0	77	23	.0000
8. Assist students in making appropriate decisions	100	0	41	59	.0000
9. Help students adjust to the school environment	99	1	85	15	.0001

Legend: Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Developmental, educational and career guidance:

Table 19 presents the results of the eight paired sign tests of the counsellor's responses based on the functions in developmental, educational and career guidance. Counsellors perceived that their performance of the seven functions was significantly lower than the importance placed on them. However, as can be seen from Table 19, there was no significant difference between the perceived performance and importance of assisting students in making appropriate choice of school subject. This task was both performed frequently and accorded high importance.

Table 19 Comparison of counsellors' perceptions on the performance and importance of the functions in developmental, educational and career guidance

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
10. Collate information and provide workshops for students to help them develop social skills	97	3	34	66	.0000
11. Collate information and provide workshops for students to help them develop academic skills	99	1	91	9	.01
12. Work with students in an effort to prevent psychological and behavioural problems	99	1	44	56	.0000
13. Conduct special educational programmes to deal with specific problems	99	1	38	62	.0000
14. Provide students with information about educational opportunities after secondary school	100	0	94	6	.01
15. Assist students in making appropriate choice of school subject	99	1	97	3	.25
16. Provide students with information about career	98	2	91	9	.03
17. Conduct special programme for gifted and talented students	99	1	17	83	.0000

Legend: Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Consulting:

Table 20 displays the counsellors' perceptions on the actual performance and importance of the functions in consulting. Counsellors perceived their performance as lower than the importance placed on these activities.

However, there was no significant difference between the performance and importance of the task concerned with establishing and maintaining a guidance and counselling committee in school. This task was perceived to be both frequently performed and important.

Table 20 Comparison of counsellors' perceptions of the performance and importance of the functions in consulting area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
18. Consult with teachers about the needs or concerns of students	97	3	91	9	.05
19. Consult with principal about the needs and concerns of students	95	5	86	14	.05
20. Consult with parents about the needs and concerns of students	94	6	73	27	.0001
21. Consult with the principal and teachers about the development of guidance and counselling goals and activities	93	7	80	20	.002
22. Consult with teachers about students' motivation and students' behaviour	92	8	38	62	.0000
23. Provide teachers with information about students' needs and concurrent issues	93	7	83	17	.01
24. Assist teachers in recognising individual differences between students	95	5	38	62	.0000
25. Establish and maintain a "Guidance and counselling committee" in school	93	7	91	9	.64
26. Refer students with special needs to appropriate agencies	97	3	32	68	.0000
27. Follow-up referred students	87	13	3	97	.0000

Evaluation and Assessment:

Table 21 displays the counsellors' perceptions on the actual performance and importance of the five functions in the evaluation and assessment area. Counsellors perceived their level of performance of the all functions in this area as significantly lower than the importance placed on them.

Table 21 Comparison of counsellors' perceptions of the performance and importance of the functions in the assessment area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
28. Work to discover gifted and talented students	98	2	25	75	.0000
29. Identify students with special educational and personal needs	99	1	37	63	.0000
30. Monitor the achievement level of students and keep record of students' academic progress	95	5	85	15	.02
31. Use inventories to assess students developmental needs and characteristics	86	14	9	91	.0000
32. Work on students' comprehensive record	43	57	100	0	.0000

Legend: Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Programme management and development:

The results in Table 22 show that there are significant differences between counsellors' perceptions of the actual performance and the importance of the functions in the programme management and development area. Their perception of performance for most functions was lower than their perceptions of the importance of those functions.. However, there was no significant difference between counsellors' perceptions of the performance and importance of informing principals and teachers about the guidance and counselling programme, since 99% of them ranked it as an important function, while 95% said they performed it.

Table 22 Comparison of counsellors' perceptions on the performance and importance of the functions in the programme management area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
33. Develop objectives for the guidance and counselling programme	100	0	94	6	.01
34. Plan activities to achieve the objectives of the guidance and counselling	99	1	93	7	.03
35. Keep students informed of the guidance and counselling programme	99	1	93	7	.03
36. Keep parents informed of the guidance and counselling programme	91	9	35	65	.0000
37. Inform principal and teachers about guidance and counselling programme	99	1	95	5	.12
38. Establish and maintain co-operative relationships with school staff	100	0	96	4	.06

Legend: Imp = Important Unimp = Unimportant Perf = Performed Unperf = unperformed

Personal and professional development:

Table 23 displays the counsellors' perceptions of the performance and the importance of personal and professional development. Counsellors' perceptions of their performance were significantly lower than their perceptions of role importance on all functions.

Table 23 Comparison of counsellors' perceptions on the performance and importance of the functions in the personal and professional development area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
39. Engage in continuous personal and professional development	99	1	47	53	.0000
40. Conduct research related to the guidance and counselling programme	95	5	10	90	.0000
41. Conduct research related to students' needs and problems	93	7	12	88	.0000
42. Evaluate the effectiveness of the guidance and counselling programme.	92	8	43	57	.0000

Legend: imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Summary:

There were significant differences between the perceptions of the performance and the importance of counsellors' functions except for a very few functions which did not require professional skills such as establishing and maintaining a guidance and counselling committee in school, informing principal and teachers about the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff.

The differences were very high in the counselling, evaluation and assessment and personal and professional development areas.

7.4. Differences of perceptions among counsellors regarding the role and functions of secondary school counsellors:

While the responses from the whole counsellors' sample are interesting, it is also worth considering whether particular groups of counsellors varied in their perceptions. The chi square test was used to test for significant differences in perception between qualified counsellors and non-qualified counsellors, counsellors who had training programmes and those who had not, counsellors who had teaching experience and those who had not, and counsellors of different ages and years of experience. Significant results are in the text and other data are in the appendix.

7.4.1. Differences of perceptions among counsellors regarding the importance of the counsellor's role**Differences between qualified and non-qualified counsellors:**

There were no significant differences in perceptions between qualified and non-qualified counsellors regarding the functions in the counselling, developmental,

educational and career guidance, consulting, programme management and development and personal and professional development areas (Appendix E Tables 1,2,3).

In the evaluation and assessment area, the results indicated that there were no significant differences in perception between qualified and non-qualified counsellors for the tasks of working to discover gifted and talented students, identifying students with special educational and personal needs, and monitoring the achievement level of students (Appendix E Table 2), but the results revealed a significant difference between counsellors on the tasks of working on the students' comprehensive record which qualified counsellors were more likely than others to see as unimportant and using inventories to assess students developmental needs and characteristics which qualified counsellors were more likely than others to see as important (Table 24).

Table 24 Counsellors' perceptions of the importance of assessment tasks by qualification.

Statement	Qualification	unimp	impo	N	X ²	DF	P
Work on students' comprehensive record.	Qualified	29	1	30	25.59	1	.0000
	Non-qualified	38	49	87			
Use inventories to assess students' developmental needs and characteristics	Qualified	1	29	30	3.65	1	.05
	Non-qualified	15	72	87			

Differences in perception between counsellors who had training and those who had not:

Counselling:

The analysis of the data revealed that counsellors who had training and those who had not had similar perceptions on all counselling, guidance, consulting, programme management and personal and professional development functions, as shown in Appendix E Tables 4,5,6.

Out of five tasks categorised as evaluation and assessment functions of secondary school counsellors, a significant difference in perception between counsellors who had training and those who had not was found on the task of working on student comprehensive record. Nearly all of the trained counsellors perceived this task as unimportant (Table 25).

Table 25 Counsellors' perceptions of the importance of assessment tasks by training.

Statement	Training	unimp	impo	N	X ²	DF	P
Work on students' comprehensive record.	Yes	30	1	31	26.90	1	.0000
	No	37	49	86			
Work to discover gifted and talented students	Yes	-	31	31	5.64	1	.01
	No	2	84	86			

A significant difference was also found between counsellors on the task of working to discover gifted and talented students. Trained counsellors viewed this task as more

important than did those who had no training. However, in other tasks in this area, counsellors had similar views (Appendix E Table 6).

Differences in perceptions between counsellors who had teaching experience and those who had not:

Counsellors who had had teaching experience and those who had not, did not differ significantly in their perception of the importance of any counsellor's function (Appendix E Tables 7,8,9).

Differences between counsellors of different years of experience:

The counsellors' sample was divided into two groups, according to the number of years of experience, as follows: Group one: one to five years' experience. Group two: six years' experience and more.

Because the counselling profession in schools in Saudi Arabia is new, none of the surveyed counsellors reported more than twelve years' experience.

Counselling:

It was found that counsellors of different years of experience differed significantly in only one out of nine counselling tasks (Table 26) (Appendix E Table 10). Table 26 shows that less experienced counsellors perceived the task of addressing the developmental needs of students as significantly more important, compared with experienced counsellors.

Table 26 Counsellors perceptions of the importance of the task of addressing the developmental needs of students by years of experience.

Statement	Years Experience	unimpo	impo	N	X ²	DF	P
Address the developmental needs of students	1-5	-	51	51	4.03	1	.04
	6 & above	5	61	66			

Developmental, Educational and Career Guidance

Counsellors of different years of experience held similar views on the importance of guidance activities (Appendix E Table 10).

Consulting:

Counsellors of different years of experience seemed to hold similar views on the importance of all of the consulting functions of school counsellors (Appendix E Table 11).

Evaluation and Assessment:

The data suggest that counsellors of different years of experience held similar views of the importance of most functions in this area. A significant difference in perception between the two groups of counsellors was only found for the task of working on students' comprehensive record (Table 27); less experienced counsellors perceived this task as more important compared with the experienced group.

Table 27 Counsellors' perceptions of the importance of the task working on students' comprehensive record by experience

Statement	Exp	unimp	impo	N	X ²	DF	P
Working on students' comprehensive record	1-5	23	28	51	5.46	1	.01
	<6	44	22	66			

Exp = Experience (in years)

Programme management and development:

The two groups of counsellors held quite similar views on the importance of the tasks on this area (appendix E Table 12).

Personal and professional development:

Counsellors of different years of experience did not differ significantly in their perceptions of the importance of the personal and professional development activities (Appendix E Table 12).

Differences between counsellors of different age:

In this study, counsellors were divided into four age groups. These were below 30 years of age, 31 to 40 years, 41 to 50 years and 51 years and above. Since there were only 2 counsellors in the 51 and above age group and 6 in the 41 to 50 age group, for the purpose of the analysis of data they were categorised together with the 31 to 40 age group. This resulted in two groups: below 31 years and 31 years and above.

The data suggest that differences in age did not seem to effect counsellors' perceptions of the importance of counsellors' functions. Counsellors in the different age groups had quite similar perceptions on the importance of most counsellors' functions. A significant difference was found on only three out of the 42 tasks. These tasks concern collating information and providing workshops for students to help them develop academic skills, working with students in an effort to prevent psychological and behavioural problems and evaluating the effectiveness of the guidance and counselling programme (Table 28); the older group perceived these tasks as more important.

Table 28 Counsellors' perceptions of the importance of collating information for students to develop academic skills and working with students to prevent psychological and behavioural problems - by age

Statement	Age Group	unimpo	impor	N	X ²	DF	P
Collate information and provide workshop for students to help them develop academic skills	below 31	1	20	21	4.61	1	.03
	31 & above	-	96	96			
Work with students in an effort to prevent psychological and behavioural problems	below 31	1	20	21	4.61	1	.03
	31 & above	-	96	96			
Evaluate the effectiveness of the guidance and counselling programme	below 31	4	17	21	4.64	1	.03
	31 & above	5	91	96			

Summary:

Counsellors of different qualification, training, teaching experience, age and years of experience did not differ significantly in their perceptions of the importance of counsellor's functions, except in four tasks: Working on students' comprehensive record was perceived by qualified, trained, experienced counsellors as unimportant. The qualified and more experienced have probably come to realise the difficulties faced in this task, as they have suffered longer from the concentration on this task the more experienced placed less importance on it. The tasks of collating information for students to help them develop academic skills, working with students in an effort to prevent psychological and behavioural problems and evaluating the effectiveness of the guidance and counselling programme were perceived by older counsellors as more important.

7.4.2. Differences between counsellors regarding the performance of the counsellors' role:

The performance of the tasks was measured using the scale: never (1), rarely (2), sometimes (3), often (4) and always (5). For the purpose of data analysis and interpretation, (never) and (rarely) were grouped together and considered as unperformed. (Often) and (always) grouped together and considered as performed. The sometimes value was categorised with either the performed or the unperformed category, depending on the frequencies in each group. If the frequency of the performed group was more than that of the other group "sometimes" values were included with this group.

Differences between qualified and non qualified counsellors:

Counselling:

Table 29 shows there were significant differences between qualified and non qualified counsellors regarding their perceptions of how often they performed counselling functions. Qualified counsellors perceived that they more often performed all counselling tasks, than did non qualified counsellors.

Table 29 Counsellors' perceptions of the performance of counselling functions by qualification and training

No.	Qualifd	Unperf	Perf	N	X ²	DF	P	Statement	Train	Unperf	Perf	N	X ²	DF	P
1	Yes	3	27	30	49.21	1	.000	Assist students to understand themselves their abilities, aptitudes and interests	Yes	7	24	31	30.01	1	.000
	No	71	16	87					No	67	19	86			
2	Yes	6	24	30	59.30	1	.000	Address the developmental needs of students	Yes	10	21	31	36.84	1	.000
	No	80	7	87					No	76	10	86			
3	Yes	4	26	30	25.47	1	.000	Assist students to cope with and resolve their problems	Yes	7	24	31	15.66	1	.000
	No	58	29	87					No	55	31	86			
4	Yes	-	30	30	6.86	1	.008	Meet with students to discuss academic concerns	Yes	-	31	31	7.17	1	.007
	No	17	70	87					No	17	69	86			
5	Yes	7	23	30	26.23	1	.000	Counsel parents on their children's problems	Yes	6	25	31	33.29	1	.000
	No	66	21	87					No	67	19	86			
6	Yes	-	30	30	6.39	1	.01	Help students with problems of academic achievement	Yes	1	30	31	3.90	1	.04
	No	16	71	87					No	15	71	86			
7	Yes	1	29	30	8.86	1	.002	Provide vocational counselling to students	Yes	2	29	31	6.56	1	.01
	No	26	61	87					No	25	61	86			
8	Yes	5	25	30	29.85	1	.000	Assist students in making appropriate decisions	Yes	6	25	31	27.36	1	.000
	No	64	23	87					No	63	23	86			
9	Yes	-	30	30	7.34	1	.006	Help students adjust to the school environment	Yes	-	31	31	7.68	1	.005
	No	18	69	87					No	18	68	86			

Key: Qualif = Qualification. Unperf = Unperformed. Perf = Performed. Train = Training

Developmental, educational and career guidance:

Out of eight tasks categorised as guidance activities carried out by counsellors, significant differences in perceptions of performance between qualified and non-qualified counsellors were found on the tasks of collating information for students to help them develop social skills, working with students to prevent psychological and behavioural problems, conducting special educational programmes to deal with specific problems and conducting special programmes for gifted and talented students. Qualified counsellors were more likely to perceive that they performed these four tasks. However, no significant differences were found between qualified and non-qualified counsellors for other functions (Table 30).

Table 30 Counsellors' perceptions of the performance of developmental, educational and career guidance by qualification and training

No.	Qualifd	Unperf	Perf	N	X ²	DF	P	Statement	Train	Unperf	Perf	N	X ²	DF	P
10	Yes	9	21	30	22.99	1	.000	Collate information and provide workshops for students to help them develop social skills	Yes	8	23	31	29.99	1	.000
	No	68	19	87					No	69	17	86			
11	Yes	1	29	30	1.40	1	.24	Collate information and provide workshops for students to help them develop academic skills	Yes		31	31	3.94	1	.04
	No	9	78	87					No	10	76	86			
12	Yes	10	20	30	8.06	1	.004	Work with students in an effort to prevent psychological and behavioural problems	Yes	9	22	31	12.02	1	.0005
	No	55	32	87					No	56	30	86			
13	Yes	13	17	30	6.25	1	.01	Conduct special educational programmes to deal with specific problems (truancy, smoking)	Yes	12	19	31	10.08	1	.001
	No	60	27	87					No	61	25	86			
14	Yes	2	28	30	0.03	1	.85	Provide students with information about educational opportunities after secondary school	Yes		31	31	2.68	1	.10
	No	5	82	87					No	7	79	86			
15	Yes	2	28	30	1.29	1	.26	Assist students in making appropriate choices of school subjects	Yes	1	30	31	.004	1	.94
	No	2	85	87					No	3	83	86			
16	Yes	5	25	30	3.40	1	.06	Provide students with information about careers	Yes	3	28	31	.06	1	.79
	No	5	82	87					No	7	79	86			
17	Yes	21	9	30	4.74	1	.02	Conduct special programme for gifted and talented students	Yes	23	8	31	2.25	1	.13
	No	76	11	87					No	74	12	86			

Key: Qualif = Qualification. Unperf = Unperformed. Perf = Performed. Train = Training

Consulting:

Table 31 shows that there were significant differences between the two groups regarding their perceptions on how often they performed consulting activities. The differences were found on six functions: consult with principal about the needs and concerns of students, consult with parents about the needs and concerns of students, consult with the principal and teachers about the development of guidance and counselling programme, assist teachers in recognising individual differences between students and refer students with special needs to appropriate agencies (Table 31). Qualified counsellors perceived that they performed these tasks more often than did the non-qualified counsellors.

Table 31 Counsellors' perceptions of the performance of consulting functions by qualification and training

No.	Qualifd	Unperf	Perf	N	X ²	DF	P	Statement	Train	Unperf	Perf	N	X ²	DF	P
18	Yes	2	28	30	.35	1	.55	Consult with teachers about the needs and concerns of students	Yes	3	28	31	.003	1	.95
	No	9	78	87					No	8	78	86			
19	Yes	1	29	30	3.65	1	.05	Consult with principal about the needs and concerns of students	Yes	2	29	31	1.86	1	.17
	No	15	72	87					No	14	72	86			
20	Yes	2	28	30	8.15	1	.004	Consult with parents about the needs and concerns of students	Yes	2	29	31	8.70	1	.003
	No	29	58	87					No	29	37	86			
21	Yes	1	29	30	6.81	1	.009	Consult with the principal and teachers about the development of guidance and counselling goals and activities	Yes	1	30	31	7.21	1	.007
	No	22	65	87					No	22	64	86			
22	Yes	10	20	30	14.52	1	.000	Consult with teachers about students' motivation and students' behaviour	Yes	8	23	31	24.05	1	.000
	No	63	24	87					No	65	21	86			
23	Yes	4	26	30	.402	1	.52	Provide teachers with information about students' needs and concurrent issues	Yes	3	28	31	1.64	1	.200
	No	16	71	87					No	17	69	86			
24	Yes	14	16	30	3.77	1	.05	Assist teachers in recognising individual differences between students	Yes	14	17	31	4.77	1	.02
	No	58	29	87					No	58	28	86			
25	Yes	3	27	30	0.16	1	.89	Establish and maintain a 'Guidance and Counselling Committee' in school	Yes	3	28	31	.003	1	.95
	No	8	79	87					No	8	78	86			
26	Yes	16	14	30	4.22	1	.03	Refer students with special needs to appropriate agencies	Yes	14	17	31	10.51	1	.001
	No	64	23	87					No	66	20	86			
27	Yes	29	1	30	.000	1	.97	Follow-up referred students	Yes	28	3	31	5.00	1	.02
	No	84	3	87					No	85	1	86			

Key: Qualif = Qualification. Unperf = Unperformed. Perf = Performed. Train = Training

Evaluation and assessment:

Qualified counsellors and non-qualified counsellors differed significantly on their perception of the performance of three out of five evaluation and assessment functions. Qualified counsellors were more inclined to believe that they work to discover gifted and talented students, identify students with special educational and personal needs and monitor the achievement level of students (Table 32).

Table 32 Counsellors' perceptions of the performance of evaluation and assessment functions by qualification and training

No.	Qualifd	Unperf	Perf	N	X ²	DF	P	Statement	Train	Unperf	Perf	N	X ²	DF	P
28	Yes	16	14	30	10.36	1	.001	Work to discover gifted and talented students	Yes	20	11	31	2.58	1	.107
	No	72	15	87					No	68	18	86			
29	Yes	11	19	30	12.26	1	.000	Identify students with special educational and personal needs	Yes	12	19	31	10.92	1	.0009
	No	63	24	87					No	62	24	86			
30	Yes	1	29	30	4.50	1	.03	Monitor the achievement level of students	Yes	1	30	31	4.78	1	.02
	No	17	70	87					No	17	69	86			
31	Yes	26	4	30	.73	1	.39	Use inventories to assess students' developmental needs and characteristics	Yes	28	3	31	.003	1	.95
	No	80	7	87					No	78	8	86			
32	Yes	1	29	30	2.92	1	.08	Work on students comprehensive record	Yes	1	30	31	2.79	1	.09
	No	-	37	87					No	-	85	86			

Key: Qualif = Qualification. Unperf = Unperformed. Perf = Performed. Train = Training

Table 33 Counsellors' perceptions of the performance of personal and professional functions by qualification and training

No.	Qualifd	Unperf	Perf	N	X ²	DF	P	Statement	Train	Unperf	Perf	N	X ²	DF	P
39	Yes	16	14	30	.001	1	.96	Engage in continuous personal and professional development	Yes	14	17	31	1.03	1	.30
	No	46	41	87					No	48	38	86			
40	Yes	25	5	30	1.80	1	.17	Conduct research related to the guidance and counselling programme	Yes	24	7	31	6.95	1	.008
	No	80	7	87					No	81	5	86			
41	Yes	22	8	30	8.27	1	.004	Conduct research related to students' needs and problems	Yes	23	8	31	7.66	1	.005
	No	81	6	87					No	80	6	86			
42	Yes	10	20	30	9.44	1	.002	Evaluate the effectiveness of the guidance and counselling programme	Yes	12	19	31	5.93	1	.01
	No	57	30	87					No	55	31	86			

Key: Qualif = Qualification. Unperf = Unperformed. Perf = Performed. Train = Training

Programme management and development

No significant difference was found between perceptions of counsellors of different qualification regarding their performance of programme management functions (Appendix E Table 16).

Personal and professional development:

The results in Table 33 indicate that there were significant differences between qualified counsellors and non-qualified counsellors regarding their perceptions of how often they performed personal and professional development activities; qualified counsellors differed significantly in conducting research related to students' needs and problems and evaluating the effectiveness of the guidance and counselling programme.

Differences between counsellors who had training and those who had not:

Counselling:

Significant differences were found between trained counsellors and non-trained counsellors in their perceptions of how often they performed counselling functions. All counselling functions were perceived as being done significantly more often by trained counsellors compared to non-trained counsellors (Table 29).

Developmental, educational and career guidance:

The results in Table 30, show that the two groups of counsellors differed significantly in the four guidance activities carried out in their schools. Trained counsellors viewed themselves as more often performing tasks of collating information and provide workshops for students to help them develop social skills, collating information and provide workshops for students to help them develop academic skills, working with students in an effort to prevent psychological and behavioural problems and conducting special educational programmes to deal with specific problems (e.g.

truancy...) (Table 30), compared with non trained counsellors. However, no significant differences were found between two groups for the other four guidance activities.

Consulting:

Trained counsellors and non-trained counsellors differed significantly in performance of six out of ten consulting functions. Trained counsellors said they actually performed the tasks of consulting with parents about the needs and concerns of students, consulting with the principal and teachers about the development of guidance and counselling programme, consulting with teachers about students' motivation and students' behaviour, assisting teachers in recognising individual differences between students, referring students with special needs to appropriate agencies and following up referred students (Table 31) more often than non-trained counsellors. However, the two groups did not differ significantly in perception of other consulting functions.

Evaluation and assessment:

Significant differences were found between trained and non-trained counsellors in identifying students with special educational and personal needs and monitoring the achievement level of students. Trained counsellors reported that they performed these two tasks significantly more often compared to non-trained counsellors; on other tasks, their views were similar (Table 32).

Programme management and development:

It was found that trained and non-trained counsellors had similar views on most of the programme management activities they carried out in their schools (Appendix E Table 17). Significantly more trained counsellors indicated that they kept parents informed of the guidance and counselling programme (Table 34).

Table 34 Counsellors' perceptions of performance of keeping parents informed of the guidance and counselling programme (by training)

Statement	Training	Unperf	Perf	N	X ²	DF	P
Keep parents informed of the guidance and counselling programme	Yes	11	20	31	16.09	1	.000
	No	65	21	86			

Key: Unperf = Unperformed. Perf = Performed

Personal and professional development:

Training seemed to effect counsellors' perception of performance of the personal and professional development activities. Trained counsellors viewed themselves as involved in conducting research related to the guidance and counselling programme, conducting research related to students' needs and problems and evaluating the effectiveness of the guidance and counselling programme, more often than non-trained counsellors. The two groups held similar views of engaging in continuous personal and professional development (Table 33).

Summary:

There were significant differences between qualified and non qualified counsellors and those who had training and those who had not in most of the counsellor's functions.

There was no significant difference between these groups on very few functions that not request professional skills such as providing students with information about educational opportunities after secondary school, assisting students in making appropriate choices of school subjects, providing students with information about careers, establishing and maintaining a guidance and counselling committee in school and working on students comprehensive record. These results emphasise that for an effective programme counselling functions must be assigned to qualified and trained

counsellors. Qualified and trained people are expected to do better in their positions, because the knowledge they have will light their way to improve the quality of their job performance. However, as long as counsellors are selected to perform counselling without professional preparation, school counselling will not be a profession.

Differences between counsellors who had teaching experience and those

who had not:

Counselling:

Generally, counsellors who had teaching experience and those who had not did not differ significantly in their perceptions regarding performance of counselling functions (Appendix E Table 18). However, a significant difference was found for just one function, that of assisting students to cope with and resolve their problems, as shown in Table 35; counsellors without teaching experience said they helped students with their problems, more than did counsellors with teaching experience.

Table 35 Counsellors' perceptions of performance of assisting students to cope with and resolve their problems (by teaching experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Assist students to cope with and resolve their problems	Yes	35	18	53	6.62	1	.01
	No	27	37	64			

Key: Unperf = Unperformed. Perf = Performed

Developmental, educational and career guidance:

Teaching experience did not seem to affect counsellors' performance of most guidance activities (Appendix E Table 19). However, although only 17% of counsellors perceived themselves as conducting special programmes for gifted and

talented students, counsellors with teaching experience believed that they were more involved in this task, compared with those without teaching experience (Table 36).

Table 36 Counsellors' perceptions of the performance of conducting special programmes for gifted and talented students (by teaching experience)

Statement	Experience	Unperf	Perf	N	X ²	D F	P
Conduct special programmes for gifted and talented students	Yes	39	14	53	5.94	1	.01
	No	58	6	64			

Key: Unperf = Unperformed. Perf = Performed

Consulting:

The results revealed that counsellors differed significantly only on the task of consulting with principals about the needs and concerns of students (Table 37); counsellors with teaching experience reported consulting with their principals more often compared with those without teaching experience. (Appendix E Table 19).

Table 37 Counsellors' perceptions of the performance of consulting with principal about the needs and concerns of students (by teaching experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Consult with principal about the needs and concerns of students	Yes	11	42	53	4.11	1	.04
	No	5	59	64			

Key: Unperf = Unperformed. Perf = Performed

Evaluation and Assessment:

The results indicated that counsellors did not differ significantly in four out of five activities categorised as evaluation and assessment functions. A significant difference was found only on the performance of the task of monitoring the achievement level of students (Table 38).

Table 38 Counsellors' perceptions of the performance of monitoring the achievement level of students (by teaching experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Monitoring the achievement level of students	Yes	4	49	53	4.57	1	0.3
	No	14	50	64			

Key: Unperf = Unperformed. Perf = Performed

The result in Table 38 shows that counsellors with teaching experience perceived themselves as involved in monitoring the achievement level of students more often than did counsellors without teaching experience.

Programme management and development:

Examination of the perceptions of counsellors of the performance of programme management activities shows that there were no significant differences between the two groups expect that “Establishing and maintaining co-operative relationships with school staff” was an activity which counsellors without teaching experience said they engaged significantly more often in (Table 39)

Table 39 Counsellors' perceptions of the performance of establishing and maintaining co-operative relationships with school staff (by teaching experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Establish and maintain co-operative relationships with school staff	Yes	5	48	53	6.31	1	.01
	No	0	64	64			

Key: Unperf = Unperformed. Perf = Performed

Personal and Professional development:

No significant difference was found between counsellors with and without teaching experience in their performance of personal and professional development activities (Appendix E Table 20).

Summary:

Teaching experience did not seem to effect counsellors' performance. This provides evidence that teaching experience is not necessary for effective school counselling.

Differences between counsellors of different years of experience:

Counselling:

There were significant differences between counsellors of different years of experience in performing the tasks of helping students with problems of academic achievement, providing vocational counselling to students and helping students adjust to the school environment (Table 40). Counselling on these issues was performed by experienced counsellors more often than by less experienced counsellors.

Table 40 Counsellors' perceptions of the performance of three counselling functions (by experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Help students with problems of academic achievement	1-5	11	40	51	4.77	1	.02
	<6	5	61	66			
Provide vocational counselling to students	1-5	18	33	51	7.60	1	.005
	<6	9	57	66			
Help students adjust to the school environment	1-5	14	37	51	10.11	1	.001
	<6	4	62	66			

Key: Unperf = Unperformed. Perf = Performed

Developmental, educational and career guidance:

A significant difference was found only in the task of working with students to prevent psychological and behavioural problems. Although less than half of counsellors sampled reported that they were involved in this task, it appeared that experienced counsellors were involved in this task more often (Table 41).

Table 41 Counsellors' perceptions of the performance of working with students to prevent psychological and behavioural problems (by experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Work with students in an effort to prevent psychological and behavioural problems	1-5	34	17	51	4.52	1	.03
	<6	31	35	66			

Key: Unperf = Unperformed. Perf = Performed

Consulting:

No significant differences between counsellors were found in their perceived performance of most consulting activities (Appendix E Table 22). However, significantly, experienced counsellors would seem to consult with teachers about students' motivation and students' behaviour more often than less experienced counsellors did (Table 42).

Table 42 Counsellors' perceptions of the performance of consulting with teachers and referring students with special needs (by experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Consult with teachers about students' motivation and students' behaviour	1-5	38	13	51	5.66	1	.01
	<6	35	31	66			
Refer students with special needs to appropriate agencies	1-5	41	10	51	6.03	1	.01
	<6	39	27	66			

Key: Unperf = Unperformed. Perf = Performed

A significant difference also was found in relation to referral activity, in which experienced counsellors saw themselves as engaged in more often than less experienced counsellors (Table 42).

Evaluation and assessment:

It was found that counsellors of different years of experience did not differ significantly in the assessment activities (Appendix E Table 22).

Programme management and development:

No significant differences were found between counsellors of different years of experience in their performance of programme management activities (Appendix E Table 23).

Personal and professional development:

Years of experience did not seem to affect counsellors' involvement in personal and professional development (Appendix E Table 23).

Summary:

Experience is often assumed to play a key role in success in work. In this study, counsellors' experience had a little influence in their performance, which suggests that however long counsellors spend in the work, it would not help without appropriate preparation and necessary professional skills..

Differences between counsellors of different age groups:

Counselling:

No significant differences were found between counsellors of different age groups in providing counselling for students in their schools (Appendix E Table 24).

Developmental, educational and career guidance:

Counsellors of different age groups seemed to agree about most guidance activities they performed in their schools (Appendix E Table E6). However, significant differences in perceptions of performance were found in relation to the tasks of collating information for students to help them develop academic skills; working with students in an effort to prevent psychological and behavioural problems and conducting special educational programmes to deal with specific problems (truancy, smoking etc.) (Table

43); counsellors in the older group performed these three tasks more often than the younger group did.

Table 43 Counsellors' perceptions of the performance of three guidance functions (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Collate information for students to help them develop academic skills	Below 31	5	16	21	7.62	1	.005
	31 Above	5	91	96			
Work with students in an effort to prevent psychological and behavioural problems	Below 31	16	5	21	4.41	1	.03
	31 Above	49	47	96			
Conduct special educational programmes to deal with specific problems (truancy etc.)	Below 31	18	3	21	5.93	1	.03
	31 Above	55	41	96			

Key: Unperf = Unperformed. Perf = Performed

Consulting:

No significant differences were found between counsellors of different age groups in their performance of consulting activities (Appendix E Table 25).

Evaluation and Assessment:

Differences in age did not seem to affect counsellors' performance of evaluation and assessment functions (Appendix E Table 25).

Programme management and development:

Significant differences were found between counsellors of different age groups in keeping students informed of guidance and counselling programme and informing principal and teachers about the guidance and counselling programme (Table 44); older counsellors performed these two tasks more often than the younger group.

Table 44 Counsellors' perceptions of the performance of keeping students, principals and teachers informed of the guidance and counselling programme (by age).

Statement	Age	Unperf	Perf	N	X ²	DF	P
Keep students informed of the guidance and counselling programme	Below 31	4	17	21	5.99	1	.01
	31 Above	4	92	96			
Inform principal and teachers about the guidance and counselling programme	Below 31	4	17	21	10.19	1	.001
	31 Above	2	94	96			

Key: Unperf = Unperformed. Perf = Performed

Personal and professional development:

Counsellors of different age differed significantly on engaging in continuous personal and professional development (Table 45). Older counsellors reported being engaged in this task more often than did the other group. However, counsellors did not differ significantly in perceptions of the other tasks in this category (Appendix E Table 26).

Table 45 Counsellors' perceptions of the performance of engaging in continuous personal and professional development (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Engage in continuous personal and professional development	Below 31	16	5	21	5.52	1	.01
	31 Above	46	50	96			

Key: Unperf = Unperformed. Perf = Performed

Summary:

Counsellors' age has no influence on their perceptions of the performance.

Counsellors' views: A summary:

All 42 tasks described in the questionnaire were supported by a majority of the counsellors' sample except for the task of working on students' comprehensive record, which almost two-thirds of counsellors perceived as unimportant.

Although counsellors reported a considerable involvement in many activities, significant differences were found between the perceptions of importance and performance of all counsellor's activities except the tasks of assisting students in making appropriate choices of school subject, establishing and maintaining a Guidance and Counselling Committee in school and informing principals and teachers about the guidance and counselling programme. These tasks were both performed frequently and accorded high importance.

It was found that qualification, training, teaching experience, years of experience in current work and age had little to do with how a counsellor perceives the importance of his role. On the other hand, qualification and training are determining factors when considering the performance of counsellors' functions. The results indicated significant differences between qualified and nonqualified counsellors and between counsellors who had received training and those who had not, in the perceptions of the performance of many activities, especially in the counselling and evaluation and assessment areas. However, a few differences in perceptions of the counsellors' performance were found between counsellors who had teaching experience and those who had not and between counsellors of different age and years of experience. This results show that qualification and training are the most important factors that should be taken into consideration to keep guidance and counselling programme on a professional way. The results do not support the idea that counsellors need teaching experience.

CHAPTER EIGHT

PRINCIPALS' PERCEPTIONS OF THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR IN SAUDI ARABIA

8-1- Introduction:

This chapter deals with the principals' perceptions of the role and functions of the secondary school counsellor in Saudi Arabia. The first section views the background information of the principals' sample in this study, the second section deals with the principals' perceptions of the importance and performance of the role of secondary school counsellor, the third deals with the differences between the perceptions of the importance and performance and the fourth section deals with differences among principals regarding the role of the secondary school counsellor.

8-2- Demographic information:

The age of principals are shown in Table 46. Fifty-two percent of principals reported that they were 31 to 40 years old, 36.6% were in the age group 41-50, and 11.6% were aged 23-30. As shown in Table 46, 55.4% of the principals reported that they had 1 to 8 years of experience in their present work, 25% of them had 9-16 years of experience and 19.6% of them had 17-24 years of experience.

Table 46 Self-reported age and years of experience in current work of principals.

Age	F.		Years of Experience	F.	
		%			%
23-30	13	11.6	1-8	62	55.4
31-40	58	51.8	9-16	28	25.0
41-50	41	36.6	17-24	22	19.6
Total	112	100.0	Total	112	100.0

8-3- The Perceptions of Principals:

8-3-1-Principals’ perceptions of the importance and performance of the role of secondary school counsellor:

The question was asked: what are the perceptions of secondary school principals regarding the importance and performance of the role of secondary school counsellor?

The results are presented according to each area of the counsellor’s role. They are: counselling; developmental, educational, and career guidance; consulting and referral; evaluation and assessment; programme management and development and personal and professional development.

Counselling:

As can be seen from Table 47, a high priority was given to the task of helping students with problems of academic achievement. All principals perceived this task as important/very important. In contrast, less importance was given to the task of assisting students in making appropriate decisions. However, the rest of the activities in this area

important/very important. In contrast, less importance was given to the task of assisting students in making appropriate decisions. However, the rest of the activities in this area were highly ranked. Almost all principals ranked the tasks of assisting students to understand themselves and meeting with students to discuss academic concerns as either important/very important. The rank of counselling functions was as follows:

First: help students with problems of academic achievement.

Second: meet with students to discuss academic concerns.

Third: assist students to understand themselves.

Fourth: provide vocational counselling to students.

Fifth: assist students to cope with and resolve their problems.

Sixth: help students adjust to the school environment.

Seventh: address the developmental needs of students.

Eighth: counsel parents on their children's problems.

Ninth: assist students in making appropriate decisions.

Regarding the performance of counselling activities, helping students with problems of academic achievement was the activity reported as being most frequently performed. Most of the principals perceived this task to be always/often done. Nearly three-quarters of principals indicated that counsellors in their schools always or often assisted students to cope with and resolve their problems, met with students to discuss academic concerns and helped students with specific academic problems.

Over half of the principals believed that counsellors assisted students to understand themselves, counselled parents on their children's problems and helped students adjust

to the school environment. However, assisting students in making appropriate decisions was seen as the least frequently performed activity in this area.

Table 47 principals' perceptions of the importance and performance of the functions in counselling area (percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
1. Assist students to understand themselves	-	3	23	74	2	27	15	36	20
2. Address the developmental needs of students	2	3	35	60	7	30	18	36	9
3. Assist students to cope with and resolve their problems	-	4	27	69	1	7	8	54	30
4. Meet with students to discuss academic concerns	-	2	29	69	5	10	12	57	16
5. Counsel parents on their children's problems	-	5	18	77	3	12	20	42	23
6. Help students with problems of academic achievement	-	-	8	92	1	5	9	41	44
7. Provide vocational counselling to students	-	3	19	78	1	15	14	56	14
8. Assist students in making appropriate decisions	-	8	50	42	1	37	17	33	12
9. Help students adjust to the school environment	-	4	30	66	5	21	16	30	28

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Developmental, educational and career guidance:

Table 48 shows that the vast majority of the principals perceived the counsellors' tasks described in eight items related to developmental, educational and career guidance as important/very important. The tasks that received the highest ranking and were perceived as very important/important were those related to educational guidance and developmental guidance. These tasks are: provide students with information about educational opportunities after secondary school, collate information and provide workshop for students to help them develop academic skills and work with students in

an effort to prevent psychological and behavioural problems. Providing students with information about careers was the task which received the lowest ranking.

The functions can be ranked according to the frequency of their appearance in the data as follows:

First: provide students with information about educational opportunities after secondary school.

Second: work with students in an effort to prevent psychological and behavioural problems.

Third: collate information and provide workshop for students to help them develop academic skills.

Fourth: conduct special educational programmes to deal with specific problems (truancy, smoking.....).

Fifth: conduct special programme for gifted and talented students.

Sixth: assist students in making appropriate choices of school subjects.

Seventh: collate information and provide workshop for students to help them develop social skills.

Eighth: provide students with information about careers.

Examination of the performance of guidance activities indicated that most principals believed that most of guidance activities were a part of counsellors' activities in their schools.

The responses to item 14 which concerns providing students with information about educational opportunities after secondary school show that principals regard counsellors as being involved in this task more frequently than other tasks in this area. They felt

that tasks related to developmental guidance such as: conducting special programmes for gifted and talented students and collating information and providing workshops to help students develop social skills were things that counsellors rarely/never did.

Table 48 principals' perceptions of the importance and performance of the guidance functions (in percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
10. Collate information and provide workshops for students to help them develop social skills	-	9	52	39	8	33	20	33	6
11. Collate information and provide workshops for students to help them develop academic skills	-	3	40	57	4	23	20	34	19
12. Work with students in an effort to prevent psychological and behavioural problems	-	2	15	83	1	24	21	20	34
13. Conduct special educational programmes to deal with specific problems	-	5	15	80	2	16	18	40	24
14. Provide students with information about educational opportunities after secondary school	-	1	35	64	5	6	18	36	35
15. Assist students in making appropriate choice of school subject	-	5	50	45	5	16	16	37	26
16. Provide students with information about careers	-	11	62	27	6	20	18	51	5
17. Conduct special programmes for gifted and talented students	-	5	32	63	12	38	10	24	16

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Consulting and referral:

The overall impression from the data was that many principals placed greater importance on consultation with teachers and principals than on consultation with parents or referral activities. The overwhelming majority of the principals perceived the tasks of consulting with the principals and teachers about the development of guidance and counselling goals and activities, consulting with teachers about the needs and concerns of students, consulting with the principal about the needs and concerns of

students and providing teachers with information about students' needs and concurrent issues, as very important or important. The task of following-up referred students received a low ranking, over a third of principals perceived this task as unimportant or very unimportant. These tasks can be put in rank order as follows:

First: Consult with the principals and teachers about the development of guidance goals and activities.

Second: Consult with teachers about the needs and concerns of students.

Third: Consult with principals about the needs and concerns of students.

Fourth: Provide teachers with information about students' needs and concurrent issues

Fifth: Establish and maintain a 'Guidance and Counselling committee' in school.

Sixth: Consult with teachers about students' motivation and students' behaviour.

Seventh: Refer students with special needs to appropriate agencies.

Eighth: Consult with parents about the needs and concerns of students.

Ninth: Assist teachers in recognising individual differences between students.

Tenth: Follow-up referred students.

Regarding actual performance of these functions, establishing and maintaining a 'Guidance and Counselling Committee' in school appeared to be the most frequently performed activity, as a majority of principals said counsellors often or always did this. Principals generally felt that counsellors had a lot of consultation with them and with

teachers, especially in consulting with teachers and principals about the needs and concerns of students, consulting with teachers about students' motivation and students' behaviour and assisting teachers in recognising individual differences between students. Principals viewed the task of consulting with parents as not performed as much as other consultative activities. Less than half of the principals perceived this task as always often done.

Regarding the referral activities, while over a third of principals said that counsellors rarely/never refer students with special needs to appropriate agencies over half of the principals reported that counsellors in their schools follow-up those students who are referred.

Table 49 Principals' perceptions of the importance and performance of consulting and referral functions (in percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
18. Consult with teachers about the needs or concerns of students	-	5	41	54	0	22	24	33	21
19. Consult with principals about the needs and concerns of students	-	5	44	51	0	19	24	36	21
20. Consult with parents about the needs and concerns of students	-	10	52	38	4	28	24	26	18
21. Consult with principals and teachers about the development of guidance and counselling goals and activities	1	5	38	56	5	26	17	25	27
22. Consult with teachers about students' motivation and students' behaviour	-	8	42	50	1	30	17	28	24
23. Provide teachers with information about students' needs and concurrent issues	-	7	39	54	1	38	11	32	18
24. Assist teachers in recognising individual differences between students	-	13	29	58	5	28	11	27	29
25. Establish and maintain a 'Guidance and Counselling committee' in school	-	8	37	55	0	7	13	35	45
26. Refer students with special needs to appropriate agencies	-	10	40	50	1	39	22	16	22
27. Follow-up referred students	4	30	50	16	11	19	19	24	27

Evaluation and Assessment:

As can be seen from Table 50, responses indicated the high level of importance attached to the tasks of identifying students with special educational and personal needs, working to discover gifted and talented students and monitoring the achievement level of students. Although the task of using inventories to assess students' developmental needs and characteristics was rated highly, it was not rated as highly as the previous items in this category. However, the lowest level of importance was attached to the task of working on students' comprehensive record. Nearly half of the principals viewed this task as unimportant or very unimportant. The rank order of these activities is as follows:

First: Identify students with special educational and personal needs.

Second: Work to discover gifted and talented students.

Third: Monitor the achievement level of students.

Fourth: Use inventories to assess students' developmental needs and characteristics.

Fifth: Work on students' comprehensive record.

As regards perceptions of what school counsellors do, in terms of assessment activities, a great majority of principals perceived that their counsellors are heavily involved in working on students' comprehensive record. Working to discover gifted and talented students, identifying students with special educational and personal needs and monitoring the achievement level of students are activities were considered by principals to be part of the counsellors' activities in their schools. However, the lowest level of performance was considered to be for the task of using inventories to assess

students' developmental needs and characteristics. Almost half of the principals viewed this task as rarely or never done (Table 50).

Table 50 Principals' perceptions of the importance and performance of evaluation and assessment functions (In percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
28. Work to discover gifted and talented students	1	3	28	68	6	30	11	35	18
29. Identify students with special educational and personal needs	1	2	28	69	10	14	11	50	15
30. Monitor the achievement level of students and keep record of students' academic progress	-	5	46	49	6	21	13	39	21
31. Use inventories to assess students' developmental needs and characteristics	3	13	31	53	25	18	18	24	15
32. Work on students' comprehensive records	12	37	39	12	3	8	10	41	38

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Programme management and development:

All counsellors' activities in this area were perceived to be important/very important. The highest rating was given to the task of establishing and maintaining co-operative relationships with school staff, a task which all principals perceived as important/very important. A high ranking was given to other tasks as either important/very important but surprisingly the task of keeping students informed of the guidance and counselling programme was accorded least importance. From the results shown in Table 53 these tasks can be ranked as follows:

First: Establish and maintain co-operative relationships with school staff.

Second: Inform principal and teachers about guidance and counselling programme.

Third: Keep parents informed of guidance and counselling programme.

Fourth: Plan activities to achieve the objectives of the guidance and counselling.

Fifth: Develop objectives for the guidance and counselling programme.

Sixth: Keep students informed of the guidance and counselling programme.

Moving to the perceptions of the performance of programme management activities, as can be seen from Table 51 a high number of principals believed that these six tasks were often or always carried out in their schools. Establishing and maintaining co-operative relationships with school staff was the task in which principals saw their counsellors as involved, more than other activities.

Table 51 Principals' perceptions of the importance and performance of programme management and development functions (in percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
33. Develop objectives for the guidance of counselling programme	-	6	30	64	5	17	10	49	19
34. Plan activities to achieve the objectives of guidance and counselling	-	4	36	60	8	13	16	32	30
35. Keep students informed of the guidance and counselling programme	3	8	36	53	7	7	20	35	31
36. Keep parents informed of the guidance and counselling programme	1	4	40	55	5	27	15	27	26
37. Inform principal and teachers of the guidance and counselling programme	-	3	26	71	5	20	8	39	28
38. Establish and maintain co-operative relationships with school staff	-	-	36	64	4	5	11	39	41

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Personal and professional development:

It is apparent from Table 52 that principals attached great importance to all items in the personal and professional development scale. The task of evaluating the effectiveness of the guidance and counselling programme ranked as their first priority. The rank order of these activities is as follows:

First: Evaluate the effectiveness of the guidance and counselling programme.

Second: Engage in continuous personal and professional development.

Third: Conduct research related to students' needs and problems.

Fourth: Conduct research related to the guidance and counselling programme.

An exploration of the principals' perceptions of the performance of the activities in this area revealed that half of principals or over reported that counsellors in their school were not involved with personal and professional development.

Table 52 Principals' perceptions of the importance and performance of personal and professional development functions (in percentages) N=112

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
39. Engage in continuous personal and professional development	1	6	43	50	5	20	21	25	19
40. Conduct research related to the guidance and counselling programme	1	12	53	34	28	30	15	20	7
41. Conduct research related to students' needs and problems	1	6	47	46	23	30	18	19	10
42. Evaluate the effectiveness of the guidance and counselling programme	2	3	55	40	10	39	16	21	14

Key: VU= very unimportant. U= unimportant. I= important. VI= very important N= never R= rarely S= sometimes O= often A= always

Summary:

Principals' response show that they saw counsellor's role predominantly as providing a service to support the academic and behavioural aims of the school, shown particularly in their priorities in the counselling and developmental, educational and career guidance categories. Notably, they attached less importance to functions connected with helping students to make decisions or choices, suggesting they expected counselling to be directive in nature. Principals' school-focused perceptions are also shown in the lower importance they generally attached to counsellor interactions with parents and outside agencies, than with themselves and teachers.

Principals perceived that counsellors have the greatest amount of involvement in activities related to educational issues, students' comprehensive record and activities related to the management of the programme.

8-3-2- Principals' perceptions of their participation in the guidance and counselling programme:

The question were asked what are the perceptions of secondary school principals regarding their actual role in the guidance and counselling programme? Eight statements were developed to assess this. Principals were respond to each using the five point scale: Never (1), Rarely (2), Sometimes (3), Often (4), Always (5).

The results indicated that, generally principals felt that they participated administratively more frequently than professionally .

A majority of principals reported that they always/often co-operate in the guidance and counselling committee, participate in parents' conferences; follow-up and evaluate the guidance and counselling programmes and make contact with the

educational administration to satisfy the needs of guidance and counselling programme (Table 53).

Other aspects of participation and the professional relationship could not be considered as well established, since the majority of principals indicated they rarely/never refer students to the services provided by the school counsellor, explain to teachers and students the role of school counsellor, encourage teachers to co-operate with the counsellor and take part in counselling services.

Table 53 Principals' perceptions of their participation in the guidance and counselling programme

Statement	Never	Rarely	Sometimes	Often	Always
Refer students to the services provided by the school counsellor.	39	41	8	12	-
Explain to teachers and students the role of school counsellor.	63	17	7	11	2
Encourage teachers to co-operate with the counsellor.	73	18	3	5	1
Take part in counselling services (holding meeting....).	52	32	6	9	1
Make contact with the educational administration to satisfy the needs of guidance and counselling programmes.	2	4	17	25	52
Follow-up and evaluate the guidance and counselling programme.	7	1	10	56	26
Participate in parents' conferences.	1	3	5	29	63
Co-operate in the guidance and counselling committee.	-	1	2	21	76

Summary:

From the above, principals' self-reported participation in the guidance and counselling programme is largely indirect and administrative in nature. They do little to promote or even explain the service to either students or teachers.

8-4- Differences between Principals' Perceptions of the Importance and

Performance of the Role of School Counsellors

To answer the research question, "Is there a difference between the principals' perceptions of the importance and performance of the role of secondary school counsellor?" the sign test was used.

Counselling:

The results in Table 54 indicated that there are significant differences between principals' perceptions of the importance and performance of most counselling functions. Principals perceived that counsellors in their school did not perform counselling tasks to a degree consistent with the importance they placed on them. However, principals' perceptions did not differ significantly on the task of assisting students to cope with and resolve their problems. This task was perceived as both of high importance and frequently performed.

Table 54 Comparison of principals' perceptions on the performance and importance of the functions in counselling area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
1. Assist student to understand themselves	97.3	2.7	71.4	28.6	.0000
2. Address the developmental needs of students	95.5	4.5	63.4	36.6	.0000
3. Assist students to cope with and resolve their problems	96.4	3.6	92.0	8.0	.22
4. Meet with students to discuss academic concerns	98.2	1.8	85.7	14.3	.001
5. Counsel parents on their children's problems	94.6	5.4	85.7	14.3	.05
6. Help students with problems of academic achievement.	100.0	0	94.4	5.4	.03
7. Provide vocational counselling to students	96.4	3.6	83.9	16.1	.004
8. Assist students in making appropriate decisions	92.0	8.0	62.5	37.5	.0000
9. Help students adjust to the school environment	96.4	3.6	74.1	25.9	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Developmental, educational and career guidance:

Table 55 shows that principals' perceptions of the importance and performance of guidance activities differed significantly. It appears from the results that the level of the importance attached to these activities was higher than the perceptions of the frequency of performance.

Table 55 Comparison of principals' perception on the performance and importance of the functions in the developmental, educational and career guidance

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
10. Collate information and provide workshops for students to help them develop social skills	91.1	8.9	39.3	60.7	.0000
11. Collate information and provide workshops for students to help them develop academic skills	97.3	2.7	73.2	26.8	.0000
12. Work with students in an effort to prevent psychological and behavioural problems	98.2	1.8	75.0	25.0	.0000
13. Conduct special educational programmes to deal with specific problems	95.5	4.5	82.1	17.9	.002
14. Provide students with information about educational opportunities after secondary school	99.1	0.9	89.3	10.7	.003
15. Assist students in making appropriate choice of school subject	94.6	5.4	78.6	21.4	.0003
16. Provide students with information about career	89.3	10.7	74.1	25.9	.005
17. Conduct special programme for gifted and talented students	95.5	4.5	40.2	59.8	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Consulting:

The results revealed that significant differences were found on eight out of ten consultative activities. Principals' perceptions of the performance of these tasks were lower than the importance placed on them. There were, however, no significant differences between perceptions of importance and performance for the tasks of establishing and maintaining a 'guidance and counselling committee' in school and following-up referred students (Table 56).

Table 56 Comparison of principals' perceptions of the performance and importance of the functions in consulting area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
18. Consult with teachers about the needs or concerns of students	94.6	5.4	78.6	21.4	.0003
19. Consult with principal about the needs and concerns of students	94.6	5.6	81.2	18.8	.001
20. Consult with parents about the needs and concerns of students	90.2	9.8	68.8	31.3	.0005
21. Consult with the principal and teachers about the development of guidance and counselling goals and activities	94.6	5.4	69.6	30.4	.0000
22. Consult with teachers about students' motivation and students' behaviour	92.0	8.0	69.6	30.4	.0000
23. Provide teachers with information about students' needs and concurrent issues	92.9	7.1	61.6	38.4	.0000
24. Assist teachers in recognising individual differences between students	87.5	12.5	67.0	33.0	.0006
25. Establish and maintain a "Guidance and counselling committee" in school	92.0	8.6	92.9	7.1	1.00
26. Refer students with special needs to appropriate agencies	90.2	9.8	38.4	61.6	.0000
27. Follow-up referred students	66.1	33.9	70.5	29.5	.61

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Evaluation and assessment:

A high level of significant difference was found in principals' perceptions of the importance and performance of the tasks in this area. For most activities principals, perception of counsellors' involvement with these tasks was lower than the importance placed on them. In contrast to this general trend, however, principals perceived that

counsellors' performance of the task of working on students' comprehensive record as significantly higher than the level of importance attached to it.

Table 57 Comparison of principals' perceptions of the performance and importance of the functions in the assessment area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
28. Work to discover gifted and talented students	96.4	3.6	63.4	36.6	.0000
29. Identify students with special educational and personal needs	97.3	2.7	75.9	24.1	.0000
30. Monitor the achievement level of students and keep record of students' academic progress	94.6	5.4	73.2	26.8	.0001
31. Use inventories to assess students developmental needs and characteristics	83.9	16.1	39.3	60.7	.0000
32. Work on students' comprehensive record	51.8	49.2	89.3	10.7	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Programme management and development:

It was found that principals' perceptions of the importance and performance differed significantly for five out of six functions in this area, with the perceptions of importance being higher than the perceptions of performance. As can be seen from Table 58, principals' perceptions did not differ significantly on the task of keeping students informed of the guidance and counselling programme.

Table 58 Comparison of principals' perceptions on the performance and importance of the functions in the programme management area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
33. Develop objectives for the guidance and counselling programme	93.8	6.2	77.7	22.3	.001
34. Plan activities to achieve the objectives of the guidance and counselling	95.5	4.5	78.6	21.4	.0005
35. Keep students informed of the guidance and counselling programme	89.3	10.7	85.7	14.3	.54
36. Keep parents informed of the guidance and counselling programme	95.5	4.5	68.8	31.3	.0000
37. Inform principal and teachers about guidance and counselling programme	97.3	2.7	75.9	24.1	.0000
38. Establish and maintain co-operative relationships with school staff	100.0	0	91.1	8.9	.002

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Personal and professional development:

Table 59 shows that principals differed significantly in their perceptions of the importance and performance of the personal and professional development tasks. Their perceptions of the counsellors' performance did not match the high level of importance principals placed on these activities.

Table 59 Comparison of principals' perceptions on the performance and importance of the functions in the personal and professional development area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
39. Engage in continuous personal and professional development	92.9	7.1	66.1	33.9	.0000
40. Conduct research related to the guidance and counselling programme	87.5	12.5	26.8	73.2	.0000
41. Conduct research related to students' needs and problems	92.9	7.1	29.5	70.5	.0000
42. Evaluate the effectiveness of the guidance and counselling programme.	95.5	4.5	34.8	65.2	.0000

Summary:

Principals believed that counsellors do not perform their functions to the perceived level of importance, which means that they are not getting what they want from the programme. This might affect their co-operation in the programme and create a doubt about the efficiency of the programme.

8-5- Differences of Perceptions among Principals regarding the Role and**Functions of Secondary School Counsellors:**

The question was asked if there are differences in perceptions among principals of different age and years of experience. Chi-square tests were used to test whether such differences existed

8-5-1- Differences of perceptions among principals regarding the importance of the counsellors' functions:**Differences between principals of different age:**

In this study, principals were divided into three age groups: 23 to 30 years, 31 to 40 years and 41 to 50 years. For the purpose of data analysis they were collapsed into two groups: group one, 23-30 grouped with age group 31 to 40, while the remaining was from 41 to 50. This resulted in two groups below 41 years, and 41 and above.

Counselling:

A significant difference was found only on one of the counselling tasks (Table 60) Older principals perceived assisting students in making appropriate decisions to be

more important than did younger ones. No significant differences were found between principals on other functions (Appendix E Table 27).

Table 60 Principals' perceptions of the importance of the task assist students in making appropriate decisions by age

Statement	Age	unimpo	impor	N	X ²	DF	P
Assist students in making appropriate decisions	below 41	9	62	71	5.65	1	.01
	41 and above	0	41	41			

Key: unimp: unimportant impor: important

Developmental, educational and career guidance:

Principals of different age groups differed significantly on three out of eight guidance functions (Table 61).

Table 61 Principals' perceptions of the importance of some guidance functions by age

Statement	Age	unimp	impor	N	X ²	DF	P
Collate information and provide workshops for students to help them develop social skills.	below 41	10	61	71	6.34	1	.01
	41 & above	0	41	41			
Assist students in making appropriate choices of school subjects	below 41	6	65	71	3.66	1	.05
	41 & above	0	41	41			
Provide students with information about career	below 41	12	59	71	7.76	1	.005
	41 & above	0	41	41			

Key: unimp= unimportant. impo= important.

As can be seen from Table 61 the older group of principals placed more importance on the tasks of collating information for students to help them develop social skills, assisting students in making appropriate choices of school subjects and providing

students with information about careers than did the other group. Principals of different age did not differ significantly on other functions (Appendix E Table 27).

Consulting:

Differences were found among principals on the perceptions of the importance of four consulting functions. These functions concerned consultation with teachers, principals and parents about the needs and concerns of students and providing teachers with information about students' needs and concurrent issues (Table 62); older principals viewed consultation with teachers, principals and parents as more important than did the other group, the younger group (below 41) viewed the task of providing teachers with information about students' needs and concurrent issues as more important than did the older group. However, principals' perceptions did not differ on other consulting functions (Appendix E Table 28).

Table 62 Principals' perceptions of the importance of consulting and referral functions by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Consult with teachers about the needs and concerns of students	below 41	6	65	71	3.66	1	.05
	41 & above	0	41	41			
Consult with principal about the needs and concerns of students	below 41	6	65	71	3.66	1	.05
	41 & above	0	41	41			
Consult with parents about the needs and concerns of students	below 41	11	60	71	7.04	1	.007
	41 & above	0	41	41			
Provide teachers with information about students needs and concurrent issues	below 41	2	69	71	6.47	1	.01
	41 & above	6	35	41			

Key: unimpo= unimportant. impo= important.

Evaluation and assessment:

No significant differences were found in perceptions among principals of different age regarding the importance of the counsellors' assessment functions, with the exception of one activity that of monitoring the achievement level of students. Older principals perceived this task as more important (Table 63).

Table 63 Principals' perceptions of the importance of the task of monitoring the achievement level of students by age

Statement	Age	unimpo	impor	N	X ²	DF	P
Monitoring the achievement level of students	below 41	6	65	71	3.66	1	.05
	41& above	0	41	41			

Programme management and development:

A significant difference was found on the task of keeping students informed of the guidance and counselling programme (Table 64); older principals viewed this task more important. Regarding the other functions, no significant difference was found between principals of different age (Appendix E Table 29).

Table 64 Principals' perceptions of the importance of the task of keeping students informed of the guidance and counselling programme by age

Statement	Age	unimpo	impor	N	X ²	DF	P
Keeping students informed of the guidance and counselling programme	below 41	12	59	71	7.76	1	.005
	41& above	0	41	41			

Key: unimp: unimportant impor: important

Personal and professional development:

Differences were found between principals on the perceptions of the importance of engaging in continuous personal and professional development and conducting research related to students' needs and problems. Older principals (41 and above) ranked both these tasks to be more important, compared to the other group (below 41) (Table 65).

Table 65 Principals' perceptions of the importance of the tasks of engaging in continuous personal and professional development and conducting researcher related to students needs and problems by age

Statement	Age	unimpo	impor	N	X ²	DF	P
Engage in continuous personal and professional development	below 41	8	63	71	4.97	1	.02
	41& above	0	41	41			
Conduct research related to students needs and problems	below 41	8	63	71	4.97	1	.02
	41& above	0	41	41			

Summary:

Principals of different age differed significantly in the importance of 12 functions related to educational and vocational aspects. Older groups gave higher importance than younger ones to these functions. These results are expected since the service is new in the Saudi context and older principals, based on their experience and their preparations consider these aspects more important than other aspects in students' lives. This might lead us to conclude that older principals would direct the service to the way that would help to achieve their goals.

Differences between principals of different years of experience:

The principals' sample was divided into three groups according to the number of years of experience, as follows:

Group one: One to eight years

Group two: Nine to sixteen years

Group three: Seventeen to twenty-four years.

Because group one represented more than half of the principals sampled and the other two groups represented less than half of the sample, for the purpose of data analysis, groups two and three were categorised together. This resulted in two groups: those with less than nine years' experience and those with nine years and above .

Counselling:

It was found that principals of different years of experience did not differ significantly in their perceptions of the importance of most counselling activities (Appendix E Table 30).

Significant differences in perceptions were found, however, for counsellors' activities of providing vocational counselling to students and helping students adjust to the school environment. Less experienced principals attached significantly more importance to these task than did experienced principals (Table 66).

Table 66 Principals' perceptions of the importance of the tasks providing vocational counselling to students and helping students adjust to the school environment by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Provide vocational counselling to students	below 9	0	62	62	5.14	1	.02
	9 & above	4	46	50			
Help students adjust to the school environment	below 9	0	62	62	5.14	1	.02
	9 & above	4	46	50			

Developmental, educational and career guidance:

Different years of experience did not seem to affect significantly principals' perceptions of the importance of guidance activities (appendix E Table 30).

Consulting:

A significant difference in perceptions between principals of different years of experience was found only for the counsellor's task of referring students with special needs to appropriate agencies; less experienced counsellors gave a higher level of importance to this task, than the experienced group (Table 67).

Table 67 Principals' perceptions of the importance of the task of referring students with special needs to appropriate agencies by experience

Statement	Experience	unimpo	impor	N	X ²	DF	P
Refer students with special needs to appropriate agencies	below 9	0	62	62	15.12	1	.000
	9 & above	11	39	50			

Key: unimp: unimportant impor: important

Evaluation and assessment:

Table 68 shows that significantly more of the less experienced principals viewed the tasks of working to discover gifted and talented students, identifying students with special educational and personal needs and working on students' comprehensive record as important functions, than did experienced principals. However, principals did not differ significantly in the perceptions of the importance of monitoring the achievement level of students and using inventories to assess students' developmental needs and characteristics(Appendix E Table 31).

Table 68 Principals' perceptions of the importance of evaluation and assessment tasks by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Work to discover gifted and talented students	below 9	0	62	62	5.14	1	.02
	9 & above	4	46	50			
Identify students with special educational and personal needs	below 9	0	62	62	3.82	1	.05
	9 & above	3	47	50			
Work on students comprehensive record	below 9	24	38	62	5.02	1	.02
	9 & above	30	20	50			

Key: inimpo= unimportant. impo= important.

Programme management and development:

Generally, principals of different years of experience did not differ significantly in their perceptions of the importance of functions in this area (App. E Table 32). A significant difference was found, however, for the task of planning activities to achieve the objectives of the guidance and counselling, as shown in Table 69; experienced principals perceived this task as more important.

Table 69 Principals' perceptions of the importance of the task of planing activities to achieve the objectives of the guidance and counselling by experience

Statement	Experience	unimpo	impor	N	X ²	DF	P
Plan activities to achieve the objectives of the guidance and counselling programme	below 9	5	57	62	4.22	1	.03
	9 & above	0	50	50			

Key: unimp: unimportant impor: important

Personal and professional development:

Principals of different years experience held similar views on three out of four personal and professional activities (App. E Table 32). A significant difference was

found only on the task of conducting research related to students' needs and problems (Table 70); experienced principals perceived this task as more important.

Table 70 Principals' perceptions of the importance of the task of conducting research related to students' needs and problems by experience

Statement	Experience	unimpo	impor	N	X ²	DF	P
Conduct research related to students' needs and problems	below 9	7	55	62	3.60	1	.05
	9 & above	1	49	50			

Key: unimp: unimportant impor: important

Summary:

Principals of different years of experience differed significantly on only 8 functions. This reflects the consistency of the views among principals. Less experienced principals gave high importance to these functions than experienced principals. These functions related to personal, developmental and special needs of students which differed from the functions that older group gave high importance. Less experienced were the most supportive of these roles, this reflects some awareness of those recently appointed principals of the priority of these roles. This result provides support for the decision made by the Ministry of Education which aims to impose limited time in post for principals of not more than two years, to create a flexible climate in schools and to choose those who are capable and have an interest in the work and an open mind in general, regardless of their age or teaching experience.

8-5-2-Differences on perceptions among principals regarding the performance of counsellors' functions:

Differences between principals of different age:

Counselling:

Principals of different age seemed to agree about the performance of most of the counselling activities carried out by counsellors in their schools (App. E Table 33). Significant differences in perception were found in relation to the tasks of addressing the developmental needs of students and helping students adjust to the school environment, as shown in Table 71, more of the older principals perceived counsellors in their schools to be involved in these tasks.

Table 71 Principals' perceptions of the performance of the tasks addressing the developmental needs of students and helping students adjust to the school environment by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Address the developmental needs of students	below 41	33	38	71	8.14	1	.004
	41 & above	8	33	41			
Help students adjust to the school environment	below 41	25	46	71	8.77	1	.003
	41 & above	4	37	41			

Key: Unperf = Unperformed. Perf = Performed

Developmental, educational and career guidance:

Principals of different age groups held similar perceptions of the performance of some guidance activities (App. E Table 33). However, significant differences in perceptions were found on the frequency of collating information for students to help

them develop social skills, assisting students in making appropriate choices of school subjects and providing students with information about careers, as shown in Table 72. Principals in the older age group were significantly more to perceive counsellors as performing these tasks.

Table 72 Principals' perceptions of the performance of guidance tasks by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Collate information for students to help them develop social skills	below 41	48	23	71	3.86	1	.04
	41 & above	20	21	41			
Assist students in making appropriate choices of school subjects	below 41	21	50	71	7.64	1	.005
	41 & above	3	38	41			
Provide students with information about career	below 41	23	48	71	4.27	1	.03
	41 & above	6	35	41			

Consulting:

No significant differences were found between principals on their perceptions of most of the consulting activities (App. E Table 34) except on the frequency of teachers being consulted about the needs and concerns of students. Principals in the younger age group were significantly more likely to think that counsellors in their school performed this activity (Table 73).

Table 73 Principals' perceptions of the performance of the task of consulting with teachers about the needs and concerns of students by age

Statement	Age	unperfo	perfo	N	X ²	DF	P
Consult teachers about the needs and concerns of students	below 41	11	60	71	4.05	1	.04
	41 & above	13	28	41			

Evaluation and assessment:

Principals of different age groups had similar perceptions on which evaluation and assessment activities were carried out by their schools' counsellors (App. E Table 34).

A significant difference in perceptions was found only for the task of identifying students with special educational and personal needs. Significantly more principals in the older age group indicated that this task was performed by school counsellors (Table 74).

Table 74 Principals' perceptions of the performance of the task of identifying students with special educational and personal needs by age

Statement	Age	unperfo	perfo	N	X ²	DF	P
Identify students with special educational and personal needs	below 41	23	48	71	7.28	1	.006
	41 & above	4	37	41			

Programme management and development:

More principals in the older age group perceived the task of developing objectives for the guidance and counselling programme to be performed frequently, while more principals in the younger age group felt that the task of establishing and maintaining co-operative relationships with school staff was performed in their school (Table 75). However they seemed to have similar perceptions of other tasks categorised as programme management activities (App. E Table 35).

Table 75 Principals' perceptions of the performance of the tasks of developing objectives for the guidance and counselling programme and establishing and maintaining co-operative relationship with school staff by age

Statement	Age	unperfo	perfo	N	X ²	DF	P
Develop objectives for the guidance and counselling programme	below 41	20	51	71	3.82	1	.05
	41 & above	5	36	41			
Establish and maintain co-operative relationship with school staff	below 41	3	68	71	5.27	1	.02
	41 & above	7	34	41			

Key: unperfo= unperformed. perfo= performed

Personal and professional development:

No significant difference in perceptions was found between principals of different age, on the personal and professional development activities with which their counsellors were involved (App. E Table 35).

Differences between principals of different years of experience:

Counselling:

Perceptions did not differ significantly on which counselling activities were carried out by school counsellors (App. E Table 36). The only significant difference was found for the task of assisting students to cope with and resolve their problems (Table 76). Less experienced principals perceived that this task was done by counsellors, more than did experienced principals.

Table 76 Principals' perceptions of the performance of the task of assisting students to cope with and resolve their problems by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Help students to cope with and resolve their problems	below 9	2	60	62	4.34	1	.03
	9 & above	7	43	50			

Key: unperfo= unperformed. perfo= performed

Developmental, educational and career guidance:

No significant difference was found among experienced and less experienced principals on their perceptions of the performance of guidance activities (App. E Table 36).

Consulting:

There were significant differences in perceptions between principals of different years' experience of consulting activities. Table 77 shows that less experienced principals were more likely to perceive that counsellors consult with teachers about students' motivation and students' behaviour and provide teachers with information about students' needs and concurrent issues. In contrast to this, more experienced principals indicated greater involvement of counsellors in their schools in establishing and maintaining guidance and counselling committees in the schools. However, principals did not differ significantly on other consulting activities (App. E Table 37).

Table 77 Principals' perceptions of the performance of consulting tasks by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Consult with teachers about students motivation and students behaviour	below 9	14	48	62	3.97	1	.04
	9 & above	20	30	50			
Provide teachers with information about students' needs and concurrent issues	below 9	17	45	62	7.07	1	.007
	9 & above	26	24	50			
Establish and maintain guidance and counselling committee in school	below 9	7	55	62	3.60	1	.05
	9 & above	1	49	50			

Key: unperfo= unperformed. perfo= performed

Evaluation and assessment:

Principals of different years of experience had similar perceptions of the performance of most assessment activities (App. E Table 37) though they held different perceptions on monitoring the achievement level of students. More experienced principals were more likely to claim that their counsellors frequently performing this task (Table 78).

Table 78 Principals' perceptions of the performance of the task of monitoring the achievement level of students by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Monitor the achievement level of students	below 9	21	41	62	3.55	1	.05
	9 & above	9	41	50			

Key: unperfo= unperformed. perfo= performed

Programme management and development:

Different years of experience did not seem to affect principals' perceptions of the programme management activities performed in their schools (App. E Table 38).

Personal and professional development:

Principals of different years of experience did not differ significantly in their views on counsellors' involvement in personal and professional development (App. E Table 38).

Summary:

The results showed that principals' age and experience are not important if they do not enable principals to understand the status and the needs of the system, suggesting the need to reform the system.

Principals' view: Summary

Principals were supportive of counsellors' activities. Most tasks were perceived as important or very important, by usually not less than three-quarters of principals. Only two tasks received low ranking. They are: working on students' comprehensive record and following-up referred students.

Principals believe that counsellors in their schools carried out a wide range of activities, but despite this, they perceived that performance did not match the high level of importance they placed on the activities.

There were significant differences between principals' perceptions of the importance and performance of most of counsellors' functions, except the tasks of assisting students to cope with and resolve their problems, establishing and maintaining guidance and counselling committee in school, following-up referred students and keeping students informed of the guidance and counselling programme.

Principals reported themselves as participating in the guidance and counselling programme, only in relation to administrative responsibilities. Few non-major differences in perceptions were found between principals of different age and years of experience regarding the importance and performance of counsellors' functions.

CHAPTER NINE

TEACHERS' PERCEPTIONS OF THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR

9-1- Introduction:

This chapter presents the teachers' perceptions regarding the importance and performance of counsellor role.

9-2- Demographic Information:

As shown in Table 79, many teachers, 53.5% were found in the age group 31-40 years old. Thirty-nine percent of the teachers' sample were in the 23-30 age group. Also 53.5% of teachers reported that they had 1-8 years of teaching experience, 37% of them had 9-16 years of experience, 6.3% have 17-24 years of experience and 3.2% had 25> years of experience. As can be noted that the experience of more than half of teachers sample less than 8 years, the reason for this lack of experience might be the rapid increase in the number of newly graduated teachers from Saudi universities which substituting the experienced non-Saudi teachers by less experienced Saudis.

Table 79 Self-reported age and years of experience in current work of teachers.

Age	F.		Years of Experience	F.	
		%			%
23-30	124	39.2	1-8	169	53.5
31-40	169	53.5	9-16	117	37.0
41-50	18	5.7	17-24	20	6.3
51-60	5	1.6	25 & above	10	3.2
Total	316	100.0	Total	316	100.0

9 -3- The Perceptions of Teachers:

9-3-1-Teachers' perceptions of the importance and performance of the role and functions of secondary school counsellors.

Counselling:

From Table 80 it appears that teachers attached great importance to all counselling functions. Helping students with problems of academic achievement, counselling parents on their children's problems and assisting students to understand themselves, their abilities, aptitude and interests, were considered by almost all teachers to be either important/very important. However, teachers tended to perceive the task of assisting students to cope with and resolve their problems as a less important task than others in this category. Counselling functions can be ranked according to the frequency of their appearance in the data as follows:

First: Help students with problems of academic achievement.

Second: Counsel parents on their children's problems.

Third: Assist students to understand themselves, their abilities, aptitude and interests.

Fourth: Provide vocational counselling to students.

Fifth: Meet with students to discuss academic concerns.

Sixth: Address the developmental needs of students.

Seventh: Assist students in making appropriate decisions.

Eighth: Help students adjust to school environment.

Ninth: Assist students to cope with and resolve their problems.

In the case of performance, large number of teachers perceived the activities concerned with counselling about educational issues, such as helping students with problems of academic achievement, providing vocational counselling to students, and meeting with students to discuss academic concerns, as the functions most frequently performed in their schools. Although other activities were seen to be performed, helping students adjust to the school environment was perceived as the least performed function.

Table 80 Teachers' perceptions of the importance and performance of counselling functions (in percentages) N=316

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
1. Assist students to understand themselves	0	2	20	78	0	31	3	43	23
2. Address the developmental needs of students	1	6	47	46	2	35	4	47	12
3. Assist students to cope with and resolve their problems	0	1	31	68	0	18	12	34	36
4. Meet with students to discuss academic concerns	0	4	51	45	1	15	12	39	33
5. Counsel parents on their children's problems	0	1	31	68	2	29	9	36	24
6. Help students with problems of academic achievement	0	1	35	64	0	9	7	47	37
7. Provide vocational counselling to students	1	3	44	52	0	15	13	37	35
8. Assist students in making appropriate decisions	0	14	58	28	3	25	17	34	21
9. Help students adjust to the school environment	0	17	47	36	3	25	17	35	20

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Developmental, educational and career guidance:

All the functions were rated very highly (Table 81). It would appear that teachers perceived the task of working with students in an effort to prevent psychological and behavioural problems as the most important function, although others such as conducting special educational programmes to deal with specific problems (truancy, smoking ...) and providing students with information about educational opportunities after secondary school were also viewed to be important/very important. From the data shown in Table 81 the importance of guidance functions can be ranked as follows:

First: Work with students in an effort to prevent psychological and behavioural problems.

Second: Conduct special programmes to deal with specific problems (truancy, smoking etc.)

Third: Provide students with information about educational opportunities after secondary school.

Fourth: Conduct special programmes for gifted and talented students.

Fifth: Collate information and provide workshop for students to help them develop academic skills.

Sixth: Assist students in making appropriate choices of school subjects.

Seventh: Provide students with information about careers.

Eighth: Collate information and provide workshop for student to help them develop social skills.

As regards practice, teachers perceived counsellors as most involved in working with students to prevent psychological and behavioural problems. As Table 81 reveals, nearly three-quarters of teachers perceived the task of assisting students in making appropriate choices of school subjects to be done often/always in their schools. However, with respect to other activities, teachers regarded the tasks of collating information for students to help them develop social skills and conducting special programmes for gifted and talented students as rarely or never performed.

Table 81 Teachers' perceptions of the importance and performance of guidance functions (in percentages) N= 316.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
10. Collate information and provide workshops for students to help them develop social skills	1	13	58	28	12	28	13	32	15
11. Collate information and provide workshops for students to help them develop academic skills	2	6	50	42	2	12	17	40	29
12. Work with students in an effort to prevent psychological and behavioural problems	0	1	32	67	2	19	8	31	40
13. Conduct special educational programmes to deal with specific problems	0	3	37	60	5	23	12	24	36
14. Provide students with information about educational opportunities after secondary school	1	6	43	50	5	14	13	37	31
15. Assist students in making appropriate choice of school subject	1	9	44	46	1	13	15	39	32
16. Provide students with information about careers	0	11	56	33	2	15	17	42	24
17. Conduct special programmes for gifted and talented students	1	6	49	44	13	44	10	18	15

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Consulting and referral:

The results in Table 82 reveal that teachers ranked consultation with teachers, parents and principals about students' needs and concerns as their main priority. It would seem that teachers were more supportive of tasks related to teacher consultation. The overwhelming majority perceived the task of providing teachers with information about student needs and concurrent issues as important/very important. However, although over three-quarters of teachers viewed the task of referring students with special needs to appropriate agencies as either very important or important, it received the lowest ranking in this category. The rank order of the consulting activities is as follows:

First: Consult with teachers about students' needs and concerns .

Second: Consult with principals about students' needs and concerns .

Third: Consult with parents about students' needs and concerns.

Fourth: Provide teachers with information about students' needs and concurrent issues.

Fifth: Follow-up referred students.

Sixth: Consult with principal and teachers about the development of guidance and counselling goals and activities..

Seventh: Assist teachers in recognising individual differences between students.

Eighth: Consult with teachers about students' motivation and students' behaviour.

Ninth: Establish and maintain a guidance and counselling committee in school

Tenth: Refer students with special needs to appropriate agencies.

Over two-thirds of teachers reported that counsellors in their schools were frequently involved in establishing and maintaining a guidance and counselling committee in school and a little over half of teachers sample perceived the tasks of consulting with parents about students' needs and concerns, consulting with the principals and teachers about the development of guidance and counselling goals and activities, consulting with the principal about the needs and concerns of students, consulting with teachers about the needs and concerns of students and consult with teachers about students' motivation and students' behaviour as part of counsellors' activities in their schools.

Less than half of teachers saw their counsellors as always or often performing the tasks of providing teachers with information about students' needs and concurrent issues and assisting teachers in recognising individual differences between students. Just over a third of teachers saw counsellors involved in referring students with special needs to appropriate agencies, but considerably fewer felt counsellors follow up referred students. Over two-thirds of teachers said that counsellors rarely or never follow up referred students.

Table 82 Teachers' perceptions of the importance and performance of consulting and referral functions (in percentages) N=316.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
18. Consult with teachers about the needs or concerns of students	0	3	58	39	4	19	22	32	23
19. Consult with principals about the needs and concerns of students	0	4	52	45	4	15	25	34	22
20. Consult with parents about the needs and concerns of students	1	8	44	47	3	19	19	36	23
21. Consult with principals and teachers about the development of guidance and counselling goals and activities	0	11	47	42	4	24	17	28	27
22. Consult with teachers about students' motivation and students' behaviour	0	12	50	38	6	20	21	30	23
23. Provide teachers with information about students' needs and concurrent issues	0	9	45	46	4	24	25	30	17
24. Assist teachers in recognising individual differences between students	2	10	44	44	6	30	18	23	23
25. Establish and maintain a 'Guidance and Counselling committee' in school	0	13	53	34	4	14	14	39	29
26. Refer students with special needs to appropriate agencies	1	13	44	42	11	19	22	25	23
27. Follow-up referred students	2	8	78	12	14	48	24	10	4

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Evaluation and assessment:

As can be seen from Table 83 teachers placed identifying students with special educational and personal needs as the first priority. While other tasks in this category were highly ranked, the results indicated that the lowest level of importance was attached to the task of working on students' comprehensive record; almost two-thirds of teachers perceived this task as unimportant/very unimportant. Thus, the following is the rank order of these functions:

First: Identify students with special educational and personal needs.

Second: Work to discover gifted and talented students.

Third: Monitor the achievement level of students.

Fourth: Use inventories to assess students' developmental needs.

Fifth: Work on students' comprehensive record.

Two activities working on students' comprehensive record and monitoring the achievement level of students. were perceived by the great majority of teachers as being done often/always.

Over half of teachers indicated that the task of identifying students with special educational and personal needs is always/often performed in their schools. Nearly half of teachers reported that their counsellors always/often work to discover gifted and talented students but over a third of teachers said that their counsellors are rarely/never involved in this task. Teachers were, however, divided on the performance of using inventories to assess students' developmental needs and characteristics, between those who believe that is performed and those who saw it as being rarely/never performed. In

fact, nearly half the teachers hold the view that this task is always/often carried out in their schools and similar proportion said rarely or never (Table 83).

Table 83 Teachers' perceptions of the importance and performance of evaluation and assessment functions (in percentages) N=316.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
28. Work to discover gifted and talented students	11	7	51	41	8	31	13	28	20
29. Identify students with special educational and personal needs	0	8	55	37	5	23	13	35	24
30. Monitor the achievement level of students and keep record of students' academic progress	0	15	60	25	4	10	19	45	22
31. Use inventories to assess students' developmental needs and characteristics	3	16	51	30	23	24	8	23	22
32. Work on students' comprehensive records	7	53	35	5	1	2	4	44	49

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Programme management and development:

The results in Table 84 revealed that responses to the six items in this category were extremely positive. Teachers accorded priority to the task of informing principal and teachers about the guidance and counselling programme. The rank order of the importance of these functions is as follows:

First: Inform principal and teachers about guidance and counselling programme.

Second: Develop objectives for the guidance and counselling programme.

Third: Establish and maintain co-operative relationships with school staff.

Fourth: Plan activities to achieve the objectives of the guidance and counselling programme.

Fifth: Keep parents informed of the guidance and counselling programme.

Sixth: Keep students informed of the guidance and counselling programme.

It is, perhaps, surprising that the task of keeping students informed of the guidance and counselling programme was accorded the lowest priority, as it is logically a prerequisite of carrying out the other functions.

Table 85, below, shows that the majority of teachers believed that these activities are carried out in their schools, especially, the task of establishing and maintaining co-operative relationships with school staff which was perceived by over three-quarters of teachers to be done always/often, making it apparently, the most frequently performed activity in this category. A little over three-quarters of teachers reported that counsellors always or often engage in developing objectives for the guidance and counselling programme. However, although the task of informing parents about the guidance and counselling programme was perceived as part of counsellors' activities, it had the lowest reported frequency.

Table 84 Teachers' perceptions of the importance and performance of programme management functions (in percentages) N =316

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
33. Develop objectives for the guidance of counselling programme	0	9	50	41	4	13	6	43	34
34. Plan activities to achieve the objectives of guidance and counselling	0	9	56	35	1	15	15	38	31
35. Keep students informed of the guidance and counselling programme	0	14	55	31	3	19	17	36	25
36. Keep parents informed of the guidance and counselling programme	1	12	56	31	5	23	18	30	24
37. Inform principal and teachers of the guidance and counselling programme	0	8	51	41	6	15	17	30	32
38. Establish and maintain co-operative relationships with school staff	1	8	41	50	4	6	12	38	40

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Personal and professional development:

As Table 85 shows, responses indicated the high level of importance attached to personal and professional development activities. Although all items here were perceived by the vast majority of teachers to be either very important or important, the activity of engaging in continuous personal and professional development received the highest rating. Moreover, these tasks according the frequencies, can be ranked as follows:

First: Engage in continuous personal and professional development.

Second: Conduct research related to the guidance and counselling programme.

Third: Conduct research related to students' needs and problems.

Fourth: Evaluate the effectiveness of the guidance and counselling programme.

Counsellors' involvement in these tasks, however, was perceived by large number of teachers as something that rarely or never happened, except for the task of evaluating the effectiveness of the guidance and counselling programme, which a little over half of teachers perceived as always or often done.

Table 85 Teachers' perceptions of the importance and performance of personal and professional development functions (in percentages) N=316

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
39. Engage in continuous personal and professional development	1	8	53	38	7	28	16	22	26
40. Conduct research related to the guidance and counselling programme	3	15	55	27	10	44	11	16	19
41. Conduct research related to students' needs and problems	2	14	49	35	15	40	6	17	22
42 Evaluate the effectiveness of the guidance and counselling programme	1	11	60	28	11	23	14	29	23

Summary:

Teachers indicated strong support for counsellor's functions that related to academic and behavioural concerns of the school and related to communication with them.

The findings of this study suggest that teachers essentially conceptualise the counsellors as performing programme management activities and some educational activities.

9-3-2-Teachers' participation in guidance and counselling programme:

What are the perceptions of secondary school teachers regarding their actual role in the counselling programme? Seven statements were designed to explore teachers' perception of their participation in the guidance and counselling programme. Table 86 below shows that over half the teachers' sample reported that they often/always referred students to the services provided by the school counsellor. The main function that

teachers were involved in was participating in parents' conferences, almost three-quarters of teachers claimed that they were always or often involved in this task. However, teachers could not be considered as involved with other guidance and counselling activities. For example, over half of the teachers' sample reported that they rarely/never give students permission to see the counsellor during their teaching period, or helped the counsellor discover cases in need of counselling services. Nearly half of the teachers indicated that they rarely/never explained to students the objectives of the guidance and counselling services.

Table 86 Teachers' perceptions of their participation in the guidance and counselling programme (in percentages)

Statement	Never	Rarely	sometimes	Often	Always
Refer students to the services provided by the school counsellor.	7	30	8	35	20
Explain to students the objectives of the school guidance and counselling programme.	15	34	10	32	9
Give students permission to see the counsellor during the teaching period.	11	45	20	13	11
Help the counsellor discover cases in need of counselling services.	27	31	8	30	4
Supply the school counsellor with information on the different categories of students	23	36	12	25	4
Participate in parents conferences.	4	13	9	20	54
Participate in the guidance and counselling committee.	21	23	10	23	23

Summary:

The result above revealed that teachers did not participate in the guidance and counselling programme.

9-4- Difference between the Teachers' Perceptions of the Importance and Performance of the Role and Functions of the Secondary School Counsellor.

The question now arises: is there a difference between teachers' perceptions of the importance and performance of the role of the secondary school counsellor? To answer this question, the Sign test was used.

Counselling:

There were statistical significant differences between teachers' perceptions of the importance and performance of counselling functions; the perception of actual performance did not match the high level of importance placed on these functions (Table 87).

Table 87 Comparison of teachers' perceptions on the performance and importance of the functions in the counselling area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
1. Assist students to understand themselves	98.1	1.9	68.7	31.3	.0000
2. Address the developmental needs of students	93.4	6.6	63.6	36.4	.0000
3. Assist students to cope with and resolve their problems	98.5	1.5	92.0	18.0	.0000
4. Meet with students to discuss academic concerns	95.9	4.1	83.9	16.1	.0000
5. Counsel parents on their children's problems	99.4	0.6	69.0	31.0	.0000
6. Help students with problems of academic achievement.	99.1	0.9	91.5	8.5	.0000
7. Provide vocational counselling to students	95.9	4.1	85.4	14.6	.0000
8. Assist students in making appropriate decisions	85.8	14.2	72.2	27.8	.0000
9. Help students adjust to the school environment	96.4	3.6	74.1	25.9	.003

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Developmental, educational and career guidance:

As for the previous category, significant differences were found between teachers' perceptions of the importance and performance of guidance functions. Teachers perceived that counsellors did not perform guidance functions to a level consistent with the importance attached to them (Table 88).

Table 88 Comparison of teachers' perception on the performance and importance of the functions in the developmental, educational and career guidance

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
10. Collate information and provide workshops for students to help them develop social skills	86.4	13.6	59.8	40.2	.0000
11. Collate information and provide workshops for students to help them develop academic skills	92.4	7.6	86.7	13.3	.02
12. Work with students in an effort to prevent psychological and behavioural problems	99.4	0.6	79.4	20.6	.0000
13. Conduct special educational programmes to deal with specific problems	97.2	2.8	72.5	27.5	.0000
14. Provide students with information about educational opportunities after secondary school	93.4	6.6	80.7	19.3	.0000
15. Assist students in making appropriate choice of school subject	89.9	10.1	86.4	13.6	.23
16. Provide students with information about career	88.9	11.1	83.9	16.1	.06
17. Conduct special programme for gifted and talented students	92.7	7.3	32.6	67.4	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Consulting:

This category maintains ten items. As can be seen from Table 89, the teachers' perceptions of the importance and performance of these ten activities differed significantly, the perceptions of actual performance being significantly lower than the perceptions of importance of these activities.

Table 89 Comparison of teachers' perceptions of the performance and importance of the functions in the consulting area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
18. Consult with teachers about the needs or concerns of students	97.2	2.8	77.5	22.5	.0000
19. Consult with principal about the needs and concerns of students	96.2	3.8	80.7	19.3	.0000
20. Consult with parents about the needs and concerns of students	91.5	8.5	78.5	21.5	.0000
21. Consult with the principal and teachers about the development of guidance and counselling goals and activities	88.6	11.4	72.2	27.8	.0000
22. Consult with teachers about students' motivation and students' behaviour	87.3	12.7	73.7	26.3	.0000
23. Provide teachers with information about students' needs and concurrent issues	90.8	9.2	71.2	28.8	.0000
24. Assist teachers in recognising individual differences between students	88.3	11.7	64.6	35.4	.0000
25. Establish and maintain a "Guidance and counselling committee" in school	87.0	13.0	81.6	18.4	.06
26. Refer students with special needs to appropriate agencies	86.4	13.6	69.6	30.4	.0000
27. Follow-up referred students	90.2	9.8	13.9	86.1	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Evaluation and assessment:

The results in Table 90 reveal that significant differences were found between the teachers' perceptions of the importance and performance of evaluation and assessment activities. The level of perceived importance of these tasks was higher than the perception of the level of actual performance. The only activity for which no significant difference was found, with regard to the perceptions of importance and performance, was the task of monitoring the achievement level of students.

Table 90 Comparison of teachers' perceptions of the performance and importance of the functions in the assessment area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
28. Work to discover gifted and talented students	91.8	8.2	61.4	38.6	.0000
29. Identify students with special educational and personal needs	92.4	7.6	71.5	28.5	.0000
30. Monitor the achievement level of students and keep record of students' academic progress	84.8	15.2	86.1	13.9	.74
31. Use inventories to assess students developmental needs and characteristics	80.4	19.6	45.3	54.7	.0000
32. Work on students' comprehensive record	40.5	59.5	97.5	2.5	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Programme management and development:

Significant differences were found between teachers' perceptions of the importance and performance of most functions in this category. Counsellors were viewed by teachers as not being involved in these functions with a frequency consistent with the importance placed on them. Only one task on this category perceived by teachers to be done often and also perceived as very important or important. This task was evaluating the effectiveness of the guidance and counselling programme (Table 91).

Table 91 Comparison of teachers' perceptions on the performance and importance of the functions in the programme management area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
33. Develop objectives for the guidance and counselling programme	90.8	9.2	82.9	17.1	.002
34. Plan activities to achieve the objectives of the guidance and counselling	90.5	9.5	84.5	15.5	.02
35. Keep students informed of the guidance and counselling programme	86.1	13.9	78.5	21.5	.01
36. Keep parents informed of the guidance and counselling programme	86.7	13.3	71.8	28.2	.0000
37. Inform principal and teachers about guidance and counselling programme	91.8	8.2	79.7	20.3	.0000
38. Establish and maintain co-operative relationships with school staff	90.5	9.5	89.9	10.1	.89

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Personal and professional development:

Significant differences were found between teachers' perceptions of the importance and performance of personal and professional development activities. Fewer teachers saw their counsellors as engaged in these activities, than perceived the activities as important (Table 92).

Table 92 Comparison of teachers' perceptions on the performance and importance of the functions in the personal and professional development area

Statement	Importance		Performance		Sign Test
	Imp	Unimp	Perf	Unperf	P
39. Engage in continuous personal and professional development	90.5	9.5	64.9	35.1	.0000
40. Conduct research related to the guidance and counselling programme	82.3	17.7	35.1	64.9	.0000
41. Conduct research related to students' needs and problems	84.5	15.5	39.9	60.1	.0000
42. Evaluate the effectiveness of the guidance and counselling programme.	87.7	12.3	66.1	33.9	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Summary:

Teachers differed significantly in their perceptions of the performance and importance of counsellor's functions. Such perceptions can be expected to have a negative influence on communication and co-operation between teachers and counsellors.

9-5- Differences in Perceptions among Teachers regarding the Importance and Performance of the Role of Secondary School Counsellor.

The question was asked: "Are there differences in perception among teachers of different age and years of experience regarding the importance and performance of the role of secondary school counsellor?" To answer this question, Chi-square tests were used. The significant results are presented in the text and the other in the appendix.

9-5-1- Differences among teachers perceptions regarding the importance of the role and functions of secondary school counsellor:

Differences between teachers of different age:

In this study, teachers were classified into four age groups as follows:

Group One: from 23 to 30 years of age.

Group Two: from 31 to 40 years of age.

Group Three: from 41 to 50 years of age.

Group Four: from 51 to 60 years of age.

Because the teachers in groups three and four represented only 7.3% of the whole sample, for the purpose of data analysis, they were integrated with group two. This resulted in two age groups: group one 30 years and below, termed the younger group and group two, 31 years and above, called the older group. The results of the analysis are as follows:

Counselling:

Table 93 shows that teachers of different age groups differed significantly on only two counselling tasks. The older group perceived the tasks of assisting students to understand themselves and addressing the developmental needs of students to be more important than did the younger group.

Table 93 Teachers' perceptions of the importance of counselling tasks by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Assist students to understand themselves	below 31	5	119	124	4.98	1	.02
	31 & above	1	191	192			
Address the developmental needs of students.	below 31	15	109	124	9.77	1	.001
	31 & above	6	186	192			

Developmental, educational and career guidance:

A significant difference was found only for the task of providing students with information about educational opportunities after secondary school. Older teachers attached more importance to this task than did those in the younger group (Table 94).

Table 94 Teachers' perceptions of the importance of providing students with information about educational opportunities after secondary school by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Provide students with information about educational opportunities after secondary school	below 31	14	110	124	7.09	1	.007
	31 & above	7	185	192			

Key: inimpo= unimportant. impo= important.

Consulting and referral:

It would appear that there were significant differences in perceptions of consulting activities more than for other counsellors' activities. As can be seen from Table 96, while the younger group viewed the tasks of consulting with principal and parents about the needs and concerns of students and referring students with special needs to appropriate agencies as more important than did the older group, the older group viewed the tasks of consulting with teachers about students' motivation and students' behaviour and establishing and maintaining a guidance and counselling committee in school as more important than did the younger group.

Table 95 Teachers' perceptions of the importance of consulting activities by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Consult with the principal about the needs and concerns of students.	below 31	1	123	124	4.99	1	.02
	31 & above	11	181	192			
Consult with parents about the needs and concerns of students.	below 31	6	118	124	3.58	1	.05
	31 & above	21	171	192			
Consult with teachers about students' motivation and students' behaviour.	below 31	24	100	124	8.27	1	.004
	31 & above	16	176	192			
Establish and maintain a Guidance and Counselling Committee in school.	below 31	23	101	124	5.61	1	.01
	31 & above	18	174	192			
Refer students with special needs to appropriate agencies.	below 31	11	113	124	3.89	.1	.04
	31 & above	32	160	192			

Key: inimpo= unimportant. impo= important.

Evaluation and assessment:

Significant differences in perceptions between teachers of different age groups were found for the tasks of identifying students with special educational and personal needs and working on students' comprehensive record; more of the younger group seemed to view these two tasks as important (Table 96). However, the two age groups did not differ significantly in their perceptions of the importance of other tasks in this category (Appendix E Table 40).

Table 96 Teachers' perceptions of the importance of identifying students with special educational and personal needs and working on students comprehensive record by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Identify students with special educational and personal needs.	below 31	3	121	124	7.78	1	.005
	31 & above	21	171	192			
Work on students comprehensive record.	below 31	59	65	124	12.01	1	.0005
	31 & above	129	63	192			

Key: inimpo= unimportant. impo= important.

Programme management and development:

Differences in the level of importance were found between teachers of different age groups for the tasks of developing objectives for the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff (Table 97); teachers in the younger group attached more importance to these two tasks compared with the older group.

Table 97 Teachers' perceptions of the importance of the tasks of developing objectives for the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff by age

Statement	Age	unimpo	impo	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 31	6	118	124	4.60	1	.03
	31 & above	23	169	192			
Establish and maintain co-operative relationships with school staff.	below 31	5	119	124	7.08	1	.007
	31 & above	25	167	192			

Key: inimpo= unimportant. impo= important.

Personal and professional development:

Teachers of different age groups did not differ significantly in their views of the importance of personal and professional development activities(Appendix E Table 41).

Differences between teachers of different years of experience:

Teachers in this study were divided into four groups by years of experience. They are:

Group one: from 1 to 8 years

Group two: from 9 to 16 years

Group three: from 17 to 24 years

Group four: 25 years and over.

However, because the number of teachers in group three and group four represented only 9.5% (30) of the whole sample, for the purpose of data analysis, groups three and four were grouped with group two. This resulted in two groups, group one (1 to 8 years experience) and group two (9 years experience and above), called the less experienced and the experienced groups, respectively. The results of analysis are as follows:

Counselling:

A comparison of the different years of experience revealed that the experienced group perceived the task of addressing the developmental needs of students to be more important compared with the less experienced group (Table 98). For the other activities in this category, no differences were found (Appendix E Table 42).

Table 98 Teachers' perceptions of the importance of the task of addressing the developmental needs of students by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Address the developmental needs of students.	below 9	18	150	168	9.57	1	.001
	9 & above	3	145	148			

Key: inimpo= unimportant. impo= important.

Developmental, educational and career guidance:

Of the eight items classified as guidance activities, teachers of different years of experience differed in perceptions of only three as shown in Table 99. The experienced group were more likely to regard the tasks of collating information for students to help them develop social skills; conducting special educational programmes to deal with specific problems, and providing students with information about educational opportunities after secondary school as important, compared with the less experienced group.

Table 99 Teachers' perceptions of the importance of guidance tasks by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Collate information for students to help them develop social skills.	below 9	31	137	168	7.16	1	.007
	9 & above	12	136	148			
Conduct special educational programme to deal with specific problems.	below 9	9	159	168	8.16	1	.004
	9 & above	0	148	148			
Provide students with information about educational opportunities after secondary school	below 9	18	150	168	9.57	1	.001
	9 & above	3	145	148			

Key: inimpo= unimportant. impo= important.

Consulting and referral:

Out of ten items relating to consulting and referral activities, five significant differences were found between the two groups of teachers (Table 100).

Table 100 Teachers' perceptions of the importance of consulting tasks by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Consult with teachers about the needs and concerns of students	below 9	2	166	168	3.56	1	.05
	9 & above	7	141	148			
Consult with principal about the needs and concerns of students	below 9	2	166	168	6.67	1	.009
	9 & above	10	138	148			
Consult with the principal and teachers about the development of the guidance and counselling programme	below 9	27	141	168	7.77	1	.005
	9 & above	9	139	148			
Consult with teachers about students' motivation and students' behaviour	below 9	29	139	168	6.87	1	.008
	9 & above	11	137	148			
Establish and maintain a Guidance and Counselling Committee in school	below 9	28	140	168	4.33	1	.03
	9 & above	13	135	148			

Key: inimpo= unimportant. impo= important.

Table 100 shows that less experienced teachers saw the tasks of consulting with teachers and principals about the needs and concerns of students as more important as compared to the experienced group. In contrast, more experienced teachers perceived the tasks of consulting with the principal and teachers about the development of guidance and counselling goals and activities; consulting with teachers about students' motivation and students' behaviour and establishing and maintaining a guidance and counselling committee in school to be more important, as compared with the less experienced group.

Evaluation and assessment:

Table 101 shows that comparing the teachers of different years of experience, more of the less experienced group attached importance to the task of identifying students with special educational and personal needs than the experienced group, but

experienced group regard the task of monitoring the achievement level of students as more important.

Table 101 Teachers' perceptions of the importance of identifying students with special educational and personal needs monitoring the achievement level of students by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Identify students with special educational and personal needs.	below 9	7	161	168	6.00	1	.01
	9 & above	17	131	148			
Monitoring the achievement level of students.	below 9	41	127	168	5.20	1	.02
	9 & above	21	127	148			

Key: inimpo= unimportant. impo= important.

Programme management and development:

Different years of experience did not seem to affect teachers' perceptions of the importance of programme management activities (Appendix E Table 44).

Personal and professional development:

Teachers of different years of experience held similar view about the importance of personal and professional development activities (Appendix E Table 44). They differed significantly only on the task of engaging in continuous personal and professional development, which less experienced teachers saw as more important (Table 102).

Table 102 Teachers' perceptions of the importance of the task of engaging in continuous personal and professional development by experience

Statement	Experience	unimpo	impo	N	X ²	DF	P
Engage in continuous personal and professional development.	below 9	11	157	168	3.62	1	.05
	9 & above	19	129	148			

Key: inimpo= unimportant. impo= important.

Summary:

Despite the few differences between teachers of different age and years of experience regarding the importance of counsellor's functions, it can be concluded that older and more experienced teachers attached more importance to the tasks relevant to educational issues and remedial and preventive counselling, while the younger and less experienced teachers' perceptions focus on good co-operative relationships with counsellor and on developmental functions. This might reflect the increasing awareness among the more recently appointed teachers of the importance of these functions. The awareness of new generation of teachers might confirm the claim that there is some increasing awareness amongst that generation which might be a good start for reforming the programme. This perhaps indicates a change in the preparation of young teachers and also emphasises the importance of informing teachers about the counselling programme through their preparation programme and training.

9-5-2- Differences in Perceptions among Teachers regarding the Performance of the Functions of Secondary School Counsellor:**Counselling:**

Chi-square tests revealed statistically significant differences in the perceptions of the frequency of counselling tasks between teachers of different age groups (Table 103).

Table 103 Teachers' perceptions of the performance of counselling tasks by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Assist students to understand themselves	below 31	48	76	124	5.16	1	.02
	31 & above	51	141	192.			
Provide vocational counselling to students.	below 31	10	114	124	6.91	1	.008
	31 & above	30	156	192			
Assist students in making appropriate decisions	below 31	26	98	124	4.80	1	.02
	31 & above	62	130	192			
Help students adjust to the school environment.	below 31	25	99	124	5.55	1	.01
	31 & above	62	130	192			

Key: Unperf = Unperformed. Perf = Performed

As Table 103 shows, more younger teachers perceived assisting students to understand themselves and their abilities as a task performed by counsellors in their schools, while more older teachers reported providing vocational counselling to students, assisting students in making appropriate decisions and helping students adjust to school environment as being carried out in their school. However, no significant differences were found for other tasks in this area.

Developmental, educational and career guidance:

No significant differences were found among teachers of different age in their perceptions of performance of all guidance activities except the task of collating information and providing workshops for students to help them develop social skills. While half of the younger group believed this task was not carried out in their school, more older teachers claimed that it was part of their counsellors' activities (Table 104).

Table 104 Teachers' perceptions of the performance of collating information for students to help them develop social skills by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Collate in formation and provide workshop for students to help them develop social skills.	below 31	62	62	124	8.17	1	.004
	31& above	65	127	192			

Key: Unperf = Unperformed. Perf = Performed

Consulting and referral:

The results indicated that there were no significant differences between the two groups' perceptions of the performance of most of consulting activities (Appendix E Table 46). However, differences were statistically significant for consulting with teachers about the needs and concerns of students and on establishing and maintaining a guidance and counselling committee in school. More younger teachers perceived these two tasks to be done in their school (Table 105).

Table 105 Teachers' perceptions of the performance of consulting with teachers about the needs and concerns of students and establishing and maintaining a guidance and counselling committee in school by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 31	20	104	124	4.70	1	.03
	31& above	51	141	192			
Establish and maintain a Guidance and Counselling Committee in school.	below 31	13	111	124	8.43	1	.003
	31 & above	45	147	192			

Key: Unperf = Unperformed. Perf = Performed

Evaluation and assessment:

Table 106 shows that 63% of younger group perceived that counsellors were not involved in the task of monitoring the achievement level of students, while only 49% of

older group perceived so. Although all teachers perceived that counsellors have a great amount of involvement in working on students' comprehensive record, the older group more than the younger group held this perception.

Table 106 Teachers' perceptions of the performance of monitoring the achievement level of students and working on students comprehensive record by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Monitor the achievement level of students.	below 31	79	45	124	6.61	1	.01
	31 & above	94	98	192			
Work on students' comprehensive record.	below 31	6	118	124	4.40	1	.03
	31 & above	2	190	192			

Key: Unperf = Unperformed. Perf = Performed

Programme management and development:

There were significant differences in teachers' perceptions of how often counsellors perform programme management activities (Table 107).

Table 107 Teachers' perceptions of the performance of programme management tasks by age

Statement	Age	Unperf	Perf	N	X ²	DF	P
Develop activities for the guidance and counselling programme	below 31	14	110	124	4.84	1	.02
	31 & above	40	152	192			
Plan activities to achieve the objectives of the guidance and counselling	below 31	11	113	124	6.85	1	.008
	31 & above	38	154	192			
Keep students informed of the guidance and counselling programme.	below 31	93	31	124	9.18	1	.002
	31 & above	112	80	192			

More younger teachers perceived the tasks of developing objectives for guidance and counselling programme and planning activities to achieve the objectives of the guidance and counselling as being performed. On the task of keeping students informed of the guidance and counselling programme, 75% of the younger group said it was unperformed, in contrast to 58% of the older group.

Personal and professional development

There were no significant differences between teachers of different age regarding the performance of personal and professional development.

Differences between teachers of different years of experience:

Counselling:

The data analysis revealed statistically significant differences in the frequency of three counselling tasks between teachers of different years of experience (Table 108); more of the experienced teachers felt that assisting students to understand themselves and assisting students to cope with and resolve their problems were part of their counsellors' functions.

Table 108 teachers' perceptions of the performance of counselling tasks by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Help students to cope with and resolve their problems	below 9	65	103	168	9.03	1	.002
	9 & above	34	114	148			
Assist students to understand themselves	below 9	38	130	168	5.09	1	.02
	9 & above	19	129	148			
Provide vocational counselling to students	below 9	13	155	168	13.40	1	.0002
	9 & above	33	115	148			

Key: unperfo= unperformed. perfo= performed

Developmental, educational and career guidance:

Teachers of different years of experience had quite similar views of the performance of guidance activities in their schools. A significant difference was, however, found between them in their perceptions of how often counsellors collate information for students to help them develop social skills and academic skills. Experienced teachers perceived this task to be performed more often (Table 109).

Table 109 Teachers' perceptions of the performance of the tasks of collating information for students to help them develop social skills and academic skills by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Collate information and provide workshop for students to help them develop social skills	below 9	76	92	168	3.80	1	.05
	9 & above	51	97	148			
Collate information and provide workshop for students to help them develop academic skills	below 9	29	139	168	4.90	1	.02
	9 & above	13	135	148			

Key: unperfo= unperformed. perfo= performed

Consulting and referral:

Teachers of different years of experience did not differ significantly in their perceptions about counsellors' involvement in consulting and referral activities, except on the tasks of establishing and maintaining a guidance and counselling committee in school and following up referred students, as shown in Table 110. Teachers in the less experienced group tended to view these tasks to be done more frequently.

Table 110 teachers' perceptions of the performance of the tasks of establishing and maintaining a guidance and counselling committee in school and following-up referred students by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Establish and maintain a Guidance and Counselling Committee in school	below 9	24	144	168	3.96	1	.04
	9 & above	34	114	148			
Follow-up referred students	below 9	152	16	168	5.79	1	.01
	9 & above	120	28	148			

Key: unperfo= unperformed. perfo= performed

Evaluation and assessment:

No significant difference in perceptions was found between teachers of different years of experience as to which evaluation and assessment activities were carried out by counsellors in their schools (Appendix E Table 49).

Programme management and development:

Teachers of different years of experience had similar perceptions on most of the programme management activities performed by counsellors in their schools (Appendix E Table 50). A significant difference in perception was found on the task of planning activities to achieve the objectives of the guidance and counselling: which 89% of less experienced teachers perceived to be done in their schools compared with 80% of experienced teachers (Table 111).

Table 111 Teachers' perceptions of the performance of the task of planing activities to achieve the objectives of the guidance and counselling by experience

Statement	Experience	unperfo	perfo	N	X ²	DF	P
Plan activities to achieve the objectives of the guidance and counselling programme	below 9	19	149	168	4.82	1	.01
	9 & above	30	118	148			

Key: unperfo= unperformed. perfo= performed

Personal and professional development:

No significant differences in perception were found between teachers of different years of experience, on counsellors' involvement in personal and professional development (Appendix E Table 50).

Summary:

Although there were few differences among teachers of different age and years of experience regarding the performance of counsellor's functions, it is clear that older and experienced teachers were more realistic in their perceptions.

Teachers' view: Summary

The majority of teachers perceived all counsellors' functions to be very important or important except for the task of working on students' comprehensive record which was considered by the majority of teachers as unimportant.

Teachers believe that counsellors were involved in many professional activities, but despite this, they perceived that performance did not match the high level of importance they placed on the activities, except the tasks of assisting students in making appropriate choice of school subject, providing students with information about careers, establishing and maintaining a guidance and counselling committee in school, monitoring the achievement level of students and establishing and maintaining co-operative relationships with school staff.

Teachers' participation in the programme was limited to participating in parents' conference and referring students to counsellor.

Teachers' perception was little influenced by their ages and years of experience. The difference between teachers of different ages and years of experience was only clear on the perception of the importance and performance of some consulting activities.

CHAPTER TEN

STUDENTS' PERCEPTIONS OF THE ROLE OF THE SECONDARY SCHOOL COUNSELLOR

10-1- Introduction:

This is the fourth of five chapters presenting the study's quantitative findings. It deals with students' perceptions of the role and functions of the secondary school counsellor.

10-2- Students' Perceptions of the Importance and Performance of the Functions of the Secondary School Counsellor:

“What are the perceptions of secondary school students regarding the importance and performance of the role of secondary school counsellor?”

Students were asked to respond to 42 items developed to reflect counsellors' possible functions in Saudi Arabia. They rated the importance of these items using the scale: very unimportant (1), unimportant (2), important (3) and very important (4). They indicated their perceptions of performance using the scale never (1), rarely (2), sometimes (3) often (4) and always (5). The responses were analysed using percentages, and the results are presented according to each area of the counsellor's role.

Counselling:

Responses from students seemed to indicate that they were mostly supportive of the counselling functions. A majority of them perceived counselling functions to be important/very important, but the tasks of helping students with problems of academic achievement, assisting students to cope with and resolve their problems and assisting students to understand themselves, their abilities, aptitudes and interests, can be ranked

as their main priority. However, from the data presented in Table 112 the students' perceptions of the importance of counselling tasks can be ranked as follows:

First: Help students with problems of academic achievement

Second: Assist students to cope with and resolve their problems

Third: Assist students to understand themselves, their abilities, aptitudes and interests

Fourth: Provide vocational counselling to students

Fifth: Meet with students to discuss academic concerns

Sixth: Counsel parents on their children's problems

Seventh: Address the developmental needs of students

Eighth: Help students adjust to the school environment

Ninth: Assist students in making appropriate decisions.

On the aspect of performance, the result provides clear evidence of counsellors' involvement in counselling about educational issues. Nearly three-quarters of students reported that their counsellors help them with problems of academic achievement and nearly two-thirds of them perceived that counsellors always/often meet with students to discuss academic concerns. Weak involvement, however, was perceived with other counselling tasks, as shown in Table 112.

Table 112 Students' perceptions of the importance and performance of counselling functions (in percentages) N=451

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
1. Assist students to understand themselves	1	3	38	58	14	31	19	15	21
2. Address the developmental needs of students	1	15	45	39	18	32	21	20	9
3. Assist students to cope with and resolve their problems	1	2	28	69	8	23	21	26	22
4. Meet with students to discuss academic concerns	2	7	44	47	12	17	15	30	26
5. Counsel parents on their children's problems	2	8	28	62	14	38	18	16	14
6. Help students with problems of academic achievement	0	2	26	72	4	10	15	38	33
7. Provide vocational counselling to students	0	8	47	45	7	17	28	32	16
8. Assist students in making appropriate decisions	2	20	41	37	12	22	24	27	15
9. Help students adjust to the school environment	2	15	41	42	15	20	24	23	18

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Developmental, educational and career guidance:

The majority of students perceived guidance activities to be important/very important. It is obvious from the data in Table 113 that the task of working with students in an effort to prevent psychological and behavioural problems obtained the highest ranking, followed by the task of conducting special educational programmes to deal with specific problems. Although the task of collating information and providing workshops for students to help them develop social skills was perceived by three-quarters of students to be important/very important, it got the lowest rating in this category. From the findings these tasks can be ranked as follows:

First: Work with students in an effort to prevent psychological and

behaviour problems

Second: Conduct special educational programmes to deal with specific problems (truancy etc.)

Third: Collate information and provide workshops for students to help them develop academic skills .

Fourth: Provide students with information about educational opportunities after secondary school .

Fifth: Provide students with information about careers .

Sixth: Assist students in making appropriate choices of school subjects .

Seventh: Conduct special programmes for gifted and talented students .

Eighth: Collate information and provide workshops for students to help them develop social skills.

An exploration of students' perceptions of the performance of guidance tasks revealed that over two-thirds of students perceived the tasks of collating information and providing workshops for students to help them develop academic skills, providing students with information about educational opportunities after secondary school and assisting students in making appropriate choices of school subjects to be carried out in their schools. Again, the results here provided evidence of great involvement in educational guidance. Moreover, over half of students reported that their counsellors provided students with information about careers. Students regarded the developmental guidance tasks, however, as less frequently performed; for example, over two-thirds of students perceived their counsellors as rarely or never conducting special programmes for gifted and talented students and over half of them said that their counsellors rarely or never collate information for students to help them develop social skills.

Table 113 Students' perceptions of the importance and performance of guidance functions (in percentages) N= 451

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
10. Collate information and provide workshops for students to help them develop social skills	6	17	40	37	19	32	22	16	11
11. Collate information and provide workshops for students to help them develop academic skills	1	8	39	52	6	13	15	37	29
12. Work with students in an effort to prevent psychological and behavioural problems	1	4	35	60	10	30	18	24	18
13. Conduct special educational programmes to deal with specific problems	3	5	36	56	13	29	15	22	21
14. Provide students with information about educational opportunities after secondary school	4	8	29	59	13	6	18	35	28
15. Assist students in making appropriate choice of school subject	2	10	35	53	11	8	14	39	28
16. Provide students with information about careers	2	10	39	49	12	13	21	30	24
17. Conduct special programmes for gifted and talented students	3	12	38	47	24	38	17	14	7

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Consulting and referral:

Table 114 shows that the vast majority of students perceived consulting and referral activities as being either important or very important. They accorded priority to consultation with teachers and principals about the needs and concerns of students. Compared with the great importance given to other tasks in this category, a low level of importance was attached to the tasks of consulting with parents about the needs and concerns of students and consulting with the principal and teachers about the development of guidance and counselling goals and activities. These tasks can be ranked according to importance as follows:

First: Consult with teachers about the needs and concerns of students .

Second: Consult with principal about the needs and concerns of students

Third: Consult with teachers about students' motivations and students' behaviour

Fourth: Follow-up referred students

Fifth: Provide teachers with information about students' needs and concurrent issues

Sixth: Establish and maintain a Guidance and Counselling Committee in school.

Seventh: Refer students with special needs to appropriate agencies

Eighth: Assist teachers in recognising individual differences between students

Ninth: Consult with parents about the needs and concerns of students

Tenth: Consult with the principal and teachers about the development of guidance and counselling programme.

The data presented in Table 114 indicate that students responded to many tasks with 'sometimes'. This can be interpreted as an unsure answer, because students were not involved directly in these tasks so they had no clear picture about them. However, over two-thirds of students saw the task of establishing and maintaining a Guidance and Counselling Committee in school carried out in their schools. In contrast to this, over two-thirds of students perceived that counsellors rarely/never follow-up referred students.

Table 114 Students' perceptions of the importance and performance of consulting and referral functions (in percentages) N= 451.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
18. Consult with teachers about the needs or concerns of students	2	13	30	55	15	12	38	22	14
19. Consult with principals about the needs and concerns of students	3	15	32	50	13	14	38	22	13
20. Consult with parents about the needs and concerns of students	5	17	38	40	17	27	21	23	12
21. Consult with principals and teachers about the development of guidance and counselling goals and activities	4	19	44	33	7	12	43	21	17
22. Consult with teachers about students' motivation and students' behaviour	5	14	39	42	8	13	38	25	16
23. Provide teachers with information about students' needs and concurrent issues	6	13	38	43	9	13	36	26	16
24. Assist teachers in recognising individual differences between students	6	16	41	37	8	19	33	25	15
25. Establish and maintain a 'Guidance and Counselling committee' in school	5	14	41	40	8	8	14	36	34
26. Refer students with special needs to appropriate agencies	6	14	40	40	16	21	24	21	18
27. Follow-up referred students	4	15	69	12	20	47	25	6	2

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Evaluation and Assessment:

The information in Table 115 shows that the overwhelming majority of the students attached great importance to all evaluation and assessment activities except the task of working on comprehensive records, which was perceived by over half of students to be either unimportant or very unimportant. The rank order of these tasks was as follows:

First: Identify students with special educational and personal problems

Second: Work to discover gifted and talented students

Third: Monitor the achievement level of students

Fourth: Use inventories to assess students' developmental needs .

Fifth: Work on students' comprehensive record.

Looking at the perceptions of the performance of evaluation and assessment functions, it can be said that two activities in this category were perceived by the majority of students to be carried out in their school. Nearly three-quarters of students perceived that counsellors always/often work on students' comprehensive record, and two-thirds of students perceived counsellors as always/often involved in the task of monitoring the achievement level of students. However, over two-thirds of students perceived that counsellors in their schools did not use inventories.

Table 115 Students' perceptions of the importance and performance of evaluation and assessment functions (in percentages) N=451.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
28. Work to discover gifted and talented students	3	12	36	49	23	27	20	16	14
29. Identify students with special educational and personal needs	2	9	40	49	17	22	25	19	17
30. Monitor the achievement level of students and keep record of students' academic progress	3	16	39	42	9	11	19	27	34
31. Use inventories to assess students' developmental needs and characteristics	4	18	32	46	30	37	15	9	9
32. Work on students' comprehensive records	9	43	40	8	3	5	18	42	32

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
N= never R= rarely S= sometimes O= often A= always

Programme management and development:

Students saw the counsellor's relationship with school staff as the most important function in this category. Moreover, responses indicted the high level of

importance attached to all functions in this category, with the task of informing the principal and teachers about guidance and counselling programme considered less important. These functions, according to the perceptions of students, can be ranked as follows:

First: Establish and maintain co-operative relationships with school staff.

Second: Develop objectives for the guidance and counselling programme.

Third: Keep students informed of the guidance and counselling programme.

Fourth: Keep parents informed of the guidance and counselling programme.

Fifth: Plan activities to achieve the objectives of the guidance and counselling.

Sixth: Inform principal and teachers about the guidance and counselling programme.

The data presented in Table 116 reveal that the tasks of developing objectives for the guidance and counselling programme, planning activities to achieve the objectives of the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff were perceived by over two-thirds of students as part of their counsellors' activities in their schools. Surprisingly, only half of students reported that they were always/often informed of the guidance and counselling programme. Nearly half of students perceived that their parents were rarely or never informed of the guidance and counselling programme.

Table 116 Students' perceptions of the importance and performance of programme management functions (in percentages) N= 451.

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
33. Develop objectives for the guidance of counselling programme	4	14	46	36	7	10	21	36	26
34. Plan activities to achieve the objectives of guidance and counselling	2	20	45	33	6	12	18	38	26
35. Keep students informed of the guidance and counselling programme	3	16	44	37	10	13	26	29	22
36. Keep parents informed of the guidance and counselling programme	4	18	44	34	16	31	19	19	15
37. Inform principal and teachers of the guidance and counselling programme	4	21	36	39	8	13	31	29	19
38. Establish and maintain co-operative relationships with school staff	2	7	37	54	7	8	24	34	27

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always

Personal and professional development:

All the four functions in this area were perceived by the majority of students as very important or important (Table 117). According to the frequencies of importance attached to these functions they can be ranked as follows:

First: Engage in continuous personal and professional development .

Second: Conduct research related to students' needs and problems .

Third: Evaluate the effectiveness of the guidance and counselling programme .

Fourth: Conduct research related to the guidance and counselling programme.

Students in this study saw their counsellors as little involved in personal and professional development. Over two-thirds of students reported that their counsellors

rarely/never conducted research related to students' needs and problems, and nearly two-thirds of students believed that counsellors rarely/never conducted research related to the guidance and counselling programme. However, they had divided opinions about the task of engaging in continuous personal and professional development; 36% of them saw counsellors as always or often engaged in this task, while 36% of them saw counsellors as rarely/never performing it. This may be because this task is not necessarily observable.

Table 117 Students' perceptions of the importance and performance of personal and professional development functions (in percentages) N=451

Statement	Importance				Performance				
	VU	U	I	VI	N	R	S	O	A
39. Engage in continuous personal and professional development	1	14	44	41	14	22	28	22	14
40. Conduct research related to the guidance and counselling programme	5	22	39	34	23	36	21	11	9
41. Conduct research related to students' needs and problems	3	15	35	47	22	40	16	11	11
42 Evaluate the effectiveness of the guidance and counselling programme	5	17	41	37	9	14	28	25	24

Key: VU= very unimportant. U= unimportant. I= important. VI= very important
 N= never R= rarely S= sometimes O= often A= always.

Summary:

Students support most counsellor's functions, but functions related to their personal, developmental and educational issues were their priorities. These results indicate a change in the attitude among generations towards counselling services. Young people are perhaps now more likely to seek help for their problems than ever before.

Students perceived great involvement of counsellors in educational issues and paper work. Students did not acknowledge counsellors' involvement in their personal problems or developmental needs . Surprisingly, although students are the main

beneficiaries of the service, only half them reported that they were always/often informed of the guidance and counselling programme, raising doubt about counsellors' effectiveness and students' utilisation of the programme.

10-3- Differences between Students' Perceptions of the Importance and Performance of the Functions of the Secondary School Counsellor:

To determine if differences exist between students' perceptions regarding the importance and performance of counsellors' functions, sign tests were used.

Counselling:

Data analysis revealed statistically highly significant differences in the perceptions of the importance and performance of counselling functions. Students perceived that the degree of performance of counselling functions did not match the great level of importance they attached to these functions (Table 118).

Table 118 Comparison of students' perceptions on the importance and performance of the functions in counselling area

Statement	Importance		Performance		Sign Test
	Unimp	Impor	Unperf	Perfor	P
1. Assist students to understand themselves	4.7	95.3	63.4	36.6	.0000
2. Address the developmental needs of students	16.4	83.6	71.2	28.8	.0000
3. Assist students to cope with and resolve their problems	2.7	97.3	30.8	69.2	.0000
4. Meet with students to discuss academic concerns	9.8	90.2	28.6	71.4	.0000
5. Counsel parents on their children's problems	10.4	89.6	69.6	30.4	.0000
6. Help students with problems of academic achievement.	1.8	98.2	13.3	86.7	.0000
7. Provide vocational counselling to students	8.0	92.0	23.5	76.5	.0000
8. Assist students in making appropriate decisions	21.3	78.7	34.4	65.6	.0000
9. Help students adjust to the school environment	17.7	82.3	34.6	65.4	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Developmental, educational and career guidance:

High levels of significant differences were found between students' perceptions of the importance and performance of guidance functions. Students also perceived that the counsellors' frequency of performing the role was not commensurate with the importance placed on the role (Table 119).

Table 119 Comparison of students' perception on the performance and importance of the functions in the developmental, educational and career guidance

Statement	Importance		Performance		Sign Test
	Unimp	Imp	Unperf	Perf	P
10. Collate information and provide workshops for students to help them develop social skills	23.1	76.9	73.4	26.6	.0000
11. Collate information and provide workshops for students to help them develop academic skills	8.6	91.4	18.8	81.2	.0000
12. Work with students in an effort to prevent psychological and behavioural problems	4.2	95.8	39.2	60.8	.0000
13. Conduct special educational programmes to deal with specific problems	8.4	91.6	57.9	42.1	.0000
14. Provide students with information about educational opportunities after secondary school	11.5	88.5	18.4	81.6	.004
15. Assist students in making appropriate choice of school subject	12.0	88.0	19.1	80.9	.003
16. Provide students with information about career	11.5	88.5	24.8	75.2	.0000
17. Conduct special programme for gifted and talented students	15.3	84.7	78.9	21.1	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Consulting and referral:

Table 120 displays five differences between students' perception of the importance and performance of consulting and referral activities. Students perceived that the degree of the performance of these functions was not consistent with the level of importance placed on them. However, students' perceptions did not differ significantly on the tasks of consulting with the principal and teachers about the development of guidance and counselling goals and activities, consulting with teachers about students' motivation and students' behaviour, providing teachers with information about students' needs and concurrent issues, assisting teachers in recognising individual differences between students and establishing and maintaining a guidance and counselling

committee in schools. These functions were perceived to be done often and perceived as important.

Table 120 Comparison of students' perceptions of the performance and importance of the functions in consulting area

Statement	Importance		Performance		Sign Test
	Unimp	Imp	Unperf	Perf	P
18. Consult with teachers about the needs or concerns of students	15.3	84.7	26.6	73.4	.0000
19. Consult with principal about the needs and concerns of students	18.0	82.0	26.6	73.4	.002
20. Consult with parents about the needs and concerns of students	22.4	77.6	65.0	35.0	.0000
21. Consult with the principal and teachers about the development of guidance and counselling goals and activities	22.6	77.4	18.4	81.6	.12
22. Consult with teachers about students' motivation and students' behaviour	18.6	81.4	20.6	79.4	.50
23. Provide teachers with information about students' needs and concurrent issues	19.3	80.7	22.0	78.0	.34
24. Assist teachers in recognising individual differences between students	21.7	78.3	26.8	73.2	.07
25. Establish and maintain a "Guidance and counselling committee" in school	19.3	80.7	15.5	84.5	.15
26. Refer students with special needs to appropriate agencies	20.2	79.8	37.0	63.0	.0000
27. Follow-up referred students	18.6	81.4	91.8	8.2	.0000

Evaluation and Assessment:

From the data in Table 121, it appears that students' perceptions of the importance and performance of evaluation and assessment functions differed significantly. Fewer of them perceived that the degree of performance of the tasks of working to discover gifted and talented students, identifying students with special educational and personal needs and using inventories to assess students' developmental

needs and characteristics as being performed, than perceived them as important. In contrast to this, while students perceived the task of working on students comprehensive record as unimportant, they perceived their counsellors performed this task with greater frequency. However, students' perceptions did not differ on the task of monitoring the achievement level of students. They held similar views for both the importance and the performance of this task.

Table 121 Comparison of students' perceptions of the importance and performance of the functions in the assessment area

Statement	Importance		Performance		Sign Test
	Unimp	Imp	Unperf	Perf	P
28. Work to discover gifted and talented students	15.5	84.5	69.2	30.8	.0000
29. Identify students with special educational and personal needs	10.9	89.1	63.9	36.1	.0000
30. Monitor the achievement level of students and keep record of students' academic progress	18.8	81.2	20.6	79.4	.55
31. Use inventories to assess students' developmental needs and characteristics	21.5	78.5	82.3	17.7	.0000
32. Work on students' comprehensive record	51.7	48.3	7.3	92.7	.0000

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Programme management and development:

The results in Table 122 indicate that students' perceptions differed significantly for two out of six tasks in this category. Students perceived that their counsellors' performance of the tasks of keeping parents informed of the guidance and counselling programme and establishing and maintaining co-operative relationships with school staff did not match the level of importance placed on these two tasks.

Table 122 Comparison of students' perceptions on the performance and importance of the functions in the programme management area

Statement	Importance		Performance		Sign Test
	Unimp	Imp	Unperf	Perf	P
33. Develop objectives for the guidance and counselling programme	18.2	81.8	17.1	82.9	.71
34. Plan activities to achieve the objectives of the guidance and counselling	22.2	77.8	17.5	82.5	.08
35. Keep students informed of the guidance and counselling programme	18.6	81.4	26.6	73.4	.002
36. Keep parents informed of the guidance and counselling programme	21.7	78.3	65.6	34.4	.0000
37. Inform principal and teachers about guidance and counselling programme	25.1	74.9	21.3	78.7	.15
38. Establish and maintain co-operative relationships with school staff	8.9	91.1	14.6	85.4	.005

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Personal and professional development:

It can be seen from Table 123 that students' perceptions of the importance and performance of personal and professional development activities differed significantly for three out of four functions in this category, with the perceptions of importance being higher than the perceptions of performance. However, students' perceptions did not differ significantly on the task of evaluating the effectiveness of the guidance and counselling programme.

Table 123 Comparison of students' perceptions on the performance and importance of the functions in the personal and professional development area

Statement	Importance		Performance		Sign Test
	Unimp	Imp	Unperf	Perf	P
39. Engage in continuous personal and professional development	15.3	84.7	35.5	64.5	.0000
40. Conduct research related to the guidance and counselling programme	26.8	73.2	79.6	20.4	.0000
41. Conduct research related to students' needs and problems	18.0	82.0	77.6	22.4	.0000
42. Evaluate the effectiveness of the guidance and counselling programme.	22.0	78.0	23.1	76.9	.72

Legend:

Imp = Important Unimp = Unimportant Perf = Performed Unperf = Unperformed

Summary:

There are differences between students' perceptions of the performance and importance of counsellor's functions. Students did not see counsellors' performance of their roles as matching their importance, which means that they are not getting what they need from the programme. However, if students do not see a service as effectively meeting their needs then there is ultimately little point in providing the service. However, would the knowledge of the service be the major factor influencing the perceptions of students?

10-4- Differences in Perception between Students who have Received Counselling Services and Those who have Not:

To explore if there is a difference in perception between students who have received guidance and counselling services and those who have not, students were asked to determine how often they used the services provided by school counsellors. Table 124 displays the results. Forty-two percent of students reported that they always or often

used the counselling services, while 44.1% reported that they rarely or never used the services provided by school counsellors.

Table 124 Frequency use of the services provided by school counsellors as reported by students.

Scale	F.	%
Always	80	17.7
Often	110	24.4
Sometimes	62	13.7
Rarely	149	33.0
Never	47	11.1
Total	451	100.0

Their responses were cross-tabulated with their responses on the importance and performance of counsellor's functions and chi-square tests were used to see if there were significant difference in response patterns. For the purposes of data analysis students' responses were divided into three groups: those who said they never/rarely used the guidance and counselling services were combined into one group, those who said they often/always used the service were combined in another; and those who said they sometimes used the service constituted the third. The results were as follows:

10-4-1- Differences of perceptions among students regarding the importance of the counsellors' functions:

Counselling:

Students differed significantly in five out of nine counselling functions (Table 125); students who often used counselling services perceived those functions related to counselling about personal issues as more important than did those who did not use the services and slightly more so than did those who sometimes used services. Students did not differ significantly in their perceptions of the importance of the tasks of helping students with problems of academic achievement, providing vocational counselling to students, assisting students in making appropriate decisions and helping students adjust to the school environment.

Table 125 Students' perceptions of the importance of counselling tasks by using the service

Statement	Using service	unimpo	impor	N	X ²	DF	P
Assist students to understand themselves	Never	15	184	199	9.72	2	.007
	Sometimes	4	58	62			
	Often	2	188	190			
Address the developmental needs of students	Never	48	151	199	15.84	2	.0003
	Sometimes	8	54	62			
	Often	18	172	190			
Assist students to cope with and resolve their problems.	Never	10	189	199	7.90	2	.01
	Sometimes	1	61	62			
	Often	1	189	190			
Meet with students to discuss academic concerns.	Never	31	168	199	21.88	2	.0000
	Sometimes	9	53	62			
	Often	4	186	190			
Counsel parents on their children' problems.	Never	31	168	199	11.12	2	.003
	Sometimes	6	56	62			
	Often	10	180	190			

Key: unimp: unimportant impor: important

Developmental, educational and career guidance:

Students differed significantly in their perceptions for two out of eight guidance functions (Table 126). Those who often used the services viewed conducting special educational programmes to deal with specific problems as more important than did those who did not use the service or who used it sometimes. Students who used the service tended to have higher rating for the task of conducting special programme for gifted and talented students than those who did not who in their turn, tended to give this activity a higher rating than students who used the service sometimes. No significant difference in perceptions was found between these three groups of students on other guidance activities (Appendix E Table 51).

Table 126 students' perceptions of the importance of guidance tasks by using the service

Statement	Using service	unimpo	impor	N	X ²	DF	P
Conduct special educational programme to deal with specific problems (truancy..)	Never	23	176	199	7.56	2	.02
	Sometimes	7	55	62			
	Often	8	182	190			
Conduct special programme for gifted and talented students.	Never	37	162	199	5.79	2	.05
	Sometimes	12	50	62			
	Often	20	170	190			

Key: unimp: unimportant impor: important

Consulting and referral:

A comparison between students who have received guidance and counselling services and those who have not revealed that they differed significantly in their perceptions for most consulting and referral activities (Table 127). Students who often received guidance and counselling services perceived consulting functions as more important than those who used the services sometimes, who in their turn perceived them

as more important than those who did not use the services. However, students' perceptions did not differ significantly for the tasks of consulting with principal about the needs and concerns of students and providing teachers with information about students' needs and concurrent issues.

Table 127 Students' perceptions of the importance of consulting and referral tasks by using the service

Statement	Using service	unimpo	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	Never	38	161	199	5.83	2	.05
	Sometimes	11	51	62			
	Often	20	170	190			
Consult with parents about the needs and concerns of students.	Never	57	142	199	11.29	2	.003
	Sometimes	16	46	62			
	Often	28	162	190			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Never	59	140	199	11.49	2	.003
	Sometimes	14	48	62			
	Often	29	161	190			
Consult with teachers about students' motivation and students' behaviour	Never	49	150	199	9.25	2	.009
	Sometimes	11	51	62			
	Often	24	166	190			
Assist teachers in recognising individual differences between students.	Never	55	144	199	8.04	2	.01
	Sometimes	13	49	62			
	Often	30	160	190			
Establish and maintain a guidance and counselling committee in school.	Never	61	138	199	29.58	2	.000
	Sometimes	7	55	62			
	Often	19	171	190			
Refer students with special needs to appropriate agencies.	Never	52	147	199	7.85	2	.01
	Sometimes	10	52	62			
	Often	29	161	190			
Follow-up referred students	Never	45	154	199	13.70	2	.001
	Sometimes	18	44	62			
	Often	21	169	190			

Key: unimp: unimportant impor: important

Evaluation and assessment:

It can be seen from Table 128 that students who often used counselling services ranked the tasks of working to discover gifted and talented students and monitoring the achievement level of students as more important than did those who used the services sometimes, who in their turn ranked these tasks higher than students who did not use the services. Also, students who used the service attached more importance to the tasks of identifying students with special educational and personal problems and using inventories to assess students' developmental needs than did students who did not use the service, though the latter ranked them higher than did those who use it sometimes. No significant difference was found for the task of working on students' comprehensive record.

Table 128 Students' perceptions of the importance of evaluation and assessment tasks by using the service

Statement	Using service	unimp o	impor	N	X ²	DF	P
Work to discover gifted and talented students.	Never	40	159	199	5.75	2	.05
	Sometimes	8	54	62			
	Often	22	168	190			
Identify students with special educational and personal needs.	Never	30	169	199	6.54	2	.03
	Sometimes	5	57	62			
	Often	14	176	190			
Monitor the achievement level of students	Never	47	152	199	7.16	2	.02
	Sometimes	13	49	62			
	Often	25	165	190			
Use inventories to assess students' developmental needs	Never	55	144	199	19.76	2	.000
	Sometimes	20	42	62			
	Often	22	168	190			

Key: unimp: unimportant impor: important

Programme management and development:

Significantly more students who often received counselling services placed a high level of importance on the tasks of developing objectives for the guidance and counselling programme, and keeping students and parents informed of the guidance and counselling programme than did those who used them sometimes and those who did not use them. The need of those who did not use the services to know about the guidance and counselling programme can be seen from the fact that over three-quarters of them attached great importance to the tasks of keeping students and parents informed of the guidance and counselling programme (Table 129).

Table 129 Students' perceptions of the importance of programme management and development tasks by using the service

Statement	Using service	unimpo	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Never	49	150	199	12.09	2	.002
	Sometimes	12	50	62			
	Often	21	169	190			
Keep students informed of the guidance and counselling programme.	Never	43	156	199	7.02	2	.02
	Sometimes	16	46	62			
	Often	25	165	190			
Keep parents informed of the guidance and counselling programme.	Never	52	147	199	13.53	2	.001
	Sometimes	20	42	62			
	Often	26	164	190			

Key: unimp: unimportant impor: important

Personal and professional development:

Significant differences were found between students regarding the importance of the tasks of conducting research related to the guidance and counselling programme,

conducting research related to students' needs and problems and evaluating the effectiveness of the guidance and counselling programme. Students who often used the guidance and counselling services viewed these tasks as more important than did the other two groups. No significant difference was found between students' perceptions for the task of engaging in continuous personal and professional development.

Table 130 Students' perceptions of the importance of personal and professional development tasks by using the service

Statement	Using service	unimpo	impor	N	X ²	DF	P
Conduct research related to the guidance and counselling programme	Never	66	133	199	7.30	2	.02
	Sometimes	14	48	62			
	Often	41	149	190			
Conduct research related to students' needs and problems.	Never	49	150	199	16.18	2	.000
	Sometimes	14	48	62			
	Often	18	172	190			
Evaluate the effectiveness of the guidance and counselling programme.	Never	55	144	199	17.23	2	.000
	Sometimes	20	42	62			
	Often	24	166	190			

Key: unimp: unimportant impor: important

10-4-2- Differences of perceptions among students regarding the performance of the counsellor's functions:

Counselling:

Highly significant differences were found between students' perceptions regarding the performance of all counselling activities. Students who used the guidance and counselling services were significantly more likely to see their counsellors as performing counselling functions (Table 131).

Table 131 Students' perceptions of the performance of counselling tasks by using the service

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Assist students to understand themselves	Never	185	14	199	79.29	2	.0000
	Sometimes	47	15	62			
	Often	54	136	190			
Address the developmental needs of students	Never	185	15	199	103.05	2	.0000
	Sometimes	49	13	62			
	Often	88	102	190			
Assist students to cope with and resolve their problems.	Never	112	87	199	109.41	2	.0000
	Sometimes	10	52	62			
	Often	17	173	190			
Meet with students to discuss academic concerns.	Never	85	114	199	50.24	2	.0000
	Sometimes	23	39	62			
	Often	21	169	190			
Counsel parents on their children' problems.	Never	167	32	199	35.90	2	.0000
	Sometimes	40	22	62			
	Often	107	85	190			
Help students with problems of academic achievement.	Never	44	155	199	27.01	2	.0000
	Sometimes	8	54	62			
	Often	8	182	190			
Provide vocational counselling to students.	Never	79	120	199	53.29	2	.0000
	Sometimes	10	52	62			
	Often	17	173	190			
Assist students in making appropriate decisions	Never	107	92	199	59.88	2	.0000
	Sometimes	14	48	62			
	Often	34	156	190			
Help students adjust to the school environment.	Never	106	93	199	56.20	2	.0000
	Sometimes	16	46	62			
	Often	34	156	190			

Developmental, educational and career guidance:

Students had varied opinions of the performance of the guidance activities. Table 132 shows that significantly more students who used the services indicated that all the guidance activities were carried out in their schools. It can be noticed from the results that although a majority of all students indicated that their counsellors were rarely or never involved in the tasks of collating information for students to help them develop social skills and conducting special programme for gifted and talented students, significantly more students who used the services seemed to perceive these two functions as to some degree available in their schools.

Table 132 Students' perceptions of the performance of guidance tasks by using the service

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Collate information and provide workshops for students to help them develop social skills.	Never	172	27	199	31.91	2	.0000
	Sometimes	42	20	62			
	Often	17	73	190			
Collate information and provide workshop for students to help them develop academic skills.	Never	53	146	199	16.49	2	.0002
	Sometimes	12	50	62			
	Often	20	70	190			
Work with students in an effort to prevent psychological and behavioural problems.	Never	131	66	199	108.44	2	.0000
	Sometimes	17	45	62			
	Often	29	161	190			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	Never	157	42	199	70.77	2	.0000
	Sometimes	34	28	62			
	Often	70	20	190			
Provide students with information about educational opportunities after secondary school.	Never	62	137	199	43.41	2	.0000
	Sometimes	11	51	62			
	Often	10	180	190			
Assist students in making appropriate choices of school subject.	Never	55	144	199	24.48	2	.0000
	Sometimes	15	47	62			
	Often	16	174	190			
Provide students with information about careers.	Never	74	125	199	39.78	2	.0000
	Sometimes	19	43	62			
	Often	19	171	190			
Conduct special programme for gifted and talented students.	Never	176	23	199	25.15	2	.0000
	Sometimes	51	11	62			
	Often	129	61	190			

Consulting and referral:

High significant differences between students were also found in their perceptions of the performance of consulting and referral activities. Students who used the services perceived their counsellors as more frequently involved in consulting and

referral functions than did those who used them sometimes, who in turn rated performance higher than those who did not use the service. The exceptions were for the tasks of consulting with teachers about students' motivation and students' behaviour and establishing and maintaining a guidance and counselling committee in school. Students who used the services sometimes were significantly more likely to perceive these two tasks as carried out in their schools, than students who often used the services; they in their turn, rated performance of these functions higher than those who did not use the services.

Table 133 Students' perceptions of the performance of consulting and referral tasks by using the service

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	Never	79	120	199	31.65	2	.0000
	Sometimes	12	50	62			
	Often	29	161	190			
Consult with principal about the needs and concerns of students.	Never	76	123	199	25.57	2	.0000
	Sometimes	14	48	62			
	Often	30	160	190			
Consult with parents about the needs and concerns of students.	Never	159	40	199	37.27	2	.0000
	Sometimes	38	24	62			
	Often	96	94	190			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Never	56	143	199	22.50	2	.0000
	Sometimes	7	55	62			
	Often	20	170	190			
Consult with teachers about students' motivation and students' behaviour	Never	60	139	199	19.92	2	.0000
	Sometimes	7	55	62			
	Often	26	164	190			

Continued Table (133)

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Provide teachers with information about students needs and concurrent issues.	Never	71	128	199	40.37	2	.0000
	Sometimes	10	52	62			
	Often	18	172	190			
Assist teachers in recognising individual differences between students.	Never	85	114	199	52.99	2	.0000
	Sometimes	17	45	62			
	Often	19	171	190			
Establish and maintain a guidance and counselling committee in school.	Never	45	154	199	13.87	2	.0009
	Sometimes	5	57	62			
	Often	20	170	190			
Refer students with special needs to appropriate agencies.	Never	111	88	199	54.64	2	.0000
	Sometimes	17	45	62			
	Often	39	151	190			
Follow-up referred students	Never	194	5	199	28.73	2	.0000
	Sometimes	61	1	62			
	Often	159	31	190			

Evaluation and assessment:

Analysis of the data revealed highly significant statistical differences in the perceptions of the frequency of evaluation and assessment tasks between students. Students who used the services perceived these tasks as part of their school counsellors' work more than those who only used the services sometimes, who in their turn perceived these functions as performed more than those who did not use the services (Table 134).

Table 134 Students' perceptions of the performance of evaluation and assessment tasks by using the service

Statement	Using service	Unper	Perf	N	X ²	DF	P
Work to discover gifted and talented students.	Never	166	33	199	37.56	2	.0000
	Sometimes	42	20	62			
	Often	104	86	190			
Identify students with special educational and personal needs.	Never	165	34	199	73.53	2	.0000
	Sometimes	44	18	62			
	Often	79	111	190			
Monitor the achievement level of students	Never	59	140	199	17.74	2	.0001
	Sometimes	8	54	62			
	Often	26	164	190			
Use inventories to assess students' developmental needs	Never	180	19	199	16.96	2	.0002
	Sometimes	49	13	62			
	Often	142	48	190			
Work on students' comprehensive record	Never	21	178	199	5.84	2	.05
	Sometimes	4	58	62			
	Often	8	182	190			

Programme management and development:

Comparing students' perceptions of the performance of programme management activities revealed that students differed significantly for all tasks in this category. More students who sometimes used the services felt that counsellors frequently developed objectives for the guidance and counselling programme as compared with students who often used the services, who also viewed counsellors involved in this task more than students who did not use the counselling services. For other activities in this category, students who often used the counselling services viewed their counsellors as more often performing these tasks compared with those who used the services sometimes. They in

turn, perceived performance as higher than students who did not use the services (Table 135).

Table 135 Students' perceptions of the performance of programme management and development tasks by using the service

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Never	52	147	199	20.83	2	.0000
	Sometimes	5	57	62			
	Often	20	170	190			
Plan activities to achieve the objectives of the guidance and counselling.	Never	53	146	199	21.49	2	.0000
	Sometimes	9	53	62			
	Often	17	173	190			
Keep students informed of the guidance and counselling programme.	Never	66	133	199	22.10	2	.0000
	Sometimes	13	49	62			
	Often	25	165	190			
Keep parents informed of the guidance and counselling programme.	Never	168	31	199	61.09	2	.0000
	Sometimes	39	23	62			
	Often	89	101	190			
Inform principal and teachers about guidance and counselling programme	Never	66	133	199	30.01	2	.0000
	Sometimes	7	55	62			
	Often	23	167	190			
Establish and maintain co-operative relationships with school staff.	Never	42	157	199	13.38	2	.001
	Sometimes	3	59	62			
	Often	21	169	190			

Personal and professional development:

Students differed significantly in their views of counsellors' involvement in personal and professional development. More students who used the guidance and counselling services seemed to view their counsellors as to some degree involved in these activities compared to the other two groups (Table 136).

Table 136 Students' perceptions of the performance of personal and professional development tasks by using the service

Statement	Using service	Unperf	Perf	N	X ²	DF	P
Conduct research related to the guidance and counselling programme	Never	94	105	199	22.83	2	.0000
	Sometimes	20	42	62			
	Often	46	144	190			
Engage in continuous personal and professional development	Never	185	14	199	50.29	2	.0000
	Sometimes	52	10	62			
	Often	22	68	190			
Conduct research related to students' needs and problems.	Never	179	20	199	38.96	2	.0000
	Sometimes	50	12	62			
	Often	121	69	190			
Evaluate the effectiveness of the guidance and counselling programme.	Never	70	128	199	29.78	2	.0000
	Sometimes	10	52	62			
	Often	24	166	190			

Summary:

The results demonstrate that students who used the service hold a positive view of the counsellor's functions in terms of its importance and performance. They also highlight the importance of good communication between counsellors and students and the importance of a network in the school.

Students' view: Summary

Students were mostly supportive of the counsellor's roles and functions, which reflected their need for guidance and counselling programmes in schools.

Although a wide range of activities were perceived by students to be performed in their schools, they differed significantly in their perceptions of the importance of these activities, especially for counselling functions and developmental, educational

and career guidance functions. Their perceptions of the degree of performance of these activities did not match the great level of importance they attached to them.

A comparison between students who often used the guidance and counselling services and those who did not revealed highly significant differences between them regarding the importance they ascribed to most functions, especially for counselling and consulting areas, and regarding the performance of all counsellors' functions. Generally, students who used the services seemed to be more aware of the importance of guidance and counselling programmes and to have more knowledge and more experience of the services on offer, as compared to those who did not use the services.

CHAPTER ELEVEN

Differences Between Counsellors, Staff and Students Regarding the Importance and Performance of the Counsellor's Functions:

11-1- Introduction:

It appears from the previous analysis that all four groups were supportive of the counsellor's functions. Counselling functions was perceived as a major in terms of importance and programme management and development in terms of performance. Principals and teachers saw the counsellor's role predominantly as providing a service to support the academic aims of the school, shown particularly in their priorities in the counselling and developmental, educational and career guidance categories. Notably, they attached less importance to functions connected with helping students to make decisions or choices, suggesting they expected counselling to be directive. Principals' and teachers' perceptions are also shown in the lower importance they generally attached to counsellor interactions with parents and outside agencies, than with themselves.

While the responses from the four groups (counsellors, principals, teachers and students) are of obvious interest, it is also worth considering whether particular groups varied in their perceptions. It was decided to compare those who provide the guidance and counselling service (counsellors), those who receive the service (students) and those who are expected to facilitate the service (school staff). So for this purpose the samples of principals and teachers were combined together and labelled as (school staff).

The three relevant questions are:

1- Are there differences in perceptions between counsellors and staff regarding the importance and performance of the counsellor's functions?

2- Are there differences in perceptions between counsellors and students regarding the importance and performance of the counsellor's functions?

3- Are there differences in perceptions between staff and students regarding the importance and performance of the counsellor's functions?

11-2- Differences between Counsellors and Staff regarding the Importance and Performance of the Counsellor's Functions:

To determine the differences between the two groups, Mann Whitney U tests were used. Counsellors sample= 117 and staff sample= 428. It can be note that the smallest U value of the significant differences in the importance scale was 21800.5, and the biggest was 23751.0. In the performance scale the smallest U value was 7663.5 and the biggest was 23651.0.

Counselling:

Five items indicated significant differences between counsellors and school staff (principals and teachers) in perceptions of the importance of counselling functions. Counsellors assigned higher importance than school staff to the functions of assisting students to understand themselves ($P < .02$), assisting students to cope with and resolve their problems ($P < .0001$), providing vocational counselling to students ($P < .002$), assisting students in making appropriate decisions ($P < .0001$) and helping students adjust to the school environment ($P < .0001$).

There were also significant differences between counsellors and school staff in their perceptions of how often counsellors perform counselling functions. Staff perceived eight of the nine functions to be performed significantly more often than did counsellors

($P < .0000$). The only task where no difference was found was helping students adjust to the school environment.

Developmental, educational and career guidance:

There were significant differences between counsellors and staff on the importance of four out of eight guidance functions: “collating information and providing workshops for students to help them develop social skills” ($P < .001$), “providing students with information about educational opportunities after secondary school” ($P < .0000$), “providing students with information about careers” ($P < .0000$) and “assisting students in making appropriate choices of school subject” ($P < .004$).

For performance of guidance activities, the data indicated that there were differences between counsellors and staff, for the tasks of collating information and providing workshops for students to help them develop academic skills ($P < .02$), providing students with information about educational opportunities after secondary school ($P < .002$), assisting students in making appropriate choices of school subject ($P < .0005$) and providing students with information about careers ($P < .008$). More counsellors than staff considered they performed these functions. In contrast more staff than counsellors thought the tasks of working with students to prevent psychological and behavioural problems ($P < .0000$), conducting special educational programmes to deal with specific problems ($P < .0000$) and conducting special programmes for gifted and talented students ($P < .0000$) were often performed.

Consulting and referral:

Significant differences were found only for three consulting activities, as regards importance, which counsellors rated higher than did staff. These functions were, “consulting with the principal and teachers about the development of the guidance and counselling goals and activities” ($P < .05$), “establishing and maintaining a guidance and

counselling committee in school ($P < .003$) and “referring students with special needs to appropriate agencies” ($P < .0002$).

However, the data analysis revealed that counsellors and staff differed significantly on their perceptions of the performance of six functions in this area. More staff perceived counsellors as often involved in the tasks of consulting with parents about the needs and concerns of students ($P < .01$), consulting with teachers about students’ motivation and students’ behaviour ($P < .005$), assisting teachers in recognising individual differences between students ($P < .01$) and referring students with special needs to appropriate agencies ($P < .0000$). Counsellors on the other hand, significantly viewed themselves as more often consulting with teachers about the needs and concerns of students ($P < .002$) and consulting with the principal and teachers about the development of the guidance and counselling goals and activities ($P < .05$).

Evaluation and assessment

Only two items were found to reveal significant differences in perceptions of importance. These were working to discover gifted and talented students ($P < .04$) and identifying students with special educational and personal needs ($P < .02$). Counsellors viewed these functions as more important than did school staff.

Significant differences were found between counsellors and staff on their perceptions of the performance of the functions of working to discover gifted and talented students ($P < .0000$), identifying students with special educational and personal needs ($P < .0000$) and using inventories to assess students’ developmental needs and characteristics ($P < .0000$). Staff perceived counsellors as performing these tasks more often than did counsellors themselves.

Programme management and development:

Counsellors and staff differed significantly in perceptions of the importance of all functions in this area, except the task of keeping parents informed of the guidance and counselling programme. Counsellors perceived the other functions as significantly ($P < .01$) more important than did school staff.

However, for the perception of the performance of these functions, it is significant that counsellors saw themselves, more often than staff saw them, as involved in the tasks of keeping students informed of the guidance and counselling programme ($P < .0000$), informing principal and teachers about the guidance and counselling programme ($P < .0001$) and establishing and maintaining co-operative relationships with school staff ($P < .01$). In contrast, staff saw counsellors as more often involved in the task of keeping parents informed of the guidance and counselling programme ($P < .0000$), than did counsellors themselves.

Personal and professional development:

There were significant differences between counsellors and school staff in perceptions of the importance of the tasks of engaging in continuous personal and professional development ($P < .0000$), conducting research related to the guidance and counselling programme ($P < .006$) and conducting research related to students' needs and problems ($P < .001$), which counsellors viewed as more important than did school staff.

Regarding the performance of the tasks in this area, two tasks indicated differences between counsellors and staff. More staff than counsellors believed that counsellors often conduct research related to the guidance and counselling programme and related to students' needs and problems ($P < .0000$).

Summary:

For 22 of the 42 items, there were significant differences between counsellors and staff regarding the importance of the counsellor's functions. To all these functions, counsellors assigned higher importance than did staff. Most of these functions were related to personal and professional development, counselling and programme management and development. Also, 31 of the 42 items indicated significant differences between counsellors and staff regarding the performance of counsellor's functions. For all these functions, more staff perceived them to be performed, compared to the perceptions of counsellors. Most of the functions that staff perceived to be more often performed were related to counselling, while most of the functions that counsellors perceived themselves involved with were related to educational guidance.

11-3- Differences between Counsellors and Students:

To answer the question, are there differences between the perceptions of counsellors and students regarding the importance and performance of the counsellor's role and functions, again, Mann Whitney U tests were used. Counsellors sample= 117, students sample= 451. The smallest U value of the significant differences in the importance scale was 19998.5 and the biggest U value was 24386.0. In the performance scale, the smallest U value was 7910.0 and the biggest was 24453.0.

Counselling:

Significant differences in perceptions of importance were found between counsellors and students on six functions. Counsellors assigned higher importance to the tasks of addressing the developmental needs of students ($P < .002$), meeting with students to discuss academic concerns ($P < .03$), counselling parents on their children's problems

($P < .002$), providing vocational counselling to students ($P < .0000$), assisting students in making appropriate decisions ($P < .0003$) and helping students adjust to the school environment ($P < .0000$).

Comparison of the perceptions of counsellors and students regarding the performance of counselling functions revealed that there were significant differences between the two groups on three functions. Significantly more counsellors perceived that they often meet with students to discuss academic concerns ($P < .001$) and helped students adjust to school environment ($P < .03$), while more students perceived that counsellors often assist them to cope with and resolve their problems ($P < .001$).

Developmental, educational and career guidance:

Significant differences were found between the perceptions of importance held by counsellors and students of five out of eight functions. Counsellors assigned higher importance than students to the tasks of collating information and providing workshops for students to help them develop social skills ($P < .001$), working with students to prevent psychological and behavioural problems ($P < .0003$), conducting special educational programmes to deal with specific problems ($P < .0002$), providing students with information about educational opportunities after secondary school ($P < .0004$) and conducting special programmes for gifted and talented students ($P < .008$).

Counsellors and students differed significantly in their perceptions of the performance of four out of eight functions categorised as guidance functions. Significantly, counsellors viewed themselves as more often collating information and providing workshops for students to help them develop academic skills ($P < .007$), provide students with information about educational opportunities after secondary school ($P < .03$), assisting students in making appropriate choices of school subject ($P < .01$) and providing students with information about careers ($P < .0001$).

Consulting and referral:

Mann-Whitney tests revealed that counsellors and students differed significantly in their perceptions of the importance of six functions in this category. They are, consulting with parents about the needs and concerns of students ($P < .0001$), consulting with principal and teachers about the development of guidance and counselling goals and activities ($P < .0000$), assisting teachers in recognising individual differences between students ($P < .0002$), establishing and maintaining a guidance and counselling committee in school ($P < .0003$), referring students with special needs to appropriate agencies ($P < .0000$) and following-up referred students ($P < .05$). Counsellors viewed these functions as more important than did students.

On the performance of the functions in this area, more counsellors perceived that they frequently consult with teachers about students' needs and concerns ($P < .0000$), consult with the principal about the needs and concerns of students ($P < .005$), consult with the principal and teachers about the development of guidance and counselling goals and activities ($P < .04$), consult with parents about the needs and concerns of students ($P < .003$) and establish and maintain a guidance and counselling committee in school ($P < .01$). However, significantly, more students perceived that counsellors often consult with teachers about students' motivation and students' behaviour ($P < .05$).

Evaluation and assessment:

In this area, three functions indicated a significant difference in perceptions of importance between the two groups. Counsellors attached higher importance than students to the tasks of working to discover gifted and talented students ($P < .01$), identifying students with special educational and personal needs ($P < .04$) and using inventories to assess students' developmental needs and characteristics ($P < .05$).

Regarding the performance of the functions in this area, it was found that counsellors and students differed significantly on three functions. More students compared to counsellors believed that counsellors in their schools performed the functions of working to discover gifted and talented students ($P < .006$) and using inventories ($P < .0000$), but more counsellors than students saw themselves involved with the task of working on students comprehensive record ($P < .0000$).

Programme management and development:

Significant differences were found between counsellors and students on all tasks in this category except the task of keeping parents informed of the guidance and counselling programme. Counsellors perceived these tasks as more important compared to the perceptions of students, the difference being significant at ($P < .0000$).

The perceptions of counsellors regarding the performance of activities in this area differed significantly from the perceptions of students on the tasks of developing objectives for the guidance and counselling programme ($P < .01$), keeping students informed of the guidance and counselling programme ($P < .0000$), informing principal and teachers about the guidance and counselling programme ($P < .0000$) and establishing and maintaining co-operative relationships with school staff ($P < .0000$). More counsellors viewed themselves as performing these functions.

Personal and professional development:

Counsellors and students differed significantly in perceptions of the importance of all the functions related to personal and professional development. Counsellors perceived the tasks of engaging in continuous personal and professional development ($P < .0000$), conducting research related to the guidance and counselling programme ($P < .003$), conducting research related to students' needs and problems ($P < .03$) and evaluating the effectiveness of the guidance and counselling programme ($P < .005$).

Also, counsellors and students differed significantly in their perceptions of the performance of all functions in this category. While more counsellors themselves as engaged in continuous personal and professional development ($P < .0000$), significantly more students reported that counsellors often conduct research related to guidance and counselling programme and related to students' needs and problems ($P < .0001$) and evaluate the effectiveness of the guidance and counselling programme ($P < .02$).

Summary:

For 30 of the 42 items, significant differences were found between counsellors and students regarding the importance of counsellor's functions. Counsellors assigned higher importance than students to all these functions except one function related to assessment. Also, the results revealed disparities between students' perceptions of the service received and counsellors' perceptions of the service provided. These existed on 25 functions. Most of the functions that counsellors perceived to be performed were related to programme management, guidance and consulting, while the functions that students perceived to be performed more often, compared to the perceptions of counsellors, were related to personal and professional development and assessment.

11-4- Differences between Students and Staff:

The question was asked: "Are there differences between students and staff regarding the importance and performance of the counsellor's functions?" Students sample= 451 and staff sample= 428. The smallest U value of the significant differences in the importance scale was 78871.5 and the biggest was 94049.5. In the performance scale the smallest U value was 35160.0 and the biggest was 91861.0.

Counselling:

Comparison of the perceptions of students and school staff regarding the importance of counselling functions revealed that there were significant differences between the two groups on five functions which school staff rated as significantly more important than did students. These were: assist students to understand themselves ($P < .0000$); address the developmental needs of students ($P < .0000$); meet with students to discuss academic concerns ($P < .03$); counsel parents on their children's problems ($P < .0008$) and provide vocational counselling to students ($P < .0000$).

Mann-Whitney tests revealed that staff (principals and teachers) differed significantly from students in their perceptions of the performance of all counselling functions. The staff perceived that counsellors performed more counselling compared to the students' perceptions. The difference was significant at ($P < .0000$) for all tasks except assisting students in making appropriate decisions, where it was significant at ($P < .001$).

Developmental, educational and career guidance:

Data analysis revealed that staff rated the tasks of working with students to prevent psychological and behavioural problems ($P < .0003$), conducting special educational programmes to deal with specific problems ($P < .001$) and conducting special programmes for gifted and talented students ($P < .05$) as significantly more important than did students. In contrast, students rated the task of providing students with information about careers ($P < .0000$) as significantly more important than did staff.

Regarding performance, the results showed significant differences in four out of eight functions, with staff perceiving counsellors as more often performing the tasks of collating information and provide workshops for students to help them develop social skills ($P < .0000$), working with students to prevent psychological and behavioural problems ($P < .0000$), conducting special educational programmes to deal with specific

problems ($P < .0000$) and conducting special programmes for gifted and talented students ($P < .0000$).

Consulting and referral:

Mann-Whitney tests revealed significant differences between staff and students in perceptions of the importance of the tasks of consulting with parents about the needs and concerns of students ($P < .0007$), consulting with the principal and teachers about the development of guidance and counselling goals and activities ($P < .0000$), providing teachers with information about students' needs and concurrent issues ($P < .002$), assisting teachers in recognising individual differences between students ($P < .0001$) and referring students with special needs to appropriate agencies ($P < .01$). Staff rated these tasks as more important than did students.

There were differences between staff and students in their perceptions of the performance of five consulting functions. Staff perceived that counsellors more often performed the tasks of consulting with teachers, principals and parents about the needs and concerns of students ($P < .0000$) compared to the perceptions of students. However, more students than staff perceived counsellors as involved in the task of consulting with the principal and teachers about the development of guidance and counselling goals and activities ($P < .0004$).

Evaluation and assessment:

Regarding perceptions of importance, a significant difference was found only for the task of using inventories to assess students' developmental needs and characteristics ($P < .05$). Students assigned higher importance to this task than did staff,

There were significant differences between staff and students' perceptions of how often assessment functions are performed. Staff tended to have more favourable view than students of the frequency with which counsellors work to discover gifted and

talented students ($P < .0000$), identify students with special educational and personal needs ($P < .0000$) and use inventories to assess students' developmental needs and characteristics ($P < .0000$).

Programme management and development:

The results of the data analysis indicated that there were differences in the perceptions of the importance of programme management activities. Four items were found to have significant differences. These were, develop objectives for the guidance and counselling programme ($P < .0000$), plan activities to achieve the objectives of the guidance and counselling programme ($P < .0000$), keep parents informed of the guidance and counselling programme ($P < .006$) and inform principal and teachers about the guidance and counselling programme ($P < .0000$).

The performance of five programme management activities was perceived by staff significantly differently than by students. Staff rated the functions of developing objectives for the guidance and counselling programme ($P < .01$), keeping students informed of the guidance and counselling programme ($P < .001$), keeping parents informed of the guidance and counselling programme ($P < .0000$), informing principal and teachers about guidance and counselling programme ($P < .0000$) and establishing and maintaining co-operative relationships with school staff ($P < .0000$) as being significantly more often performed, than did students.

Personal and professional development:

No significant difference was found between students and staff in their perceptions of the importance of personal and professional development activities. However, differences were found in their perceptions of the performance of all functions in this area. Staff saw counsellors more often involved in the tasks of engaging in continuous personal and professional development ($P < .0000$), conducting research related to the

guidance and counselling programme ($P < .0008$) and conducting research related to students' needs and problems ($P < .0005$), while students saw counsellors more often involved in the task of evaluating the effectiveness of the guidance and counselling programme ($P < .02$).

Summary:

Staff and students differed significantly in their perceptions of the importance of 20 functions. For most of them staff attached higher importance to them than students. Moreover, 31 of the 42 items indicated significant differences between staff and students regarding the performance of the counsellor's functions, with staff more than students perceiving most of these functions as being performed. Most of these functions were related to counselling and programme management.

11-5- Differences among the Three Groups regarding the Importance of the Counsellor's Role:

After examining the differences between the three groups in detail, it is interesting to look at the differences among the three groups on each category. To do this, mean scores for each of the groups were calculated for each role/category.

A one-way ANOVA was used to test the differences between counsellors, staff and students regarding the importance and performance of the role of secondary school counsellor. The Scheffe method was used to make the post hoc multiple comparisons to determine where the significant difference lay, at a significance level of .05. Table 137 presents a one-way ANOVA on the perceptions of the three groups regarding how important they perceived the six roles of the counsellor.

Counselling:

Table 137 indicates that there were significant differences between the three groups regarding the importance of counselling roles. The Schefffe post hoc analysis showed significant differences between counsellors (mean 32.92), staff (mean =31.75) and students (mean =30.67) and between students and staff. Counsellors perceived the counselling role as more important, than did staff and students, though staff perceived counselling to be more important than did students.

Developmental, educational and career guidance:

The results revealed that there were significant differences between the three groups regarding the importance of guidance activities. Scheffe analysis indicated that there was no significant difference between staff and students, but significant differences in means scores were found between counsellors (mean =28.75) and students (mean =26.98) and between counsellors and staff (mean =27.34). Counsellors assigned higher importance than students and staff to this category.

Consulting and referral:

The results indicated that there were significant differences among the three groups regarding their perceptions of the importance of consulting and referral role. The Scheffe post hoc analysis showed no significant difference between the views of staff and counsellors. There were, however, significant differences between students (mean =31.51) and counsellors (mean =34.008) and between students and staff (mean =33.09). Students perceived consulting and referral roles to be less important, compared to the perceptions of counsellors and staff.

Evaluation and assessment:

The data analysis revealed that there were no significant differences among the three groups regarding their perceptions of the importance of the evaluation and assessment role.

Programme management and development:

As can be seen from Table 137, there were significant differences among the three groups. The Scheffe analysis showed that counsellors perceived this role to be more important (mean =24.07) than did staff (mean =22.49) who in their turn rated it higher than students (mean =21.46).

Personal and professional development:

Analysis of variance revealed statistically significant differences among the three groups in their perceptions of the importance of personal and professional development. The Scheffe analysis revealed that there was no significant difference between students and staff, but significant differences were found between counsellors (mean =13.77), and both students (mean =12.63) and staff (mean =12.83). Counsellors placed significantly more importance on this role, compared to staff and students.

Table 137 Comparison of counsellors', staff and students' perceptions of the importance of counsellor's roles

Source	D.F.	S.S.	M.S.	F	P.
Counselling					
Between groups	2	561.46	280.73	34.11	.0000
Within groups	993	8170.28	8.22		
Guidance					
Between groups	2	291.00	145.50	16.51	.0000
Within groups	993	8746.79	8.80		
Consulting and referral					
Between groups	2	858.05	429.02	23.03	.0000
Within groups	993	18496.74	18.62		
Evaluation and assessment					
Between groups	2	13.35	6.67	1.75	.17
Within groups	993	3773.14	3.79		
Programme management					
Between groups	2	694.56	347.28	34.75	.0000
Within groups	993	9921.45	9.99		
Personal and professional development					
Between groups	2	120.93	60.46	12.32	.0000
Within groups	993	4873.53	4.90		

11-6- Differences among the Three Groups regarding the Performance of the Counsellor's Role:

Counselling:

Table 138 shows there were significant differences among the three groups regarding their perceptions of how often counsellors performed counselling. The Scheffe analysis was used to investigate the differences between groups at the .05 level of significance. The result indicated no significant difference between counsellors and students, but a significant difference between staff (mean =33.02) and students (mean =28.64) and between staff and counsellors (mean =29.79). Staff perceived that counsellors performed more counselling compared to the perceptions' of students and counsellors themselves.

Developmental, educational and career guidance:

The results indicated there were significant differences among the three groups regarding their perception of the performance of guidance role. The Scheffe analysis showed no significant difference between counsellors and students, or between counsellors and staff, but a significant difference existed between staff (mean =28.31) and students (mean =25.65). Staff saw counsellors as more often performing more developmental, educational and career guidance, compared to the students' views.

Consulting and referral:

The results in Table 138, revealed significant differences among the three groups. The Sheffe analysis showed that there was no significant difference between counsellors and students or between counsellors and staff,, but showed that staff and students differed significantly in their perceptions. Staff (mean =33.93) perceived counsellors as more involved in this role, compared to the perceptions of students (mean =31.20).

Evaluation and assessment:

Table 138 shows that there were significant differences among the three groups regarding their perceptions on how often counsellors performed the assessment role.

The Sheffe analysis indicated no significant difference between counsellors' and students' perceptions, but significant difference was found between staff (mean =13.31) and counsellors (mean =11.07) and between staff and students (mean =11.63). Staff viewed that counsellors performed evaluation and assessment more often, compared to counsellors' and students' views.

Programme management and development:

As showed in Table 138 , there were significant differences among the three group regarding their perception of the performance of programme management role. Sheffe analysis revealed that there was no significant difference between counsellors and staff, but significant differences existed between students (mean =24.57) and staff (mean =26.73) and between students and counsellors (mean =27.83). Students perceived counsellors as less frequently involved with this role, compared to the perceptions of counsellors and staff.

Personal and professional development:

The data revealed there were significant differences among the three groups regarding their perceptions of counsellors' involvement in personal and professional development. The Sheffe analysis revealed no significant difference between counsellors and students, but significant differences were found between staff (mean =12.15) and counsellors (mean =10.61) and between staff and students (mean =11.40). Staff perceived counsellors as more often involved in this role, compared to the perceptions of counsellors and students.

Table 138 Comparison of counsellors', staff and students' perceptions of the performance of counsellor's roles

Source	D.F.	S.S.	M.S.	F	P.
Counselling					
Between groups	2	4296.11	2148.05	39.30	.0000
Within groups	993	54274.53	54.65		
Guidance					
Between groups	2	1564.95	782.47	18.96	.0000
Within groups	993	40976.36	41.26		
Consulting and referral					
Between groups	2	1640.43	820.21	11.80	.0000
Within groups	993	68990.87	69.47		
Evaluation and assessment					
Between groups	2	813.57	406.78	29.21	.0000
Within groups	993	13830.81	13.92		
Programme management					
Between groups	2	1528.21	764.10	23.95	.0000
Within groups	993	31679.19	31.90		
personal and professional development					
Between groups	2	262.67	131.10	7.79	.0004
Within groups	993	16734.56	16.85		

Summary:

There are discrepancies between counsellors, staff and students in their perceptions of the importance and performance of the counsellor's functions. The results indicate significant differences in the perceptions of counsellors, staff and students on a substantial number of the counsellor's activities. School staff concentrate on the importance of educational aspects, while counsellors are more interested in students' personal well-being and development. Students gave importance to both these aspects, but significantly less so than counsellors and staff. These differences reflect a general lack of understanding of the counsellor's professional role. The reason for this is the lack of clear definition of the counsellor's role and inadequate information about its importance. This leads to conflicting expectations of counsellors' functions. Because of this, counsellors may find themselves in a state of confusion regarding which activities should be considered of high priority.

Regarding counsellors' performance, it is a cause for concern that all the participant groups perceived the activities they considered important as not very often performed. Staff, as noted earlier, attached more importance to education-related activities, thought that counsellors were most often involved in activities related to counselling, yet counsellors themselves was the exact opposite, they thought counselling was more important but saw their time as being taken up with education-related activities. It seems that each group was trying to defend its own preference. Also, the results revealed disparities between students' perceptions of the service received and counsellors' perceptions of the service provided. Students perceived that several needs were not being met, which might result in their having to make important decisions without the assistance of a counsellor. In this respect, it can be said that the counselling programmes in schools are being marginalised. These differences indicate that each school has its

own system, and each school directs the programme according to the expectations of the administrators, often, this means counsellors are forced to take on many non-counselling duties. This has a negative impact on their morale and on the image of the profession and might lead to deviation of the programme from its intended aims.

CHAPTER TWELVE

THE INTERVIEWS

12-1- Introduction:

This chapter presents the findings from the interviews with counsellors, principals and teachers, which were intended to provide data about their perceptions of the counsellor's functions and other aspects of the guidance and counselling programme in secondary schools in Saudi Arabia.

12-2- The Perceptions of Counsellors:

The number of counsellors interviewed was twelve. The interviews with counsellors, which were semi-structured, covered the following issues:

1. Functions secondary school counsellors actually perform;
2. Functions secondary school counsellors should perform;
3. The ways of defining the counsellor's role;
4. Difficulties that counsellors experience;
5. Suggestions to improve the guidance and counselling programme.

(The interview schedule is set out in Appendix B).

12-2-1- Functions school counsellors perform:

Counsellors were asked: "What tasks do you think the counsellors perform?"

Interviewees described what they as counsellors do. The interviews revealed a variety of activities with which the interviewees perceived themselves involved .

The task that was identified by all counsellors was working on students' records. This task consumed much of counsellors' time. One counsellor stated:

" The job I do is either directly related to helping students who need it, or a waste of time.....in the case of time wasting, I have to work on students' record which takes a long time. We really need this time for helping students".

Three tasks identified by most counsellors were dealing with absent students, those who do not do the homework and those who arrive at school late in the morning. These tasks can be categorised as administrative tasks. The following examples are offered in order to illustrate the above observation:

"... The other regular daily tasks are identifying absence, lateness and those who have not done their homework".

" The main tasks of our job are to monitor the students' attendance, and deal with small problems such as those who do not do their homework".

"....dealing with urgent cases such as absence, those who do not do the homework and those who come to school late".

Another task that was identified by ten counsellors was identifying those who achieved below the standard, to help them to meet the achievement criterion, and enhancing the academic achievement in schools by organising activities related to students' educational problems, such as organising special classes for students who were having problems in some subjects. One counsellor reported:

" The task I mainly do daily is to work with students who achieve below the test criterion".

Another one said:

" The main theme in our job is to monitor the students' level and identify those who achieve below the standard to help them to meet the achievement criterion".

This counsellor stated:

“The counsellor’s main task in the school is to find out the reasons for students having low achievement and try to help them....”

Parent conferences were carried out by most of the interviewed counsellors. One counsellor commented “ *I do an awful lot of parent conferences*”.

Drug prevention, smoking prevention and working with smokers were mentioned by eight counsellors as one of their tasks. This was due the emphasis laid on this particular problem by the Ministry of Education and headteachers.

Six counsellors indicated that they had tried to carry out some careers guidance activities in their schools. Many of those counsellors do career guidance by giving careers information, or referring students to educational and vocational guide published by the Ministry of Education. Some of them organised careers talks. One counsellor mentioned career trips.

Four counsellors mentioned that one of their guidance activities was to enhance religious values. Those who were religious teachers mentioned using their own knowledge as religious teachers to advise students with problems, especially personal-emotional problems.

Also, four counsellors were involved in behaviour problems. One of them said, “*There is a lot of time spent on disciplinary activities*”. Another counsellor said:

“ If a teacher has a student who is making trouble in the class, he immediately sends that student to me. So my job is to sort it out and sometimes I need to get the father and explain everything”.

Other than the activities mentioned above, only two of the twelve counsellors indicated having been involved in personal counselling. The rest felt that they needed

additional knowledge or experience, as one of them indicated, *“I do it my way, but I do not know whether it is counselling or not”*. One counsellor stated *“ I do not do any personal counselling unless it is a crisis”*. One counsellor frankly said : *“ Counselling is really interesting, but unfortunately I am not qualified to do so... ”*.

However, the data suggest that there is an invisible function of counselling due to confidential contacts with students. One counsellor described this phenomenon: *“I do a lot with students, but I may not be able to prove it on paper”*.

Although counsellors were not on the administrative staff they were required to contribute to some administrative tasks. As one qualified counsellor with two years experience said, *“You have to carry out some administrative work to make sure you will find the school administration co-operative with you or at least not against you. In that case you have some peace of mind”*. Another counsellor reported, *“ I feel more like an administrator than a counsellor”*. One counsellor stated:

“ When the principal is not here, I have to do some of the things he has to do. There is only one deputy head so we share a lot ”.

Another counsellor reported:

“ It is easy for a counsellor to become a principal’s assistant, especially if they are not sure about their role ”.

Another one said:

“ We have no deputy head yet, this year, so I have to carry out some of the duties that he would do until he arrives ”.

One counsellor alleged that:

“ If I did not have a plan for the day, my role would be determined by the principal and would be the things that he does not want to do ”.

Some counsellors were required to sit in on classes to cover for subject teachers who were absent for the day.

Two counsellors paid attention to gifted students, which means here, academically gifted. One said, “ *I work with gifted students in my school. We have the students of the month, a way of recognising students who are elite*”. The other said:

“ I give immediate reinforcement to students who achieve a high level of academic attainment by giving them presents and sending a note home to parents. So helping create a positive academic climate is a really important part of what I do in the school”.

Discussing the students’ needs and problems with teachers, parents and principal was mentioned by one counsellor only.

Keeping students informed of the guidance and counselling programme was a task reported by one counsellor:

“ Something that I do within the first week of the school year is I go around all of the classes and I introduce what a counsellor is. I talk to them about the kinds of services I offer”.

It is worth mentioning this statement from one counsellor, who said:

“I think the only disappointment that I have is when I chose counselling. I have decided to leave it because I cannot give the direct service to students that I wanted to give, I am not able to act according to what I think is the professional way of being a counsellor. I find it to be very frustrating”.

12-2-2- Functions that counsellors should perform:

The question was asked “What do you think school counsellors should do?”

The answers to this question varied from detailed answers to brief replies.

One counsellor briefly said: “ *What is supposed to be done is to focus on our professional job, not administrative tasks*”. A common complaint was that there is no clear policy on the guidance and counselling programme.

However, many counsellors reported counselling as the main function of school counsellor. Most of them, whether qualified or not, indicated that they should provide personal-emotional help to students. The following examples illustrate the above:

“Programme objectives are very broad and unclear, but I would say that counsellors should be involved in doing individual and group counselling”.

“ The counsellor is supposed to help students with their personal, social and educational problems. I do not see that happening very much, but truly that is what the counsellor should do”.

“ I think the counsellor should be the person who is available for personal and social problems”.

“ My role is to help the students emotionally so they can be successful academically”.

Eleven counsellors perceived enhancement of academic achievement as a function that they should perform in schools. One counsellor commented:

“ As we get more and more students with academic difficulties and learning needs, counsellors should work on developing programmes to meet these needs”.

One counsellor said:

“ The way I think it should be is to deal with educational well being of the student”.

Nine counsellors felt that introducing the programme to students should be a major function of their programme.

Interviewed counsellors perceived educational and vocational guidance as an ideal function at this stage of schools. One counsellor reported that:

“ ... Counsellors should deal with students who have to make decisions regarding what subject they want to specialise in. They should know what educational and professional opportunities are available to them...., because most of the students do not know what is available to them”.

One counsellor emphasised that by saying : “ *The Counsellor should concentrate and give more time to educational and vocational guidance*”. Another one said that “ *There is a strong necessity for educational and vocational guidance at this educational stage, especially for third year students*”.

Enhancement of religious values was mentioned by seven counsellors as a very important function for schools and one which they felt should be carried out effectively in that environment.

Five counsellors gave importance to the link between school and home and they felt that counsellors should play a great role in this respect.

One counsellor emphasised prevention activities when he said:

“ Prevention activities need to be strengthened for students at this age because they are easily led into problems such as drug abuse, smoking, truancy etc.”

With regards to planning and programme management, one counsellor reported that having a year plan would help them stay on target. As he said:

“ Counsellors should develop their set of priorities for the year which will help them stay on target”.

A counsellor observed:

“ The ideal role would be to have time divided so that it is mostly spent with students and least with paperwork or other duties. So as long as you can spend much of the time with students, then that is the ideal”.

12-2-3- Defining the counsellor’s role:

The question was asked: “ What do you think the best way of defining the counsellor’s role?”.

While the counsellors were realistic concerning their ideal role and functions, they nonetheless realised that they need to strive towards defining their role. To achieve this, the counsellors view themselves as the key factor. They believed that counsellors' involvement in their real role would help to define the role and functions of a school counsellor for themselves and for others. The following examples are offered in order to illustrate this point:

“The best person to identify and spread the important role of the counsellor is the counsellor himself, through his successful work”.

“ Involvement with the students who actually need help and finding suitable solutions to their problems could be the best way to define their role and give their role much more respect”.

“ The tasks that the counsellor carry on in school may be the best way to underline his role. The counsellor is supposed to be involved in tasks related to his job, otherwise he may have a negative attitude toward his actual role”.

“ The counsellor’s success or failure depends on the service he provides to students...”.

Unqualified counsellors and those who enter the field looking for a rest and to isolate themselves in their offices without having to deal with students is the main obstacle in defining the counsellor's role, as one counsellor remarked:

“ There is a sizeable number of counsellors who do not understand their own role, so how could they help others. They only take this job to have a rest. As a result, the principals ask them to do administrative tasks, which is reflected in students' and teacher' opinions of the counselling programme”.

This point was confirmed by one counsellor when he said:

“.....frankly I went into counselling because I do not like teaching, I do not like working with students in classrooms”.

The other most important source in defining the role and functions of the counsellor is leadership at the administrative level (the director of the guidance and counselling programme). It was considered that there is a need to support the counselling role and be capable of implementing such a role within the school district. It is from the position of leadership that the counsellors feel a strong definition of the role and functions of the counsellor can be conveyed. This is the way that the counsellor can be protected from being used for inappropriate tasks. The statements presented below describe the counsellors' feeling:

“ .. We have, I think, a very good counselling programme but we do not have any leadership to help us define it”.

“ We need a person who realises that the counsellor is not a disciplinarian or students' attendance monitor, we need a person who believes in the importance of counselling and who will not allow counsellors to be used in non-counselling roles”.

The mass media, school broadcasting, leaflets, school papers, guidance and counselling board and visiting classrooms to explain to students the role and functions of school counsellors, were also viewed as ways that can be used to define the role and functions of the school counsellor.

12-2-4- Difficulties that counsellors experience:

Difficulties with students:

Counsellors were asked: “Do you experience particular organisational difficulties in dealing with students' issues?”.

The main difficulty reported by all counsellors was the huge number of students in school. They felt that with only one counsellor in a school, they were not able to carry

out all the tasks assigned to them. They had little time to deal with all students' issues.

The following comments highlight the ratio problem:

"... I would say we have about 1400 students in the school, and there is only me".

" What do you do when you have got over 1000 students and the enrolment has gone up every year.....I spend a lot of time in the fall in paperwork. I can not meet the needs of the students specially, because there is only me.... We are looking at a computer system that will help us with paperwork".

" The main problem is the number of students in the school. I have more than a thousand students in the school, which makes the process of dealing with their different issues so difficult".

Seven counsellors felt that there is a lack of financial support for their activities. They want to conduct guidance programmes or reinforce the students' achievement but they cannot do so, because of the lack of money given to counselling activities.

Some counsellors cited the lack of physical facilities, for example, the lack of computers, or up-to-date equipment as particularly problematic. One counsellor said that: *" A computer is needed to give me more time for students and less paperwork time".*

Another one explained:

" We moved into this building last year, I have a large counselling room and a nice office. We have a great building but we do not have some of the things that would make the job little bit easier, such as a computer..".

Others reported barriers such as being in an old building with crowded and uncomfortable rooms.

One counsellor mentioned a difficulty with the location of the counselling room. In this school, the counsellor's room was uncomfortable and had no privacy for students seeking help. Similar problems can be observed in most schools.

The question was asked: “ Do you experience practical problems in offering help to students?”.

Counsellors felt that response from students was discouraging. Some counsellors indicated that students do not understand the counsellor’s role, which is a basic barrier to the counsellor’s job. Very few of them came to the counsellor voluntarily, and most of them were referred by teachers for disciplinary problems or homework. It was reported that many students do not understand their problems or deny having problems.

The school’s crowded programme, and the emphasis on attendance and academic achievement create another obstacle in dealing with students. As one counsellor observed:

“... they have maths, science and English lessons, so to take them out for counselling, they are missing important things that they need. So it is not easy to do that”.

Parents lack knowledge of the guidance and counselling programme, it was said. Counsellors reported lack of co-operation from parents. They did not respond to counsellors’ invitations to discuss their children’s problems and needs. They rarely came to school and ask about their children. If an urgent issue arose, they tended to contact the principal who sometimes referred them to counsellors.

One counsellor mentioned students’ and parents’ lack of knowledge about referral to other agencies.

Some counsellors felt that they did not have the professional skills they needed to help students, especially in cases where more advanced knowledge was needed. With lack of professional knowledge, they were not sure what approaches were suitable. Although a few of these counsellors had attended training courses, this did not seem to

have been helpful to them. They felt the courses were very theoretical and there was a lack of practical experience. One counsellor said:

"...It really frustrates me, when I talk with a student for one reason or another and I find out that this student has a lot of problems... and you know, where can I get this student some help?"

A counsellor who has a degree in Sociology stated:

" The main problem I face personally is that the students at this age are adolescents, who need special care and need somebody who understands their needs and characteristics at this stage of life, and that is supposed to be understood by the counsellor. We in Sociology did not focus on adolescence as they do in Psychology. To help children in that case with no sufficient background is not good enough"

Another counsellor saw the lack of supervision and professional consultation for the counsellor as a further limitation for dealing with difficult cases.

Role ambiguity as it relates to the counsellor's role definition was discussed by one counsellor:

"When I started I knew nothing about counselling, and still to some degree the counsellor's functions are unclear; the instruction we receive from the educational authorities is not clear enough to guide us to do the job properly. The supervisors also have no clear idea about what to do or how to help students. In evaluating the counsellor's work, they concentrate on the paperwork"

The discrepancy of procedure between the counsellor on one side and teachers and the principal on the other side, in dealing with students and their problems, was perceived by many counsellors as a practical barrier.

Counsellor's relationship with the principal:

Counsellors differed in their opinions of the relationship with principals and how it affected the quality of support given to the guidance and counselling programme.

The majority of counsellors saw the relationship as unsupportive. They perceived that principals did not give any recognition or commitment to the counselling service. They viewed principals as lacking knowledge of guidance and counselling and not understanding the counsellor's functions. They felt that principals treated them as members of the administrative staff.

They reported that they had been engaged in administrative tasks not related to their job. This led one to conclude that school counselling is almost a subset of school administration. In some schools, the principal hires the counsellor. As one counsellor said:

“ I have to work with the principal to meet the needs of the school, but I still look to the principal as the person who hired me. Some principals know about school counselling and others do not. If a principal is not aware of what a counsellor should do, counsellors are going to meet the need of the school and the principal's demand”.

Another counsellor said:

“ ...Counsellors are more responsive to the principals' wants and needs...Many times it means being an administrator”.

This counsellor observed that:

“The problem I faced in the first five years was with the principal and teachers, who did not understand the counselling role in the school. They thought that counselling is part of the administration, but now I think they are coming to realise the role of the counsellor”

Even worse, one counsellor reported:

“ ...My principal does not hesitate to ask me to watch the cleaners or to close the school gate..”.

From this perspective it can be said that the functions of the school counsellor depend on how the principal perceives the counsellor's role. As one counsellor viewed this situation:

"...It depends on the administration of the school. If you have a principal who believes in counselling, then you have the chance to perform your function. So it is not something standard, it is something that depends on who is the school's principal".

This was confirmed also by another counsellor when he observed:

"...The one thing that I have found is that I worked at three different schools for the past six years and each principal saw my job differently. So whatever they saw my role as, that is what I did".

They were not allowed to carry out activities that took a long time during school hours, because principals do not want the guidance and counselling programme to disrupt lessons.

Another difficulty they faced is that the principals interfered too much in students' problems and the strategies that counsellors applied with them.

Four counsellors, however, indicated that their relationships with principals were good. This included social and professional relationships. They perceived their principals as knowledgeable about the guidance and counselling programme. A counsellor noted:

"The administration in my school is very supportive...he believes in counselling and feels students need it".

Another one stated:

"My principal never gives me any duties during the day. I think some counsellors have too much paperwork and less time is spent with students"

They reported that their principals were involved in some guidance activities.

Although these counsellors engaged in some administrative activities, they did not see them as a problem, but they felt it to be a good way to maintain a good relationship with the principals.

Counsellor-teachers relationship:

Many counsellors felt that many teachers were not aware of their role. They reported that they did not receive any support from teachers. Many teachers did not allow their students to see the counsellor during their lessons. Some teachers referred students to the counsellor, but most of the referrals were about problem students or about homework. The following statements illustrate the above:

“...Teachers are not fully co-operative with me, because they do not understand the counsellor’s role”.

“The main obstacle in my job is the non co-operation of the teachers who do not realise the importance of the counselling. Accordingly, they will not allow students to go to the counsellor for counselling purposes during their lessons, or they refuse to participate in the counselling programme”.

“....Students may have their reasons for they are immature, but teachers who are supposed to understand the counselling role, they look to the counsellor as a substitute used to replace any absent teacher”.

“ Some teachers see me as a person who is here to do the scheduling, to do administrative things”

One interesting point mentioned by counsellors was that teachers sometimes insisted on knowing everything about students, even confidential information. As one counsellor said: *“... but the disgusting thing is some try to find out what secrets some students have”.*

Another practical problem mentioned by counsellors was that teachers interfere in counsellors’ work.

Some counsellors believed that teachers felt jealous of the counsellor. They mentioned teachers' fears of losing their authority and control. One counsellor observed that: "*Some teachers felt they are in a better position than the counsellor, or some are jealous of the counsellor's position*".

Three counsellors indicated that they had supportive relationships. They perceived teachers as aware of their functions and recognising the importance of the guidance and counselling programme. They felt that some teachers co-operate with them in terms of referring students who actually need the counsellor's assistance, providing the counsellor with information about students and participating in some guidance activities. Moreover, these counsellor excused those teachers who gave them little help, due to their heavy work burden. As one counsellor said:

"Some teachers are not fully co-operative with me and that may be because they are so busy. I maintain good relationships with them to obtain their support".

12-2-5- Suggestions to improve the guidance and counselling programme:

The question was: "Do you have any suggestion to improve the guidance and counselling programme?"

In response to this question, several strong views emerged. They are presented here according to number of the responses on each suggestion:

1. Regular intensive training programmes are needed to help counsellors develop their abilities and their skills and to keep them in touch with the latest developments in the field.
2. There should be a clear policy for the guidance and counselling programme, and there should be certain tasks for the counsellor, which must be defined accurately.

3. Counsellors should be exempt from administrative work.
4. Counsellors must be qualified.
5. Paper work must be reduced to the necessary level.
6. The shortage of counsellors should be considered seriously, and the number of counsellors in each school increased.
7. The educational authorities should support the counsellor's work, and give them real support to do their job properly.

Summary:

The actual function of counsellor as perceived by counsellors themselves, were paperwork, administrative duties and academic guidance.

Counsellors perceived their primary role is counselling. They also recognised that there are other necessary duties to be performed, and viewed these as a realistic part of their role.

Counsellors viewed counsellors themselves and the leadership as the best resource for helping them to define their role and functions as a profession to others.

Counsellors cited many difficulties that constrain their work, such as lack of a clear policy on the guidance and counselling programme, causing them to be unsure of their role and functions, the counsellor to students ratio which left them insufficient time to meet all students' needs, inadequate physical facilities, the lack of professional skills and difficult relationships between counsellors and principals and teachers.

They felt that their functions are influenced by how principals and teachers perceive their role.

Counsellors expressed a need for training and for a clear policy in their suggestions for improving the guidance and counselling programme.

12-3- Principals' Perceptions:

12-3-1- Introduction:

The interview with nine principals covered the following themes:

- 1-Principals' perceptions of the necessity of the guidance and counselling programme.
- 2-Principals' perceptions of the functions that counsellors perform.
- 3-Principals' perceptions of the functions that counsellor should perform.
- 4-Principals' participation in the guidance and counselling programme.
- 5-Suggestions to improve guidance and counselling programme.

12-3-2- Principals' perceptions of the necessity of the guidance and counselling programme:

The question was asked: "Do you think school counsellors are necessary?"

Six principals agreed that counsellors are needed in schools. They believed that schools needed a very good planned guidance and counselling programme. On the other hand, three principals responded negatively to this question. A principal stated that:

"I do not think so because the teacher who knows the student's situations can perform that without being asked".

Some positive statements are presented:

"The guidance and counselling programme is considered as a very important service in school, to help students to solve their problems".

“ It is very important these days to have a guidance and counselling programme in our school because students have great needs. Life is getting complex and social values are changing”.

“ I think counselling is valuable in schools. Some counsellors can make a real difference in the lives of the students they serve”.

“ Counselling is the most important part of school system. I think a school without a counsellor is like a ship without a captain”.

It is clear from the previous statements that principals viewed the guidance and counselling programme as a necessity to help students.

The question was then posed, “Who do you think is a proper person for this job?”

Four principals mentioned qualified counsellors as the best people to carry out counselling tasks. Two of these four preferred a qualified counsellor without conditions, while the other two said teaching experience was also desirable. Some principals seemed to believe that teaching experience was more important than qualification. One principal said:

“ I think understanding the classroom environment and curriculum are extremely important, that school counsellors should have that kind of knowledge and awareness first”.

Another one said:

“ I think you have to be a teacher first in order to be an effective counsellor...., as long as you have been a teacher you can fit into the counsellor’s role without any problem”.

Another criterion emphasised by six principals was religious commitment. However, some of them mentioned that the counsellor should have an interest in the service and training, although some of them said that training could be given later.

12-3-3- Principals' perceptions of the functions that counsellors actually perform:

All principals mentioned that counsellors in their schools maintain records for all students. They establish and maintain a guidance and counselling committee in schools, and they prepare and participate effectively in fathers' conferences.

Six principals indicated that they engaged counsellors in some administrative duties but they felt that these do not disrupt their work. Some of them said that they assigned administrative work to counsellors when they came to school without a day plan and just sat in the office for a rest.

Five principals perceived that their counsellors play a role in enhancing students' academic progress, and they help in organising classes for weaker students. One principal stated:

"...he works with students to get them motivated to complete their work and get a high level of academic achievement. He also works with students who have particular academic problems"

Some of them reported that counsellors help schools in preventing truancy and investigate the reasons for students' absence.

They reported that counsellors sometimes provide students with information about smoking and drugs and information about study skills.

Some principals (55%) perceived that their counsellors were involved in the task of helping students with their personal problems.

12-3-4- Principals' perceptions of the functions that counsellors should perform:

The question was asked: "What do you think school counsellors should do?"

Regardless of the attitude of principals towards the counselling service, their responses were very limited according to their understanding of the guidance and counselling programme. They restricted guidance to academic guidance and religious

guidance. They felt that the main function of the counsellor is to enhance academic achievement. They emphasised that the guidance programme must include activities that help students to develop study skills and to improve their performance in examinations. Furthermore, they stressed that parents never came to school and complained about their children's problems or anything like that, but they always complained if their children did not do well in their examinations.

All principals stressed that counsellors should work with students to help them to understand the real Islamic religion and try to practise it in their lives. One principal noted that: “ *This is a successful way of helping to overcome the school's various problems*”.

Eight principals believed that counsellors should be involved more in reducing discipline problems and working with disruptive students, and should not be so soft with students.

Vocational and educational guidance were mentioned by seven principals as ideal function. They believed that schools must offer all kinds of help to students in order to provide them with complete information about occupational trends and vocational openings in the country, and about educational opportunities available for them after secondary school. One principal stated:

“ The counsellor should try everything he can to motivate students, explain what these students should do to be successful in school. He should provide information about how to study, help them choose between academic subjects... ”.

Five principals felt that counsellors had free time during examination periods and they should co-operate with teachers in some examination duties or administrative duties. They believed that the successful counsellor is one who can form comparative

relationships with teachers which in turn will reinforce the counselling programme and reduce the heavy work of the counsellor.

Five principals indicated that counsellors should assist students to resolve their personal problems. One of them said:

“ I think of a counsellor, as someone who is there to help students with problems, someone who is there to help them advance in their learning, emotional development and behaviour”.

Another task mentioned by some principals was to help students to make their own decisions, especially, educational choices.

12-3-5- Principals’ participation in guidance and counselling programme:

The interview also considered the principals’ participation in the guidance and counselling programme. The principals were asked to describe their co-operation with the counsellors.

The interview data revealed that some principals were supportive of the counselling programme, while others were discouraging. All principals said that they participate in the guidance and counselling committee and in fathers’ conferences as well as evaluating the guidance and counselling programme in their schools.

However, with respect with the above, only four principals indicated that they participated in the guidance and counselling programme. They reported that they discussed with the counsellor, plans for guidance and counselling activities. They encouraged teachers to co-operate with the counsellor and took this into consideration in evaluating them. They helped counsellors to surmount obstacles that they face and prepared good conditions for the counsellor’s work. They reported that they referred students who need the counsellor’s assistance and those who had truancy problems or were smoking.

Five principals were not much involved in guidance and counselling because, as they claimed, they had too many other duties to carry out. However, this does not seem to be a satisfactory reason for not providing more help to counsellors.

None of the principals mentioned taking part in the counselling process.

12-3-6- Suggestions to improve the guidance and counselling programme:

All principals' suggestions revolved around training and clarifying the counsellor's role. They thought that there should be a clear policy on the guidance and counselling programme and that counsellors should have regular training.

Two of them mentioned that the Ministry of Education should play a role in defining the counsellor's role for principals and teachers.

One principal suggested that there should be at least two counsellors in each school, to meet school demand.

Summary:

There seemed to be a considerable feeling that guidance and counselling programmes have high priority in the thinking of principals, with the emphasis that counsellors should have teaching experience.

The principals reported that they engaged counsellors in some administrative duties, but would like to see them perform more academic and religious guidance.

Principals were not much involved in guidance and counselling programmes in schools, except for their participation in the guidance and counselling committee and fathers' conferences.

12-4- Teachers' Perceptions:

12-4-1- Introduction:

The semi-structured interviews with fourteen teachers addressed the following issues:

- 1-Teachers' perceptions of the necessity of the guidance and counselling programme.
- 2-Teachers' perceptions of the functions that counsellors perform.
- 3-Teachers' perceptions of the functions that counsellors should perform.
- 4-Teachers' participation in the guidance and counselling programme.
- 5-Suggestions to improve the guidance and counselling programme.

12-4-2- The necessity of the guidance and counselling programme:

Interviews with teachers indicated that they perceived the guidance and counselling programme positively and considered it a necessary service. Here are some positive statements:

" I see a counsellor as essential to help students and to shed light on their problems which some of them are not aware of and help them to tackle their problems".

" Counselling is useful to solve the children's problems, especially the problems that teachers and administrators cannot deal with properly".

However, three teachers concentrated on the counsellor's qualifications and the quality of the service:

" I think of someone who is a qualified, who works collaboratively in the schools with teachers and administrators and works with the students on personal issues, educational issues as well as career issues"

" I think based on his educational and psychological background, the counsellor would be able to provide students with the service they need and they would definitely benefit from that".

“ I think the counselling task in a school is essential, since the teachers are always busy, and students need a professional and qualified person to deal with their problems”.

Two teachers emphasised the importance of counselling being independent and counsellors being kept free from administrative tasks:

“ It is obvious that counselling is vital to the students in schools, but since the counsellor is under the authority of the principal, the counsellor was no free will to do his job properly”.

“ Counselling is very important, but counsellors have many administrative tasks which prevent them doing their job as it should be done. In addition, the large number of students make the counsellor’s tasks more difficult”.

Two teachers criticised the current position of counselling and stressed the importance of practical service: *“ We need this service to be practical and useful not just a name as it is now”.* Another one said:

“ No doubt counselling in schools is essential, but unfortunately counsellors themselves are not sincere in their job, so counselling in my years of experience has done nothing for students”.

Four teachers saw no need for the guidance and counselling programme in schools. They viewed counselling as part of the teacher’s job. They thought that there was no difference between what a teacher does to help students and what a counsellor does. Teachers are able to do tasks now performed by most school counsellors. They thought that some students took advantage of the chance to see the counsellor in order to avoid lessons they disliked. They mentioned the disruption of lessons when the counsellor asked to see someone during a lesson, and the decline of control because counsellors use too soft an approach with students.

One teacher said:

“ They do not need much guidance and counselling here because they look to their parents. If you ask students here who is most influential in their lives, it is usually their parents ”.

12-4-3- Teachers’ perceptions of the functions that counsellors actually perform:

Teachers were asked “ What do you think counsellors actually do?”.

Most of the teachers (93%) perceived counsellors in their schools as heavily involved with administrative tasks and paperwork. This included activities such as working on students’ records, dealing with registration, scheduling, collecting reports on students’ achievement, and organising fathers’ conferences. A teacher commented: “ *At our school as far as I know all the counsellor does is paperwork”.*

Another stated:

“ I think counsellors feel very comfortable in their roles of maintaining students’ records, scheduling and score checking. It is a lot of paperwork. They can prove that they are doing their job by showing all of this massive paperwork they have been doing”.

“ I was thinking of going into counselling, but my concern was that the counsellor in my school just does a lot of paperwork and never really does much counselling, and if you ask a lot of teachers they would probably go with that perception ”.

“...his role is absent since he is involved in administrative work”.

“ When I think of the school counsellor I think of someone who is there when I have disruptive students or when I need my schedule changed or something like that”.

One teacher talked about the way he perceived the actual role of school counsellors. He said:

“ It is like a recreational role rather than a helping role. I have never come across a qualified counsellor who could help students resolve their problems”.

Under this category, one teacher emphasised that counselling is absent from school and counsellors' function is limited mainly to social activities:

“ I know that counselling in schools is limited to organising trips and other social activities, but counselling students and trying to solve their problems seems to be ignored”.

One teacher justified the counsellor's involvement in administrative tasks to gain the principal's approval:

“...The counsellor does administrative tasks to keep the principal happy, which affects his effort to understand the students' problems and find the time to help them”.

The second largest activity mentioned was dealing with general discipline cases and dealing with truants. One teacher noted: *“ I think he only deals with behaviour problems and absence from school”.*

Academic guidance and helping students to develop academic skills was mentioned by seven teachers, and vocational guidance by only four teachers. The others felt that students were not given enough information and advice on careers and subject choice.

12-4-4- Teachers' perceptions of what counsellors should do:

It was clear that teachers viewed counselling as an important part of school, but what role do they think counsellors should perform?

There seemed to be several categories of answers. The first category, mentioned by eleven teachers, was enhancement of academic standards and providing educational and vocational guidance in order to give help on appropriate educational and vocational choice.

The second largest category was guidance and counselling service. Teachers felt that counsellors should offer this kind of service to assist students and help them to cope with their problems. This includes things such as general well-being, social awareness, preparing students for life-adjustment and dealing with problem students.

“ Counselling is important for dealing with students’ problems, such as slow learning, disturbance or not doing the homework”.

“...it is the counsellor’s role to make sure that while the teacher is providing all the academics he can, the counsellor should help students emotionally so they are able to learn”.

“ My perception of what the counsellor should do is work with students as a counsellor, counselling them, giving them support or direction if they need it”.

A full understanding of the counsellor’s role appeared when one teacher said:

“ The counsellor’s role is to enable students to understand themselves, their abilities and their problems and to help them to find appropriate solutions”.

One teacher emphasised the importance of confidentiality when he reported:

“ Students are afraid to go to the counsellor because they do not think he will keep confidences. They think that what they tell the counsellor, he will tell everybody else”

Seven teachers emphasised the need for religious guidance.

Involvement in discipline problems was a function which five teachers perceived should be performed by the counsellor. They indicated that they had many discipline problems, and they believed that counsellors did not help with these problems, because they were too soft.

Four teachers (33%) wanted consultation between the counsellor and teachers. They mentioned that since the counsellor is often in his office and teachers have little free

time, there is insufficient time for discussion. Thus they stressed the relationship between the counsellor and teachers, and said counsellors should listen to teachers' problems and issues related to students or the school, and not stay isolated in their room.

Surprisingly, one teacher thought that the counsellor should have teaching duties. He said: “ *The counsellor should do the job of the teacher to understand empirically what is going on in the classroom and to be close to students*”. Another teacher mentioned the importance of discovering gifted students and helping them.

12-4-5- Teachers' participation in the guidance and counselling programme:

The interview data revealed poor and unsupportive relationships between counsellor and teachers. It seemed that teachers' co-operation was mainly limited to referring disruptive students and those who did not do the homework or did not participate in class activities.

Ten teachers (71%) described their co-operations with counsellors as very weak for many reasons, such as that they were too busy with their teaching duties and extra work, being dissatisfied with the counsellor's role, feeling that they could solve their students' problems without the counsellor's help or seeing the counsellor as unable to help students with different issues.

“ The co-operation with the counsellor is very weak. Indeed I never work with him because I am not satisfied with his role and there is no case which needs to be sent to him”.

“ The co-operation depends on the effectiveness of the counsellor. If he is active and builds up a good relationship with teachers and students, then I help him otherwise I will not. In our school the counsellor is not active, so I am not co-operative with him”.

“ When I started my job I fully co-operated with the counsellor, but when I looked at the outcomes I was disappointed, he did nothing. Students do not know him and

even those who know him do not go to him but they go to the principal or teachers”.

“ The counsellor really did not work with students, so students who had problems came to me. They did not go to the counsellor. The principal even began turning to me to get help for students”.

12-4-6- Suggestions to improve the guidance and counselling programme:

Some valuable suggestions were made in each interview. Most of the teachers (93%) put great emphasis on the need to make students and teachers aware of the role and functions of school counsellors and the objectives of that role. Also, twelve teachers commented on the importance of regular training for counsellor. Increasing the number of counsellors in each school was also suggested by some teachers.

Two teachers emphasised the importance of counsellors being properly qualified.

One teacher suggested that the media should be used to promote the guidance and counselling programme to the public.

Summary:

Teachers felt that students are in great need of guidance and counselling service in order to assist them to cope with their problems, but they stressed that counsellors must be qualified.

Although counsellors were expected to show involvement in counselling, they were seen by teachers as involved mainly with paperwork and spending much of their time in administrative tasks, instead of assisting students with their academic and personal problems.

The interviews showed that teachers' co-operation with counsellors is very weak, and they had very little contact with counsellors.

CHAPTER THIRTEEN

THE COUNSELLOR IN THE SCHOOL

13-1- Introduction:

The present chapter seeks to provide an interpretation and discussion of the findings from the fieldwork. It will be recalled that data were sought from a sample of 117 counsellors, 112 principals, 316 teachers and 451 students using a questionnaire developed for this study. Additional data were gathered through interviews conducted with 12 counsellors, 9 principals and 14 teachers.

The purpose of this study was to investigate the perceptions of counsellors, principals, teachers and students regarding the importance and performance of the role of secondary school counsellor in Saudi Arabia, and to determine whether significant differences existed among these groups. This study was also designed to investigate whether a significant differences in perception existed within each of the four sample associated with some demographic variables.

The discussion is arranged under the following sub-headings:

- The necessity and importance of the guidance and counselling programme.
- The perceptions of the functions that counsellors perform.
- Counsellors' qualification and training.
- Teaching experience.
- Age and years of experience.
- Differences among students.
- Differences among the groups.
- Difficulties that counsellors experience.

- Role conflict and role ambiguity.

13-2- The Necessity and Importance of the Guidance and Counselling Programme:

The research revealed that there was widespread and strong support for guidance and counselling programmes to meet students' needs. The counselling function is emphasised as a major function of the counsellor in terms of its importance. The support for guidance and counselling programmes was shown clearly by counsellors in this study. They strongly supported the need for guidance and counselling services in their schools, although they were quick to point out that they were not satisfied with the quality of the service they were providing in their schools; this accords with findings of Miller (1988); Ibrahim (1985) and Wesley (1989) in US.; Fulton (1973) in Britain and Abal Mohammed (1992) in Kuwait.

Although counsellors attached great importance to all the functions listed in the questionnaire, it would appear from the results that they perceived counselling functions and developmental, educational and career guidance as most important. This reflects their awareness of students' needs for this service and their recognition that the counsellor should be close to students and most of his time should be spent with students.

Most principals interviewed believed that their schools nowadays need the guidance and counselling service, and many of the principals surveyed perceived the counsellor's functions as very important in meeting students' needs. This result was similar to the finding of Rees (1983) in Britain when he investigated the views of headteachers about the need for specialist counsellors; Miller (1989) and Stalling (1991) in US..

Also, teachers in this study felt students need the guidance and counselling service. They were supportive of most of the counsellor's functions. Only a few did not agree

with the need of the service in general. This was similar to the finding of Lytton et al. (1970); Freeman (1970), Best et al. (1981) and Innes (1985) in Britain; Remley and Albright (1988), Moore et al. (1996), Easton (1995), Rokicki (1993) in US. and Abul Mohammed (1992) in Kuwait.

It was clear that principals and teachers gave high priority to the functions that relate to academic and educational issues. This result is to be expected in an intellectual system. The Ministry of Education, principals and parents are always interested in and emphasise the academic achievement of the school. Such a system does not take much account of individual needs. A student's success is measured in terms of passing examinations rather than his or her whole development. Difficulties may arise here because many problems are interlinked and what might seem an educational problem initially may be viewed in different light.

“Despite the fact that counselling has been delineated under the sub-headings of personal, educational and vocational, the three areas are more often than not closely inter-related. Vocational counselling cannot be effective if it does not encompass the personal and educational aspects of a person's life, it is as much concerned with personality variables as is counselling for personal problems” (Milner, 1974).

If school is to provide a useful service to young people, greater emphasis will have to be placed on personal development and human relationships in order to provide suitable preparation and necessary skills for life. The social skills are of greater importance than the traditional emphasis on academic ones (McGuinness, 1982).

Interview data revealed that counsellors, principals and teachers stressed the importance of helping students to understand the Islamic religion and enhance the religious values of students, and they emphasised that this should be part of the counsellor's functions. This is consistent with the emphasised criterion that counsellors should be wholly committed to the Islamic religion. This is understandable, since Saudi

Arabia has its roots in the Islamic religion. The influential role of Islam involves all aspects of the life of Saudi people. The counsellor plays an important role in addressing the developmental needs of students and among these are moral and religious needs. The General Directorate of Guidance and Counselling (1997) stated that counselling aims to help students to solve their problems within the framework of Islamic teaching principles. So according to this:

“Counselling in an Islamic country can be viewed as the process whereby the counsellor seeks to help the counsellee make interpretation of facts relating to choice, plans, and/or adjustment in an Islamic manner by utilisation of Islamic beliefs and thus try to unleash one’s potential Islamic motivation in solving problems, enabling the client to develop behaviours that would help them deal more effectively with themselves and their environment. The counsellor in an Islamic country, like Saudi Arabia, should seek to help the client with their personal, social, and academic adjustment problems by using his professional competencies and the guidance of Islam” (Saleh, 1987,p. 178).

The process and content of counselling should be based on Islamic religious beliefs, but limiting the work of counsellors to religious guidance is inappropriate. Enhancement of students’ religious values is a responsibility of families and everybody in school. The counsellor’s engagement in activities such as giving religious talks, or monitoring students’ religious behaviour or commitment will enhance the thought that the counsellor is a religious adviser or preacher. There is a belief among some administrators and teachers that the counsellor is a religious adviser, and moreover, counsellors’ acceptance in some schools depends on the degree of their religious commitment.

Although teachers in the interviews indicated that students need a guidance and counselling service and would be pleased to see counsellors engaged in more counselling and less administrative activities, four of them saw no need for this service. They described counsellors as incompetent to deal with students’ various needs. They

believed that teachers are able to perform the tasks performed by counsellors. However, if these teachers saw counsellors as trained and competent to help students with their personal problems, they most likely would welcome the concept of counselling. It would seem that counsellors could enhance their image by providing more help for students who are having personal problems.

In the case of students, they attached great importance to most of the counsellor's functions, but they seemed to perceive counselling functions as the most important functions. It can be seen also that they gave high priority to functions related to personal issues, which can be interpreted as an indication that students need more help with these matters.

The study revealed that all the four groups perceived the task of working on students' comprehensive record as unimportant. Maintaining the personal record for the purpose of counselling or educational and career guidance could be considered an assessment activity, but filling up these records haphazardly could be considered as paperwork or an administrative task. This task consumes much of counsellors' time. Looking at the content of this record, it would seem that this record could provide information for a real understanding of the development of the student, socially, emotionally, psychologically, physically and intellectually. The information in this record should be obtained by using personality and interest inventories which are not available in Saudi Arabia or, if they are, are not allowed to be used in schools. Moreover, most counsellors lack the skills to use them. Also students, parents and teachers should participate in the compilation of this record, but this never happens.

Principals seem to appreciate counsellors and expect them to assist students in resolving their personal problems, but at the same time expect them to be involved in

some administrative duties, deal with discipline problems and work with disruptive students. This is consistent with the finding of Remley and Albright (1988); Orthungur (1985) and Williams (1993). Also, although teachers perceived the guidance and counselling programme positively, they criticised the current position of counselling and emphasised the importance of counsellors being kept free from administrative tasks, while at the same time perceiving that counsellors should involve in discipline problems. This finding is similar to those of Stintzi and Hutcheon (1972), Orhunger (1985) and Wittmer and Loesch (1975). This an indication that teachers and principals are unclear about what counsellors should do. However, counsellors if they understand their role should reject involvement in administrative work and should articulate to principals their rationale for refusing to perform administrative tasks or deal with discipline. Counsellors must provide guidance and counselling activities and find a way to communicate their activities to teachers and principals to convince them that they are counsellors and are not administrators. Counsellors, teachers and principals should understand that counsellors have a role in helping students who have persistent discipline problems, but not for every problem and not during a discipline crisis. If students see their peers being sent to the counsellor for disruptive behaviour, they will associate the counsellor with discipline (Remley and Albright, 1988).

13-3- The Perception of the Functions that Counsellors Perform:

Counsellors reported considerable involvement in many of the activities listed in the questionnaire, although it was found that their perception of the performance of these functions was not consistent with the high level of importance attached to them. A frequent criticism of school counselling programmes is that in actual practice they function quite differently from their defined role or from the expressed needs of the

students and others served (Hutchinson and Bottorff, 1986). This discrepancy between the perceptions of the importance of the role and performance may have various explanations. It may be that counsellors were unable to carry out all the activities they perceived as important, because of lack of time or lack of necessary skills or other difficulties. It may be they carried out tasks in accordance with the expectations of others. However, this discrepancy would contribute to role conflict and ambiguity. This also would affect the perception of the effectiveness of counsellors which would lead to lack of co-operation from school staff and students' willingness to seek the help. This is consistent with Carmichael and Alvin's (1970) conclusion that although counsellors are aware of their professional role, they have not yet been successful in implementing it.

With respect to counselling, it was found that it was employed most frequently on educational issues. Also in the guidance area, counsellors saw themselves involved most often in educational guidance activities. This is not surprising, since the whole educational system concentrates on academic achievement more than other aspects of students' lives. A system of education that emphasises examinations is very likely to generate a lot of academic problems for the students, such as failure at certain subjects, or not being promoted from one educational level to the next. Also, students come under a lot of pressure from their parents, teachers and relatives to do well in their academic work. All this may generate many problems for students.

The extensive involvement with educational guidance can be interpreted as an attempt by counsellors to meet the expectations of principals and teachers as this study showed they gave this aspect a high level of importance and expected counsellors to be more involved in this area. Moreover, since 74% of counsellors are unqualified, their lack of professional knowledge and skills make it difficult for them to deal with issues such as developmental needs of students, or personal problems or conducting

programmes for gifted or talented students. Educational problems on the whole are more amenable to solution and in a shorter time than personal problems, and may require less skill on the part of the counsellor. This is not to imply that skills and training are not needed for educational counselling. With respect to career guidance and counselling, the study revealed that this function is very limited. Counselling of students based on their abilities, interests, aptitudes and personality traits is absent in Saudi schools. The student's academic average is the determining factor in choosing a specialism, despite the fact that educational attainment represents only one dimension of the student's personality (Al-Aisawi, 1984). The fundamental criterion on which the counsellor bases his vocational counselling is the students' educational and vocational guide published by the Ministry of Education, which includes many available fields at colleges and universities along with professions and the conditions of admission. This aspect of counselling suffers from many shortcomings, because there are no inventories that help the counsellor to discover the student's abilities, talents and tendencies or if there are, they may not be suitable for Saudi society. In addition, counsellors are not able to deal with these measures which makes it impossible for the counsellor to fulfil this function.

Studies also show that the choice of the subject of study at the university is influenced, in the majority of cases, by external factors, mainly family and friends (Kabli, 1986). It is a feature of the culture of Arab countries that careers preferences and choices are influenced by family (Soliman, 1986). This view may be reinforced if we consider students' perceptions of the importance of the counsellor assisting students in making appropriate decisions, which was among the lowest rated activities. Further evidence is provided by counsellors' perceptions that 59% of them rarely or never perform this task. However, individual decision making is a new concept which is unacceptable in Saudi society, so, it may be that a non-directive approach is

inappropriate for Saudi students, who expect to be told what to do. Moreover, within Saudi society, when any major decision is to be made it is usually shared by the family. The family still has a major influence in young people's educational and vocational decision making (Saleh, 1987). Authors in psychology and career development believe that parents are the most crucial factor in the formation of children's personalities and self-concept, and that career choices can be regarded as the "implementation" of these qualities (McDaniels and Hummel, 1984). Thus, the cultural tradition may become a basic issue in gaining acceptance for some counselling activities and approaches. Comprehensive career guidance programmes can provide students with basic economic understandings, skills in understanding themselves and educational/occupational opportunities. Educational experiences that enable students to search, design and try out aspects of their evolving careers is needed (Tennyson et al., 1989). Since parents have a major influence on their children's choices, through collaborative efforts in career guidance, counsellors can help parents influence their children's career development more effectively and wisely. Counsellors can help parents understand their role in children's career development and the general growth and development of their children, Specifically, parents need up-to-date, accurate information about the following: changing career choices, educational opportunities, wage and salary statistics, the importance and stages of career planning, barriers to the career development process, career resources in the school and community, and ways to improve communication skills (Birk and Blimline, 1984).

With respect to consultation, a considerable involvement was reported either by counsellors or school staff. This finding agrees with the study of Wilgus and Shelley (1988), who reported that counsellors are increasingly being viewed by teachers as fulfilling a consultant function. This is a good effort from counsellors which would help

to gain school staff's co-operation and establish a professional relationship with them. This would strengthen the programmes and would be considered as a rationale for extending the benefits of the service.

With respect to referrals, counsellors seemed little inclined to carry out referral; in fact, there is no professional relationship between schools and outside agencies. The only link that schools have is with school health units, which mainly provide a physical health service. Counsellors in the interviews mentioned the difficulties for parents and students of understanding referral and accepting it, especially if it is to psychological services, and this could be related to their attitudes to psychological services generally. With the support of administrators, counsellors should seek to establish a system of referral network in the school and with outside agencies.

In the evaluation and assessment area the study revealed that there were only two tasks which counsellors consistently perceived themselves as performing with high frequency. These were monitoring the achievement level of students and working on students' comprehensive record. These could help in counselling and educational guidance, but looking at the way these two activities are carried out it can be considered as paperwork or administrative duty instead of evaluation or assessment. It is worth mentioning here that the Saudi Society of Educational and Psychological Sciences in its annual meeting in 1990 recommended that the guidance and counselling authority should take into consideration the problem relating to students comprehensive record. However, although there is no benefit from maintaining and keeping this record, all counsellors reported that they are involved with this task. This is not surprising, bearing in mind that counsellors are mainly evaluated on such administrative tasks. Counsellors can prove they work by showing the massive number of records they fill up. This may

be why programme management and development was the role which counsellors viewed themselves performing with greatest frequency. Functions in this area require more paperwork than practical work, and in this area counsellors can demonstrate that they work.

With regard to planning, counsellors reported that they plan their activities, so much of what goes on guidance and counselling is determined by the counsellor. But as has been shown elsewhere in this study, much is also driven not by what the counsellor sees as appropriate, but by what principals and teachers want. Interview data suggest that school counsellors have not had the primary responsibility for planning their programme, but have been reactive and responsive to agendas set by their administrators and by situations as they have arisen in schools. There were several instances where the perceptions of school staff impacted upon school counselling greatly. This is supported by a study conducted by Stalling (1991) who found that the role and functions of the counsellor may vary from school to school, depending on how the school administrator views the counsellor's role. The school organisation has strong influences on what the counsellors does. Counselling is not carried out in isolation from the social organisation in which it occurs, the counsellor's work is often compromised by the constraints of the different purposes and values of the organisation which employs him (Murgatroyd, 1977). Counsellors will have to be increasingly accountable for processes and outcomes of their profession through planning and overall programme development.

The role of the counsellor in personal and professional development was accorded the lowest frequency rating. Counsellors recognised the importance of this role and they emphasised their need to develop their knowledge and professional skills, but they seemed not to engage in any activities that would help them develop personally

or professionally. Perhaps one reason for that is that they have not received training in conducting research. Also, the counsellor preparation programme does not provide course work in evaluation research design. So school counsellors may believe that they do not have the knowledge and skills required to do research. The connection between research and school counsellor accountability is not apparent to many school counsellors. This is consistent with Deck's (1990) findings that revealed little real interest in research and a lack of understanding of the relevance of research to the practising school counsellor. Conducting research related to the guidance and counselling programme or related to students' needs and problems and evaluating the effectiveness of the guidance and counselling programme is very important to develop the programme and it would help counsellors to plan activities to achieve the objectives of the programme. Anderson and Heppner (1986) emphasised the relationship between research and practice. They suggested that counselling training programmes should teach trainees enough about research so that in practice they will keep up with research findings and apply them where relevant. However, effective counsellors should have a wide knowledge not only of professional issues but also of many aspects of life. As helpers, they should be aware of the events around them, socially, economically, politically etc. They cannot expect to keep abreast of students' changing needs if they do not understand the circumstances and pressures facing students in the wider society.

Counsellors should engage in continuous personal and professional development. They should read books and journals, attend conferences, belong to professional organisations, and keep up to date with new developments in the field. Counsellors should contact other counsellors to share experiences or ideas. They need to become more involved professionally, rather than spending work time and going

home. Several stated that there was not enough time for training and such activities. They work in the summer as administrators, when they would otherwise have time for training. Moreover, counsellors do not have any incentive for training or self-development. They are never be observed or evaluated by anyone on their personal and professional development. There should be a weeding out system to remove counsellors who are incompetent. Supervisors should be knowledgeable about what goes on in the field and should help counsellors to learn how to develop their knowledge and skills. Overall, a poor job is being done by the Ministry of Education in providing continuing education.

However, there were several other types of activities in which counsellors were involved in schools, that were not related to their job. They were required to contribute in assigning students to classes, to perform some administrative tasks, to act as supply teachers covering for absent colleagues, and to deal with absent students and those who arrive at school late. They reported that they are often involved in a disciplinary role. This perception was confirmed by principals who indicated that they engaged counsellors in some administrative duties. Unfortunately, some counsellors are willing to be involved in some administrative tasks and school discipline, because they feel it would enhance the respect they are accorded by teachers and principals. This is in link with the findings of Gysters and Henderson (1994); Scriven (1981); Bush (1985); Partin (1993); Hutchinson et al (1986), Moody (1990) and Hardesty and Dialled (1994).

However, involvement in such activities is incompatible with counselling. It places counsellors in a reactive role, rather than a proactive role. It would distract counsellors from their counselling role. Engaging in scheduling would negatively affect

the counsellor-teacher relationship. Engaging in disciplinary roles would negatively affect counsellor-student relationships, and a counsellor who consistently sees mostly disruptive students will begin to be regarded by students as the person who sees students with behaviour problems, making self-referral of a wide range of students less likely and leading to neglect of other students in need of counselling.

It can be concluded that there is a wide variation in the range of activities carried out by school counsellors. Counsellors will have to articulate their role to others, and will have to be more assertive in limiting their participation in activities that distract them from their role and affect their relationships with students.

13-4- Qualification and Training:

Differences in perception within each of the four groups associated with different demographic variables were examined. In the case of counsellors, the variables that have been considered were qualification, training, teaching experience, experience in counselling work and age. Training made no difference to their perceptions of the importance of counsellor's functions. A difference was found, however, between qualified and nonqualified counsellors on the task of working on students' comprehensive record, which the qualified perceived as less important. This is to be expected, since this task consumes much of the counsellor's time without any benefit. Also a difference was found between these two groups for the task of using inventories to assess students' developmental needs and characteristics, which nonqualified counsellors perceived as less important than qualified ones. This can be interpreted as indicating that non qualified counsellors who came from different backgrounds have no knowledge about these inventories and their use; indeed, it would be no exaggeration to

say that this study was the first time that some of them had heard about such instruments.

Regarding the perceptions of the performance of counsellor's functions it was found there were differences between qualified and nonqualified counsellors and between those who were trained and those who were not in their perceptions of the performance of most counsellor functions. Qualified and trained counsellors perceived themselves performing most functions more than the others, especially those tasks which need more skills and knowledge, such as counselling functions and evaluation and assessment tasks. However, tasks such as those related to educational and career guidance or some consulting tasks which do not require specific skills, did not reveal any difference between counsellors. These results highlight the importance of counsellors being qualified and trained to perform a professional role. Also, this result dispels the idea that such skills can be gained over time, especially when we know that very few differences were found between experienced and less experienced counsellors. As there has been no previous study concerning these variables, there is no point of comparison for this finding.

The information obtained on counsellors in this study suggests that qualification and training is still somewhat neglected. Among 117 counsellors surveyed, only 25% of them were qualified. This confirms that there is still a lack of clear criteria for selection of counsellors. It would be worth considering how a person who graduated in History or Biology or Geography can be considered as qualified to perform a counselling role. The variations in terms of qualifications and skills often means the counsellor's role is shaped by the counsellor's strengths and personal skills, leading to considerable diversity in the service offered. However, as long as counsellors are selected to perform

counselling duties with little or no professional preparation, school counselling will not be a profession.

The inadequacy of the training programme was such that basic skills needed to implement the programme were not inculcated. Although some counsellors had undertaken short training programmes, they criticised them as being too theoretical. Counsellors who were trained several years ago may not feel comfortable performing some of the tasks or dealing with some of the issues that have become more and more prevalent in schools. On top of this, there were still a large number of untrained counsellors; about 73.5% of counsellors surveyed had received no training at all.

Thus, it is important that every counsellor must be given extensive training, and all training programmes need to be well planned. Counsellors' needs should be taken into consideration when formulation and planning the training programme, and some counsellors should be involved in planning these programmes. This could make the training more directly applicable to the school.

13-5- Teaching Experience:

The Ministry of Education prefers to appoint counsellors with two years of teaching experience. Also, principals in the interviews emphasised the need for counsellors to have teaching experience. However, this assumption is not supported by this study, as no differences were found between counsellors who had teaching experience and those who had not in their perceptions of the importance of the counsellor's functions and on the perceptions of the performance of all functions, except for four tasks. This indicates that teaching experience does not affect counsellor performance. This is consistent with many studies such as Olson and Allen, (1993); Dilley et al., (19973); Wittmer and

Webster (1969); Peterson and Brown (1968); White and Parsons, (1974) and Nowlin and Yazak (1995). If having teaching experience is necessary for becoming a professionally competent and committed counsellor, then one must wonder why counsellors in this study who had teaching experience did not perform significantly differently from those who did not. It is often stated that an important reason for teaching experience is the resultant awareness and familiarity with school procedures and policies. It would be interesting to compare counsellors who had teaching experience and those who had not in their understanding of school policies and procedures. However, difference between counsellors who had teaching experience and those who had not was found for the tasks of assisting students to cope with and resolve their problems, consulting with principals about the needs and concerns of students and establishing and maintaining co-operative relationships with school staff. Counsellors without teaching experience reported that they engaged in these tasks significantly more often compared with those with teaching experience. This is further evidence that teaching experience is unnecessary and contradicts the idea that teaching experience helps counsellors to establish and maintain good relationships with school staff. This request may have face validity to administrators but no evidence of functional validity. However, the research findings regarding teaching experience as a prerequisite to counselling effectiveness are not convincing. The results from the present study are consistent with Baker's (1994) conclusion from his review of literature that research findings do not support suppositions that counsellors with teaching experience are superior to those without it. It is unlikely that lack of teaching experience can be used to predict one's ineffectiveness as a counsellor, so educators and supervisors should not make this an obstacle for capable people. As Baker (1994) pointed out the person and training are the major factors in effective school counsellors.

13-6- Age and Years of Experience:

Differences between counsellors of different ages and years of experience regarding the performance of counsellor's functions were found for a few functions and were related to counselling on academic issues or related to guidance. This reflected the weak abilities of older counsellors to deal with different issues facing students. The conclusion that can be obtained from this result is that the number of years in the profession is no guarantee of improved performance, unless training and continuous personal and professional development take place. Also, to restrict entrance to the guidance and counselling profession by age is unfair.

13-7- Differences among Students:

The study found that students who had used the service seemed to be more aware of the importance of the guidance and counselling service than those who had not. This finding contradicts Hagborg's (1990) finding. He found that previously counselled students did not display a greater knowledge of school counselling services than did non-counselled students. Also, this study found that students who used the service had more knowledge of the services on offer. Despite the fact that it is difficult to explain why students hold varied perceptions of the school counsellor, one explanation which is commonly mentioned throughout the counselling literature is that students' perceptions of the counsellor's role is determined by actual counsellor contact. With this in mind, the results of this study suggest that students have different perceptions because of the amount and type of contact they have with the counsellor. This finding suggests that counsellors should work on an effort to communicate their functions to students. Counsellors will not be perceived as a source of help unless efforts are made to inform students of the nature of the counselling services which are available. For example,

meeting groups of students to offer a presentation of school counselling services would be a useful way to enhance their knowledge of school counselling services (Hagborg, 1990).

13-8- Differences among the Groups

In this study the discrepancies between counsellors, staff (principals and teachers) and students regarding the importance and performance the role of the counsellor were found to be as great as in Al-Ahmady's study (1982) in Saudi Arabia and previous studies in other contexts (Sweeney, 1966; Stalling, 1996; Thompson, 1986; O'Connell, 1987; Stevenson, 1990; and Ibrahim et al. 1983). Although there were some items on which the groups were in general agreement, there were also many areas of difference, in ratings for particular items or for individual categories. Such indications that the groups disagree on the degree of importance of each function of counselling and on the frequency of performance of these functions are discouraging, because a counsellor needs to work co-operatively with principals, teachers and students.

It is interesting to note that the most differences between counsellors and staff in the perceptions of the importance of counsellors' functions were related to counselling and personal and professional development, and that counsellors assigned higher importance to these functions than did staff. In contrast, most of the functions that staff perceived to be more often performed were related to counselling, while most of the functions that counsellors perceived themselves involved with were related to educational guidance. This is a good indication of what school staff want from counsellors. It seems that each group defined their preference. Thirty of 42 items were

rated higher by counsellors than by students. Also, for most of the items where there were differences between staff and students, staff assigned higher importance to them than did students. These disparities suggest that students may not be fully aware of the objectives and benefits of the guidance and counselling programme to meet their needs and that their perceptions of their needs differ from the perceptions of counsellors and staff. Although staff seemed to be more aware and knowledgeable than students, they do not share the perceptions of counsellors. Also, these differences between students and staff arises from staff and students perceiving the counsellor's role from their own perspectives. For example, there was a difference between students and staff perceptions on referring students to special agencies, with staff more in favour of referral and students less likely to accept it. Students may see referral to special agencies as having a labelling effect on the students themselves, thus, it is understandable that they seek to defend their self-image.

There were, however, some issues on which the three groups were in agreement. This was very clear in the evaluation and assessment category. The groups were in agreement on the lower importance of the counsellor's tasks of monitoring the achievement level of students and working on the comprehensive record of students. This would suggest that these tasks should be modified to a beneficial way or the counsellor should be exempted from these tasks and his time saved for other tasks.

Turning to consulting activities, it is encouraging to find that the groups agreed on the importance of consultation with principals and teachers about the needs and concerns of students. This is a hopeful sign for a better future for guidance and counselling programmes. The goals of guidance and counselling programmes cannot be achieved without co-operation and sharing information and ideas with school staff.

An agreement was also found between the three groups regarding the importance of the tasks of helping students with problems of academic achievement and collating information and providing workshops for students to help them develop academic skills. Within counselling activities, the task of helping students with problems of academic achievement was ranked by students, teachers and principals as the most important function and as the second in importance by counsellors. Counsellors view counselling as a process in which students are assisted on personal, social and educational issues. Resolving these concerns may result in greater academic efforts. School staff view counselling as directly supporting and increasing students learning and achievement. Often principals and teachers are not aware of the impact students' social and personal concerns have on educational achievement. They believe that discussing personal concerns are counteractive to helping students reach their academic potential (Kaplan, 1995). This reflects the emphasis given to students' academic achievements more than other issues. This is understandable when it is known that the sole criterion by which students are selected for universities and colleges is academic achievement. It is the policy of universities to assign students to courses on the basis of students' grade point average in secondary school, irrespective of the student's abilities, aptitudes and preference. It is often the case that students with higher grades are assigned to courses such as medicine or science, while those with lower grades are assigned to education (Shok and Sayed, 1995). Today, the situation is more difficult because the huge number of secondary graduates far outstrips the number of universities places available, so universities are raising their entry requirements. This places students, especially in year 3, the final year under great pressure, and might cause them many problems which require the counsellor's help.

The study indicated that the differences among the three groups were greater in the perceptions of performance than of importance. This may suggest the variation in activities counsellors performed, or perhaps these groups were unclear about what counsellors actually do. This could be due to inadequate guidelines. Counsellors' and students' perceptions of how often counsellors perform their role seemed to be more realistic than those of staff. However, discrepancies have emerged which suggest that role conflict and ambiguity may hinder the effectiveness of school counsellors. There is a need in the profession for consistency in expectations as to the service that counsellors can provide.

13-9- Difficulties that Counsellors Experience:

The work conditions of the school counsellor are affected by many obstacles. The barrier cited most frequently as affecting the work conditions of counsellors included the ratio of students to counsellor; there are too few counsellors to meet the growing need of an increasing needy students. This issue is aggravated by lack of sufficient resources to carry out the counselling programme. Also, there is a lack of physical facilities to do an optimal job. Moreover, another essential barrier is lack of professional skills. These difficulties were observed by Al-Shanawi (1990) and no progress seems to have been achieved since that time. A similar finding were obtained by Abal Mohammad (1992) in Kuwait. These problems are not minor ones which can be ignored. These difficulties are likely to contribute to low motivation and may have adverse consequences for the service, such as counsellors becoming dissatisfied and leaving the job. The way of the service is perceived by students, parents and school staff will also be affected. The implication of those findings are that there need to be more

counsellors in each school to meet the increasing demand for the service. The number of students to the counsellor will have to be reduced, and there will have to be creative allocations of resources. Good facilities and use of new technology will enhance the effectiveness of counsellors by enabling them to give more time to students and spend less on paperwork. It would appear that the location of counsellor's room near to the staff room or administrative offices can provide real disadvantages, in terms of students not wishing to be seen entering and leaving the counsellor's office, or high visibility of the actual counselling session, because of windows, and in terms of staff questioning students why they are waiting outside the counsellor's office. The researcher observed a teacher ask a student who was waiting outside the counsellor's office to see the counsellor, why he was waiting there. Thus, if the counsellor is expected to meet students concerning their problems and needs in a privacy, and if it is expected that the counsellor will be receiving self-referrals, then the counsellor needs a private room not subject to interruption and in a place where students will not be prevented from going. A waiting room for the counsellor would help students to avoid embarrassment. Counsellors will have to address these problems.

Lack of knowledge about the guidance and counselling programme:

Although principals', teachers' and students' knowledge of the guidance and counselling service seemed to be encouraging, and the study revealed that counsellors informed principals, teachers and students about guidance and counselling programme, counsellors did not feel that many of them have sufficient knowledge. Because of that counsellors felt that response from students was unencouraging. Unfortunately, it appeared that some counsellors themselves did not seem to be very confident in their knowledge of guidance and counselling. Some teachers, also, indicated that counsellors

did not understand their work. According to this finding, counsellors should work in an effort to understand their role and to define their role to the others. There should be some form of programmes to enable administrators, teachers, students and parents to understand the role of the school counsellor.

Lack of co-operation:

Counsellors' professional relationship with school staff could not be considered as well established. While counsellors reported considerable involvement in consulting activities and establishing and maintaining co-operative relationships, they reported a lack of support from principals and teachers. The study also revealed that school staff participation was limited to administrative activities and referring disruptive students to counsellors. This result confirmed Al-Harby's (1989) result in Saudi Arabia, when he found a lack of administrative support for guidance and counselling programme in intermediate schools. This lack of co-operation has become a barrier to the development of the programme and caused the service to be isolated. There is a need to clarify the relationships between counsellors and school staff. It is important to stress that the principals have the responsibility for implementation of the guidance and counselling programme. They are in a position to ensure a successful programme by showing interest in it, having a positive attitude towards it, having a role in it and working to offer a good climate for it. In meeting or consultation with counsellor and teachers, the principal should aim at structuring the guidance and counselling programme to address the needs of students in their schools.

Other problems that exacerbate the situation include teachers' and principals' insistence on being given confidential information about students, their interference and discrepancies in dealing with students. Some counsellors were torn between keeping confidentiality and the demands of principals and teachers who felt they had a right to

know what was bothering students. This would affect students' confidence in the counsellor. They will be unlikely to ask for help and benefit from the service, if they believe that the information they disclose to counsellors would be passed to somebody else. This is incompatible with the most important principle in counselling, which is confidentiality. School staff should understand this very well and counsellors should make every effort to protect the confidential information and the privacy of students. Vaughan (1975) indicates the importance of the client trusting the counsellor. The issue of confidentiality is even more crucial when one considers the findings of Porteous and Fisher (1980) and Moody (1990) that confidentiality was of central importance in a counselling service to the adolescents in their study. Corey (1996) indicated the importance of confidentiality in the counselling relationship, but recognising that in certain circumstances confidentiality cannot be absolutely guaranteed. The BAC (1984) indicates that "the counselling relationship by its nature is confidential", and indicates clearly the very exceptional situations in which the counsellor can break confidentiality: "...if counsellors believe that a client could cause danger to others".

School/home linkages:

The home/school connection is a system link, one cannot successfully treat one without treating the other. Unfortunately, this study indicated that such links are absent, since 62% of counsellors perceived themselves as not counselling parents on their children's problems, and 65% did not keep parents informed of the guidance and counselling programme. On the other hand, counsellors reported lack co-operation from parents who, they said, they did not follow-up their children at school and did not respond to counsellors' invitations. The responsibility is shared between the two parties. Counsellors do not give the relationship with home enough attention and some families may be unaware of the importance of communication with school. Regular meetings are

in theory, held between the parents and the school staff, as part of the guidance and counselling evaluation. In some schools, however, principals cancel those meetings due to the school's circumstances or the lack of response among the parents or due to the fact that those meetings have become an opportunity for the members to complain and blame each other with regard to students' poor grades.

A study conducted in Saudi Arabia to investigate the relationship between home and school found that 90% of the parents in Saudi Arabia contact the schools only if there is an emergency, and 77% of the teachers consider the lack of communication with the parents as a major problem. The study also showed that the parents are busy with their own work (Fraj, 1988). A strong connection between families and schools is essential for building a positive environment for students, but too often, parents and school staff do not effectively communicate with each other, thereby limiting opportunities for developing open, respectful, and trusting relationships. It is important for the counsellor to gain information about each student. The best way to do this is to obtain this information through relationships with the family. Building a strong parent/school relationship means parents and schools communicate actively with each other. Counsellors who understand the powerful connection between the student and family and how these interactions influence school performance will be a significant force with the school environment (Peeks, 1993). By getting involved in a relationship with the school, parents show their children that they value school and education. Students at this stage may want their parents to be less involved, but parents should keep their ties to the school by thinking of ways that keep them connected and comfortable for their children.

Inadequacy of clear policy and guidelines:

It would seem that there is no clear guide on tasks which counsellors know they must perform. A common complaint was that there is no clear policy on the guidance and counselling programme.

In this study, counsellors, principals and teachers stressed their need for a clear policy and guidelines which would help each party to understand their role in the guidance and counselling programme. The Ministry of Education from time to time sends circulars explaining the objectives and activities of the school counsellor, but these are not given enough attention by principals, the first person in the school to receive these circulars. Too often, they keep them in a file and do not tell counsellors about them. In 1997, the Ministry of Education published guidelines on the objectives and the activities of the school counsellor and the role of principal and teacher in the programme, but they were inadequate. They were expressed in general terms, making it difficult to translate them into practice. This leads to inadequate planning and may explain counsellors' vulnerability to heavy involvement in non-professional activities.

However, it is important that everyone in the school should understand and be actively involved in the programme. Principals and teachers are not entirely to blame for non-cooperation in the programme, since they have had no opportunity to understand the programme, let alone to discover and evaluate it. A well-defined programme would help others to understand its objectives and functions and how they could be involved. A clear guideline would help counsellors to develop a set of programme objectives and priorities within which to operate. It would help them stay on target and serve accountability. It would also help them deal with their programming so that programmes do not change from one counsellor to another. Strategic planning would make a big

difference, because a counsellor then could go to someone and say, “This is not just my opinion; everyone agreed on what should be done”.

13-10- Role Conflict and Role Ambiguity

Although role ambiguity was mentioned by only one counsellor during the interview, the results from the whole study provide evidence that it is a widespread problem. The issue of role definition of the counsellor does not have an easy answer. It is complicated by the wide expectations held by others that the counsellor works with, such as principals, teachers and students. They had different expectations of what counsellors should do. Part of the role ambiguity for counsellors, according to the interview findings, is related to the way the counsellor relates to the principal. Counsellors' involvement in activities such as administration or discipline, their concentration on paperwork and their failure to clarify and communicate their role to others in practice seemed to cause a great difficulty. Involvement in discipline developed conflicting feelings among counsellors. Some were not happy to be involved with such tasks, which they felt contradicted their role. Thus, they were perceived by some teachers and principals as too soft with students. A counsellor who is perceived as the person who punishes students in school, however, would have difficulty becoming regarded as a trusted supportive resource who listens to students. The two roles are somewhat conflicting and it would be difficult for the same individual to perform both functions effectively. Also, the expectations assigned to counsellors' involvement in discipline, attendance and administrative activities contradict the high rating assigned to items dealing with personal and academic counselling.

Another finding which suggests role conflict and ambiguity is the discrepancy between what is perceived as important and what is actually being performed. The study revealed that for most of the counsellor's functions, the perceptions of the performance of these functions was not consistent with the degree of importance placed on them. The perceptions of all four groups, regarding performance, were lower than their perceptions of the importance of these functions. Significant differences among students, counsellors and school staff (principals and teachers) in their perceptions regarding the importance and performance of counsellor's role, have been found, suggesting role conflict and role ambiguity. Moreover, part of the problem with the perceptions of school counsellors is the lack of clear documentation about what they do. In other words, inadequate guidelines contribute to role confusion and lack of clarity about the field of school counselling. The difficulties in relationships with other parties, lack of facilities provide to counsellors and lack of professional skills and deficiencies in training all reflect or contribute to the existence of role conflict and role ambiguity, which is likely to lead to many consequences such as anxiety, depression, sense of futility, dissatisfaction, lower level of commitment and high turnover among counsellors.

13-11- Conclusion:

A most impressive result from this study is the widespread support for the guidance and counselling services.

Although the role of school counsellor appears to have gained broad acceptance, this not to say that the guidance and counselling programme is without its critics: although counsellors were expected to show involvement in their professional role, they were perceived to be involved in discipline and spend much of their time in administrative

tasks and paperwork. Discrepancies among counsellors, principals, teachers and students regarding the importance and performance of the counsellor's role and significant differences between the perceptions of the importance and performance, have been found, suggesting role conflict and ambiguity.

Lack of time and facilities and a perceived lack of co-operation, unclear guidelines, lack of professional skills and training, are all likely to contribute to role conflict and role ambiguity.

CHAPTER FOURTEEN

SUMMARY AND CONCLUSION

The rationale of this study was based on the need to explore the perceptions of principals, teachers, students and counsellors regarding the performance of secondary school counsellor's role and the importance of the role in meeting the needs of the students.

School counsellors in Saudi Arabia are faced with many obstacles that confront their performance. In addition, most counsellors are teachers appointed to provide counselling to students. They have not been trained to provide counselling to meet the needs of students. This study was conducted to explore the perceptions of the four groups in the school, on how often the school counsellors perform their functions and also to explore the perceptions held by these groups regarding the importance of the counsellor's functions in meeting the students' needs. In addition a need was felt to investigate the difficulties that counsellors experience.

The instruments used in this study were semi-structured interviews and questionnaires developed by the researcher. One hundred and seventeen counsellors, one hundred and twelve principals, three hundred and sixteen teachers and four hundred and fifty one students responded to the questionnaire. A total of 12 counsellors, 9 principals and 14 teachers were interviewed.

The data were analysed by using the SPSS computer programme. Statistics such as descriptive statistics, Sign test, Chi-square, Mann-Whitney U test and the one way ANOVA were used for the analysis.

The main findings of the study:

1. There is a widespread support for the guidance and counselling services.
2. Although the study showed considerable involvement from counsellors in their professional functions, they were perceived to be particularly heavily involved in discipline and spend much of their time in administrative tasks and paperwork.
3. It was found that qualification, training, teaching experience, years of experience and age had little to do with how a counsellor perceives the importance of his role. On the other hand, qualification and training are determining factors when considering the performance of counsellors' functions.
4. Students who used the services seemed to be more aware of the importance of guidance and counselling programmes and to have more knowledge and more experience of the services on offer, as compared to those who did not use the services.
5. There are significant differences between the perceptions of the importance and performance of the counsellor's functions; many functions were perceived as being performed less frequently than their perceived importance would warrant.
6. There are discrepancies among counsellors, principals, teachers and students regarding the importance and performance of counsellor's functions.
7. The work conditions of counsellors in Saudi Arabia are affected by many obstacles: the ratio of students to counsellor, lack of sufficient resources to carry out the counselling programme, lack of physical facilities, inadequacy of clear policy and guidelines, lack of knowledge about the guidance and counselling programme and lack of co-operation.

Conclusion:

Attention has been given to the guidance and counselling service in Saudi Arabia, but although approaching its second decade, this service has been found inadequate in meeting students' needs. There are many limitations upon its efficacy.

However, this study found that there is a growing awareness of the necessity and importance of the guidance and counselling programme to meet the needs of students. Despite this, there is discrepancy between the reality of this service and expectations. Counsellors are required to involve themselves in all aspects of students' lives. This has created a superficial service which has little impact on any particular part of students' development. In addition, they are expected to be involved in administrative tasks and disciplinary functions which, of course, will reduce their caring and professional functions in the eyes of students. Moreover, if counsellors wish to offer a professional role, they may not have the time to do so, because they are constrained by other functions such as paperwork which consumes much of their time.

School staff are more impressed by the educational development of students than other aspects of students' development. This can be seen in the high importance attached to educational functions of the programme. Therefore, there seemed to be a lack of understanding of the counsellor's functions. Counsellors need to determine their priorities and implement them. They must communicate effectively the objectives and activities of the guidance and counselling programme. A visible, well defined and carefully evaluated programme will greatly help others to understand the counsellor's role (Bonebrake and Borgers, 1984). However, unless counsellors become actively involved in defining their role, the service will decrease in importance.

So far, the role of school counsellor in Saudi Arabia seems to be unclear. This is evidenced by the results of this study. The differences between what is perceived to be

important and what is perceived to be performed, and the discrepancies in perceptions that existed among counsellors, students and school staff (principals and teachers), all suggest role conflict and role ambiguity. However, any attempt to address the problem of role conflict and ambiguity must go to its roots: lack of guidelines which represent lack of clear objectives and operational definitions of the counsellor's role, lack of facilities, the weak professional status of counsellors, which itself is connected with deficiency in the procedures for recruitment, preparation and training of counsellors, and lack of co-operative relationships.

The objectives and activities set for the guidance and counselling programme tend to be very broad and formulated in general terms, which would be difficult for counsellors to translate into practice. The guidelines do not adequately define the professional role of the counsellor. Thus, the counsellor's role needs to be defined clearly.

The professional status of school counsellors appears to be very weak. Only 26% of the counsellors surveyed were qualified and 74% of them had no kind of training. It is not enough for the Ministry of Education to appoint a counsellor to carry out the guidance and counselling programme. Counsellors must be taught how to carry out the programme effectively. Good intentions or interest cannot be translated into practice without the necessary skills. There are still a large number of counsellors in this study who did not have any training at all. Some acknowledge they do not know what counselling is or are not trained to do it. Also, even the small number of counsellors who had received some training were still unable to make a substantial impact on the programme in their schools. Thus, the procedures for appointing counsellors need to be clarified, more care and attention should be given to the pre-service programme for counsellors, and current counsellors need intensive training programmes, to help them to implement their role and carry it out effectively. This is a key issue to emerge from

this study. Another is that the issue of confidentiality needs to be addressed and explored thoroughly by those involved in this area of work. In order to clarify the situation, a statement of confidentiality is essential. Counsellors should consider the way in which information is passed on. The right of students' privacy must be respected.

Lack of clear understanding of the counsellor's role and lack of consensus among the school staff on the role of the counsellor led to confusion and indifference. Lack of professional co-operation seemed to prevail among members of the school staff. Therefore, the programme seemed to be isolated, with only a few school staff being co-operative. Some of the responsibility for promoting understanding and effective relationships must lie with the counsellors themselves.

The study highlighted the important role of the principals in determining the climate of the guidance and counselling services in their schools. It is clear that the principal could either hinder or enhance the development of the programme. Thus it is appropriate to suggest the need to encourage principals to develop necessary skills and knowledge of the guidance and counselling.

Training for teachers was also found to be essential. The study showed a lack of participation from teachers in the programme. This calls for effective exposition of the guidance and counselling programme for teachers especially during their pre-service training, because without proper training, they cannot be expected to make a useful contribution.

Counsellors felt that students' response to the programme was discouraging. Also, differences in perceptions between students who use the service and those who do not show the need for a more careful and complete education of the students in the guidance and counselling service available. It is necessary for the survival of any profession that the consumers of the profession's service should have a common understanding of what

to expect, and should be confident that the professional's level of skill can meet their expectations. The lack of a clearly defined and agreed role of the school counsellor, connected with variations in terms of qualifications and skills often means the individual counsellor's role is shaped by the counsellor's strengths and personal skills, leading to considerable diversity in the service offered. Counselling in schools will not survive unless the schools recognise its benefits and have faith in professional counsellors (Schmidt, 1984). The Ministry of Education should recognise that there are many constraints that would limit the performance of even the best trained counsellor. These include issues of:

- * lack of resources and appropriate places to meet students;
- * inadequate guidelines;
- * role ambiguity and conflict;
- * different roles;
- * confidentiality;
- * competence;
- * training;
- * lack of counselling supervision;
- * lack of co-operative relationship between counsellors and other staff.

If adequate counselling is to be provided in schools, education authorities should take the above issues into account. The ultimate effectiveness of any counselling service is dependent upon the quality of its counsellors. The quality of the counsellors depends heavily on the climate, training, support and professional development with which they are involved. *“Professional therapeutic work with children and young people must take place within a clear framework of knowledge, competence and ethics”* (Cowie and Pecherek, 1994).

CHAPTER FIFTEEN

RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

15-1- Introduction:

It is clear that school counsellors are not performing their functions to a level which required to meet the needs of students. Thus, changes are needed.

15-2- Suggestions for Further Research:

1. The participants of this study were secondary school principals, counsellors, teachers and students. Replication of this study could include parents to understand better how they perceived the role of the secondary school counsellor.
2. Replication of this study should include supervisors and high level administrators in the Ministry of Education to determine their perceptions of the role of secondary school counsellor. To ensure a consistent implementation of the guidance and counselling services in schools, their perceptions are critical as they are the source of information about the role of the school counsellor.
3. Similar studies should be conducted in all other regions in Saudi Arabia, so as to have nation-wide representation.
4. A study should be conducted of the competencies required for counsellors, as a basis for developing training programmes.
5. A study should be conducted to investigate the appropriateness and effectiveness of counsellor training programmes at universities.
6. Research can be conducted to determine how the universities' training programmes can exert a greater leadership role in defining the role and functions of the counsellor. This in turn, could lead to a stronger and clearer definition of school counselling.

7. Since a large number of students indicated that they rarely or never use the service, reasons for not using the service must be investigated.
8. A study should be conducted to investigate how students perceive the effectiveness of counsellors about problems in comparison to seeking other sources of help such as parents or friends. One of the aims of doing so would be to find out if these judgements are affected by the type of problem the students face.
9. Issues related to confidentiality, such as the ethical concerns of counsellors, and confidentiality in the student-counsellor relationship, should be investigated.
10. The relationship between counsellors' job satisfaction, burnout and role conflict and ambiguity should be investigated.

It is hoped that this study will stimulate other questions which will be studied for the ultimate purpose of enhancing services for children in schools.

15-3- Recommendations:

15-3-1- Recommendations related to The Ministry of Education:

1. In order for the guidance and counselling programme to be successful on a wider scale, it needs to be formulated within the Saudi cultural context. Therefore, Western concept of guidance and counselling should be viewed critically and adopted with caution.
2. The guidance and counselling programme needs to be clearly defined and communicated to staff, students, parents and community.
3. The Ministry of Education should provide guidelines on the role of school counsellors and communicate that in understandable, operational terminology to allow counsellors to utilise their time in performing the guidance and counselling

activities in which they, by definition, should be engaged, and refrain from involvement in noncounselling activities.

4. The Ministry of Education should develop ethical standards which clarify confidentiality issues and boundaries
5. The Ministry of Education should develop and implement selection criteria for counsellor appointment and specify the minimum qualifications required of a counsellor.
6. The counsellor should have opportunities to be involved in programme planning and development.
7. The counsellor should have systematic counselling and meeting appointments with students during school hours without interfering with the work of teachers and other school activities.
8. The Ministry of Education needs to pass a resolution to reduce the huge amount of paperwork that consumes so much of counsellors' time. Technology has been designed to support administrative functions, but such resources are not fully exploited in Saudi schools. Many administrative functions could be conducted in a structured way by using new software.
9. Steps must be taken to improve the physical facilities available for counsellors, including a private counselling room which should be easily accessible to students, a waiting room, storage facilities for students records and guidance materials and a room for group counselling and other guidance activities..
10. In view of the fact that one counsellor cannot meet all the needs of students, the need of two counsellors in each school should be taken into consideration; ideally the ratio of students to a counsellor should not be more than 250.
11. The students' comprehensive record should be carefully re-examined.

12. Effective efforts should be undertaken by administrators to assist counsellors in not being involved in disciplining students and other non-counselling activities.

15-3-2 - Recommendations related to supervisors:

1. Supervisors must maintain close ties with counsellors and make efforts to influence, support and consult with counsellors to implement the preferred role. Counsellors need continuing professional support and stimulation from the supervisors.
2. The quality of supervision will need to be improved. Supervisors should be trained and have administrative skills and authority to direct and evaluate counselling programmes.

15-3-3- Recommendations related to counsellors:

1. School counsellors need to be informed of their role and be given skill training. Competent and effective counsellors will enhance the profession. The following suggestions are proposed to ensure that counsellors are informed of their role and trained in the skills required to perform it.
 - a) The Ministry of Education and universities should work together in planning and implementing the curriculum for counsellor training. They should combine their efforts and resources to provide a comprehensive training programme for all counsellors through in-service training.
 - b) In-service training programmes should be provided for counsellors to ensure they have the basic professional skills to enable them to be proficient in their work.
 - c) In the short term, workshops and seminars should be conducted by professionals to guide counsellors through the teething process of setting up and running an effective and efficient programme.

- d) In the long term, universities should offer training and certification for school counsellors.
 - e) The trainers should include in their counsellor training curriculum assessment instruments and assessment skills, counselling skills, consultation, developmental guidance and programme evaluation so that the counsellors will have the skills to perform these functions. These are necessary to bring counsellor practice into accord with the recent philosophy of the profession.
2. Counsellors should communicate their professional role orally, in written form and by the duties they perform.
 3. The counsellor's relationship with students and parents and the information resulting must be considered confidential.
 4. Counsellors have a responsibility to plan and participate in studies designed to maintain and promote professional competency.
 5. Counsellors must recognise their responsibility for the image of the guidance and counselling service. They must keep abreast of trends in guidance and counselling and engage in continuous personal and professional development.

15-3-4- Recommendations related to students, principals, teachers and parents:

1. To meet the needs of students, a school should listen to the views of its students, so that the guidance and counselling service offered can be tailored to meet their perceived needs. This points to the importance of students' appraisal of the service within the guidance and counselling programme.
2. All student teachers should have a compulsory course on counselling skills as part of their training requirement. Each trained teacher should have at least some basic

knowledge of guidance and counselling and be able to help and participate in the counselling process.

3. The Ministry of Education should organise in-service programmes for administrators and teachers to enable them to learn about the functions of school counsellor, their role in the guidance and counselling programme and gain some counselling skills.
4. Parents should be informed of the guidance and counselling programme, and they must be encourage to be involved in their children's education, not merely on an emergency basis, but in a partnership with the school.

It has been found that the guidance and counselling service in Saudi Arabia is inadequate in meeting students' needs. One of the major goals of education in Saudi Arabia is the personal, social and educational development of children. One important means of achieving this goal could be an effective guidance and counselling programme.

It is hoped that this study will be of practical use for counsellors in Saudi Arabia and those educators involved in making policy decisions, and that this research will stimulate a reform of guidance and counselling programmes in Saudi Arabia or at least raise particular questions about the current situation and how it may be improved.

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Appendices:

Appendix A: Approval letters

Appendix B: Interview Guides

Appendix C: The Questionnaire

Appendix D: Letters to the participants

Appendix E: Tables not in the main text

Appendix A

Approval letters

Kingdom of Saudi Arabia
Ministry of Higher Education
Imam Mohammad Ibn Saud Islamic University
College of Social Sciences in Riyadh

To: The General Director of Education

We would like to inform Your Excellency that the researcher Salah Al-Ghamdi, sent by the faculty to study PhD in Counselling Psychology is going to conduct a study on the role of the counsellor in secondary schools.

We hope that Your Excellency will facilitate his task of gathering the necessary information for the study at secondary schools through a questionnaire and interviews he intends to conduct.

Thank you for your help and collaboration.

Dean of Social Sciences College



الموضوع :
الرقم : ١٤٠٠ /
التاريخ : ١٤٠٠ / ٥ / ١٩
المشروعات :

سعادة / مدير عام تعليم جدة وفقه الله

سلام عليكم ورحمة الله وبركاته ... أما بعد ..

نفيد سعادتكم بأن الباحث / صالح بن علي الغامدي - المتبعث من الكلية لدراسة
الدكتوراه في مجال الإرشاد النفسي - سيقوم بدراسة حول دور المرشد الطلابي في
المرحلة الثانوية.

نرجو من سعادتكم التكرم بالتوجيه لعمل اللازم نحو تسهيل مهمته لإجراء جميع
المعلومات اللازمة للدراسة في المرحلة الثانوية ، وذلك عن طريق الاستبيان والمقابلات
الشخصية التي سيجريها:

شاكرين ومقدرين لسعادتكم حسن تعاونكم.

والله يحفظكم ويرعاكم.
والسلام عليكم ورحمة الله وبركاته.

عميد كلية العلوم الاجتماعية

د. عساف بن علي الحواس



أ/١٠٠٠٠ / اح.ف/



الموضوع :
الرقم : ١١٩ / ٥
التاريخ : ٥ / ٥ / ٥٤
المشغولات :

سعادة / مدير عام تعليم المنطقة الشرقية وفقه الله

سلام عليكم ورحمة الله وبركاته ... أما بعد .:

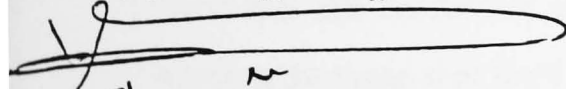
نفيد سعادتك بأن الباحث / صالح بن علي الغامدي - المتبعث من الكلية لدراسة
الدكتوراه في مجال الإرشاد النفسي - سيقوم بدراسة حول دور المرشد الطلابي
المرحلة الثانوية.

نرجو من سعادتك التكرم بالتوجيه لعمل اللازم نحثو تسهيل مهمته لإجراء
المعلومات اللازمة للدراسة في المرحلة الثانوية ، وذلك عن طريق الاستبيان والمقابلات
الشخصية التي سيجريها.

شاكرين ومقدرين لسعادتك حسن تعاونكم.

والله يحفظكم ويرعاكم
والسلام عليكم ورحمة الله وبركاته.

عميد كلية العلوم الاجتماعية



د. عساف بن علي الحواس





أ/١٠٠٠٠ / ا.ح.ف.ا.

The Kingdom of Saudi Arabia
The Ministry of Education
Riyadh General Education
The Administration of Educational Evolution
The Department of Educational Research

To: the school principal
From: the Vice Director of Educational Affairs
With regard to facilitating the task of the researcher

The researcher Saleh Ali Al-Ghamdi, lecturer in the Department of Psychology, Faculty of Social Sciences, Imam Mohammad Ibn Saud Islamic University, is conducting research entitled “The role of the secondary school counsellor as perceived by the counsellor, teachers, principals, and students”, and has asked for permission to apply the tools of his research to a sample of counsellors, principals, teachers and students at secondary schools, and hold interviews with counsellors, principals and teachers at secondary schools in Riyadh.

On the basis of the article 55/610 dated 18/9/1416 of the constitution issued by His Excellency the Minister that empowers the General Administration of Education to issue permission for researchers to conduct research and studies and due to the presence of all the documents needed, we hope that you will facilitate the task of the researcher in conducting his study.

Note that the researcher is responsible for his research and the permission does not necessarily mean that the General Administration of Education agrees upon the methods and plans used in the study.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: ٧٠٠٠٧٠/٢٠١٤

التاريخ: ٢٠/٥/٢٠١٤م

المرقات:



المملكة العربية السعودية
وزارة المعارف
الإدارة العامة للتعليم بمنطقة الرياض
إدارة التطوير التربوي
قسم البحوث التربوية

حفظه الله

الثانوية

إلى : مدير مدرسة
من : مساعد مدير عام التعليم للشؤون التعليمية

بشأن : تسهيل مهمة باحث

السلام عليكم ورحمة الله وبركاته وبعد :

تقدم إينا الباحث/ صالح بن علي الغامدي المحاضر بقسم علم النفس - كلية العلوم الاجتماعية - جامعة الإمام محمد بن سعود الإسلامية بطلب إجراء دراسة بعنوان ((دور المرشد الطلابي في المرحلة الثانوية كما يدركه المرشدون والمعلمون والمدراء والطلاب)) وتطبيقاً لأبحاث على عينة من مرشدي ومديري ومعلمي وطلاب المدارس الثانوية وإجراء المقابلات مع مرشدي ومديري ومعلمي المدارس الثانوية بمدينة الرياض .

وبناء على تعميم معالي الوزير رقم ٥٥/٦١٠ وتاريخ ١٧/٩/١٤١٦هـ القاضي بتقوية الإدارات العامة للتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات ، ونظراً لأهمية الأوراق المطلوبة ، نأمل تسهيل مهمة الباحث بتطبيق تلك الدراسة لديكم مع ملاحظة أن الباحث يتعمد كامل المسؤولية المتعلقة بمختلف جوانب البحث ، ولا يخفى سماح الإدارة العامة للتعليم موافقتهم بالضرورة على مشكلة البحث أو على الطرق والأساليب المستخدمة في دراستها ومعالجتها .

والله يحفظكم ،،،،،

٢٣

د . إبراهيم بن محمد بن منصور آل عبد الله

٢٤

مسورة لإدارة التطوير التربوي
مسورة لقسام البحوث التربوية
مسورة للمصادر

The Kingdom of Saudi Arabia
Ministry of Education
Mecca Al Mouccarama General Administration of Education
Administration of Educational Evaluation

The title of the research: “The role of the secondary school counsellor as perceived by the principals, counsellors, teachers, and students”

The name of the researcher: Salah Ali Al-Ghamdi.

The department: Psychology, the faculty: Social Sciences, the university: University of Imam Mohammad Ibn Saud.

The sample of study: public secondary schools in Jeddah

To the school principal

In the light of the letter received from the Dean of the Faculty of Social Sciences with regard to allowing the researcher named above to conduct his study via using the sample mentioned, and on the basis of the general director’s guidance, I hope that you will help the researcher, if possible. Note that the researcher assumes full responsibility with regard to his research.

God bless.

المملكة العربية السعودية

وزارة المعارف

الإدارة العامة للتعليم بمنطقة مكة المكرمة

إدارة التطوير التربوي



الرقم : ٤٢٩
التاريخ : ١٧ / ٦
المشروع : بروت
القسم : البحوث التربوي

عنوان البحث : (دور المرشد الطلابي في المرحلة الثانوية بالمملكة العربية السعودية كما يدركه المرشدين والمعلمين والطلاب) .
اسم الباحث : صالح بن علي الغامدي .
القسم : علم النفس . كلية : العلوم الاجتماعية . جامعة : الإمام محمد بن سعود الإسلامية
عينة البحث : المدارس الثانوية الحكومية بجدة .

المحترم

المكرم مدير /

السلام عليكم ورحمة الله وبركاته ، وبعد :

بناءً على خطاب سعادة : عميد كلية العلوم الاجتماعية بشأن السماح للباحث الوارد اسمه أعلاه بإجراء على عينة الدراسة المشار إليها .
وبناء على توجيهات سعادة المدير العام آمل مساعدة الباحث على تطبيق أدوات بحثه ، ما لم يكن هناك ذلك ، مع ملاحظة أن الباحث يتحمل المسؤولية المتعلقة ببحثه كاملة ، والله يوفقكم .
وتقبلوا تحياتي ،،،

مدير التطوير التربوي

علي عبدالله بن عثمان فلاتة

ص / للتطوير التربوي .

Kingdom of Saudi Arabia
Ministry of Education
General Administration of Education in Eastern Region
Guidance and Counselling Department

To the school principal

In order to help Saudi researchers in pursuing their higher academic studies we hope that you will collaborate with the researcher Salah Ali Al-Ghamdi, sent by the Faculty of Social Sciences, Imam Mohammad Ibn Saud Islamic University, Riyadh, by facilitating his task in data-gathering and interviewing some counsellors at the secondary-school level, to complete his doctoral studies in the field of counselling psychology.



الرقم: ٢٠/٩٥٥٢/١
التاريخ: ١٤/٦/١٤
المشروعات:

الموضوع: بشأن الباحث/ صالح الغامدي.

المحترم

المكرم مدير مدرسة

السلام عليكم ورحمة الله وبركاته ، وبعد :

تعاوناً مع الكفاءات السعودية الشابة في مواصلة دراساتهم الأكاديمية العليا .
نأمل منكم التعاون مع الباحث / صالح بن علي الغامدي
المتبعث من كلية العلوم الاجتماعية والنفسية في جامعة الإمام محمد بن سعود الإسلامية بالرياض ،
وذلك في تسهيل مهمته في إجراء جمع المعلومات اللازمة ومقابلة عدد من المرشدين الطلابيين في
المرحلة الثانوية لإستكمال دراسته للدكتوراه في مجال التوجيه والإرشاد النفسي .

شاكرين لكم تعاونكم ،،،

مدير إدارة شؤون الطلاب

عبدالله بن عبد الهدياء

١٤/٦/١٤

ص / لمكتبنا .

ص / للتوجيه والإرشاد.

ص / للصادر

زمزم ١٤/٦/١٤ - ٥

Appendix B

Interview guide (counsellor)

1. What tasks do you think the school counsellors actually perform?
2. What tasks do you think school counsellors should perform?
3. What do you think is the best way of defining the counsellor's role?
4. Do you experience particular organisational difficulties in dealing with students' issues?
5. Do you experience particular practical problems in offering help to students?
6. What difficulties do you face in dealing with teachers?
7. What difficulties do you face in dealing with the principal?
8. Do you have suggestions to improve the guidance and counselling services?

Interview Guide (Principals)

1. Do you think school counsellors are necessary? (explain)
2. What tasks do you think the school counsellor actually performs?
3. What tasks do you think the school counsellor should do?
4. Describe your present interaction with the counsellor, do you:
 - refer students to the school counsellor (explain);
 - explain to teachers and students the role of the school counsellor;
 - evaluate teachers on their co-oration with the school counsellor;
 - help the counsellor to surmount obstacles that he faces during his job;
 - prepare good conditions for the school counsellor's work;
 - take part in counselling services;
 - follow-up and evaluate the guidance and counselling programmes?
5. Do you have suggestions to improve the guidance and counselling programme?

Interview Guide (teachers)

1. Do you think school counsellors are necessary?(explain)
2. What tasks do you think the school counsellor actually performs?
3. What tasks do you think the school counsellor should do?
4. Describe your present interaction with the counsellor, do you:
 - refer students to the school counsellor (explain);
 - explain to students the objectives of guidance and counselling services;
 - help the counsellor in discovering cases that need counselling services;
 - supply the counsellor with remarks on the different categories of students?
5. Do you have suggestions to improve the guidance and counselling programmes?

Appendix C

The Role of Secondary School Counsellor in Saudi Arabia

Counsellors' Questionnaire

SECTION 1: Background Information

1. Your name:.....

2. Name of school:.....

3. City:.....

4. Age:

23 - 30

31 - 40

41 - 50

51 & above

5. Do you have teaching experience?:

Yes

No

6. Qualification: (Qualified counsellor is one who has at least a degree in Guidance and Counselling or Psychology or had a long training course)

Qualified

Non-Qualified

7. Years of Experience as Counsellor:

1 - 5

6 & above

8. Have you attended any training courses ?

Yes

No

Section 2: How important is each function to meet the needs of students?

Statements	Very important	Important	Unimportant	Very unimportant
Address the developmental needs of students.				
Engage in continuous personal and professional development.				
Establish and maintain a "Guidance and Counselling Committee" in school.				
Assist teachers in recognising individual differences between students.				
Assist students in making appropriate choices of school subjects.				
Keep students informed of the guidance and counselling programme.				
Collate information and provide workshop for students to help them develop academic skills.				
Help students with problems of academic achievement.				
Provide vocational counselling to students.				
Conduct special educational programmes to deal with specific problems (truancy, smoking...).				
Consult with parents about the needs or concerns of students.				
Monitor the achievement level of students.				
Work with students in an effort to prevent psychological and behavioural problems.				
Develop objectives for the guidance and counselling programme.				
Establish and maintain co-operative relationships with school staff.				

Statements	Very important	Important	Unimportant	Very unimportant
Conduct research related to students' needs and problems.				
Use inventories to assess students' developmental needs and characteristics.				
Refer students with special needs to appropriate agencies.				
Consult with principal and teachers about the development of guidance and counselling goals and activities.				
Provide students with information about careers.				
Collate information and provide workshops for students to help them develop social skills.				
Assist students in making appropriate decisions				
Consult with principals about the needs or concerns of students.				
Meet with students to discuss academic concerns.				
Provide students with information about educational opportunities after secondary school.				
Assist students to cope with and resolve their problems.				
Conduct a special programmes for gifted and talented students.				
Identify students with special educational and personal needs.				
Conduct research related to the guidance and counselling programme.				
Follow-up referred students to other agencies				

Statements	Very important	Important	Unimportant	Very unimportant
Assist students to understand themselves, their abilities, aptitudes and interests.				
Consult with teachers about the needs or concerns of students.				
Evaluate the effectiveness of the guidance and counselling programme.				
Consult with teachers about students' motivation and students' behaviour.				
Plan activities to achieve the objectives of the guidance and counselling .				
Help students adjust to the school environment.				
Provide teachers with information about students needs and concurrent issues.				
Work to discover gifted and talented students.				
Work on students' comprehensive records				
Keep parents informed of the guidance and counselling programme.				
Inform principal and teachers about the guidance and counselling programme.				
Counsel parents on their children's problems.				

Section 3: Where appropriate, how often do you perform the following functions?:

Statements	Always	Often	Sometimes	Rarely	Never
Address the developmental needs of students.					
Engage in continuous personal and professional development.					
Establish and maintain a "Guidance and Counselling Committee" in school.					
Assist teachers in recognising individual differences between students.					
Assist students in making appropriate choices of school subjects.					
Keep students informed of the guidance and counselling programme.					
Collate information and provide workshop for students to help them develop academic skills.					
Help students with problems of academic achievement.					
Provide vocational counselling to students.					
Conduct special educational programmes to deal with specific problems (truancy, smoking...).					
Consult with parents about the needs or concerns of students.					
Monitor the achievement level of students.					
Work with students in an effort to prevent psychological and behavioural problems.					
Develop objectives for the guidance and counselling programme.					

Statements	Always	Often	Sometimes	Rarely	Never
Establish and maintain co-operative relationships with school staff.					
Conduct research related to students' needs and problems.					
Use inventories to assess students' developmental needs and characteristics.					
Refer students with special needs to appropriate agencies.					
Consult with principal and teachers about the development of guidance and counselling goals and activities.					
Provide students with information about careers.					
Collate information and provide workshops for students to help them develop social skills.					
Assist students in making appropriate decisions					
Consult with principals about the needs or concerns of students.					
Meet with students to discuss academic concerns.					
Provide students with information about educational opportunities after secondary school.					
Assist students to cope with and resolve their problems.					
Conduct a special programmes for gifted and talented students.					
Identify students with special educational and personal needs.					
Conduct research related to the guidance and counselling programme.					
Follow-up referred students to other agencies					
Assist students to understand themselves, their abilities, aptitudes and interests.					

Statements	Always	Often	Sometimes	Rarely	Never
Consult with teachers about the needs or concerns of students.					
Evaluate the effectiveness of the guidance and counselling programme.					
Consult with teachers about students' motivation and students' behaviour.					
Plan activities to achieve the objectives of the guidance and counselling .					
Help students adjust to the school environment.					
Provide teachers with information about students needs and concurrent issues.					
Work to discover gifted and talented students.					
Work on students' comprehensive records					
Keep parents informed of the guidance and counselling programme.					
Inform principal and teachers about the guidance and counselling programme.					
Counsel parents on their children's problems.					

Principals' Questionnaire

SECTION 1: Background Information

1. Name of school:.....

2. City:.....

3. Age:

23 - 30

31 - 40

41 - 50

51 & above

4. Years of experience in the present work:

1 - 8

9 - 16

17 - 24

25 & above

Section 2: How important is each function to meet the needs of students?

Statements	Very important	Important	Unimportant	Very unimportant
Address the developmental needs of students.				
Engage in continuous personal and professional development.				
Establish and maintain a "Guidance and Counselling Committee" in school.				
Assist teachers in recognising individual differences between students.				
Assist students in making appropriate choices of school subjects.				
Keep students informed of the guidance and counselling programme.				
Collate information and provide workshop for students to help them develop academic skills.				
Help students with problems of academic achievement.				
Provide vocational counselling to students.				
Conduct special educational programmes to deal with specific problems (truancy, smoking...).				
Consult with parents about the needs or concerns of students.				
Monitor the achievement level of students.				
Work with students in an effort to prevent psychological and behavioural problems.				
Develop objectives for the guidance and counselling programme.				
Establish and maintain co-operative relationships with school staff.				

Statements	Very important	Important	Unimportant	Very unimportant
Conduct research related to students' needs and problems.				
Use inventories to assess students' developmental needs and characteristics.				
Refer students with special needs to appropriate agencies.				
Consult with principal and teachers about the development of guidance and counselling goals and activities.				
Provide students with information about careers.				
Collate information and provide workshops for students to help them develop social skills.				
Assist students in making appropriate decisions				
Consult with principals about the needs or concerns of students.				
Meet with students to discuss academic concerns.				
Provide students with information about educational opportunities after secondary school.				
Assist students to cope with and resolve their problems.				
Conduct a special programmes for gifted and talented students.				
Identify students with special educational and personal needs.				
Conduct research related to the guidance and counselling programme.				
Follow-up referred students to other agencies				

Statements	Very important	Important	Unimportant	Very unimportant
Assist students to understand themselves, their abilities, aptitudes and interests.				
Consult with teachers about the needs or concerns of students.				
Evaluate the effectiveness of the guidance and counselling programme.				
Consult with teachers about students' motivation and students' behaviour.				
Plan activities to achieve the objectives of the guidance and counselling .				
Help students adjust to the school environment.				
Provide teachers with information about students needs and concurrent issues.				
Work to discover gifted and talented students.				
Work on students' comprehensive records				
Keep parents informed of the guidance and counselling programme.				
Inform principal and teachers about the guidance and counselling programme.				
Counsel parents on their children's problems.				

Section 3: Where appropriate, how often does your school counsellor perform the following functions?:

Statements	Always	Often	Sometimes	Rarely	Never
Address the developmental needs of students.					
Engage in continuous personal and professional development.					
Establish and maintain a "Guidance and Counselling Committee" in school.					
Assist teachers in recognising individual differences between students.					
Assist students in making appropriate choices of school subjects.					
Keep students informed of the guidance and counselling programme.					
Collate information and provide workshop for students to help them develop academic skills.					
Help students with problems of academic achievement.					
Provide vocational counselling to students.					
Conduct special educational programmes to deal with specific problems (truancy, smoking...).					
Consult with parents about the needs or concerns of students.					
Monitor the achievement level of students.					
Work with students in an effort to prevent psychological and behavioural problems.					
Develop objectives for the guidance and counselling programme.					

Statements	Always	Often	Sometimes	Rarely	Never
Establish and maintain co-operative relationships with school staff.					
Conduct research related to students' needs and problems.					
Use inventories to assess students' developmental needs and characteristics.					
Refer students with special needs to appropriate agencies.					
Consult with principal and teachers about the development of guidance and counselling goals and activities.					
Provide students with information about careers.					
Collate information and provide workshops for students to help them develop social skills.					
Assist students in making appropriate decisions					
Consult with principals about the needs or concerns of students.					
Meet with students to discuss academic concerns.					
Provide students with information about educational opportunities after secondary school.					
Assist students to cope with and resolve their problems.					
Conduct a special programmes for gifted and talented students.					
Identify students with special educational and personal needs.					
Conduct research related to the guidance and counselling programme.					
Follow-up referred students to other agencies					
Assist students to understand themselves, their abilities, aptitudes and interests.					

Statements	Always	Often	Sometimes	Rarely	Never
Consult with teachers about the needs or concerns of students.					
Evaluate the effectiveness of the guidance and counselling programme.					
Consult with teachers about students' motivation and students' behaviour.					
Plan activities to achieve the objectives of the guidance and counselling .					
Help students adjust to the school environment.					
Provide teachers with information about students needs and concurrent issues.					
Work to discover gifted and talented students.					
Work on students' comprehensive records					
Keep parents informed of the guidance and counselling programme.					
Inform principal and teachers about the guidance and counselling programme.					
Counsel parents on their children's problems.					

Section 4 : Where appropriate, how often do you perform the following functions?

Statements	Always	Often	Sometimes	Rarely	Never
Refer students to the services provided by the school counsellor					
Explain to teachers and students the role of school counsellor					
Encourage teachers to co-operate with the counsellor					
Take part in counselling services (holding meeting, lecturing,.....)					
Make contact with the Educational Administration to satisfy the needs of guidance and counselling programmes					
Follow-up and evaluate the guidance and counselling programmes					
Participate in parents' conferences					
Co-operate in the Guidance and Counselling Committee					

Teachers' Questionnaire

SECTION 1: Background Information

Name of school:.....

City:.....

Age:

23 - 30

31 - 40

41 - 50

51 & above

Years of Experience:

1 - 8

9 - 16

17 - 24

25 & above

Section 2: How important is each function to meet the needs of students?

Statements	Very important	Important	Unimportant	Very unimportant
Address the developmental needs of students.				
Engage in continuous personal and professional development.				
Establish and maintain a "Guidance and Counselling Committee" in school.				
Assist teachers in recognising individual differences between students.				
Assist students in making appropriate choices of school subjects.				
Keep students informed of the guidance and counselling programme.				
Collate information and provide workshop for students to help them develop academic skills.				
Help students with problems of academic achievement.				
Provide vocational counselling to students.				
Conduct special educational programmes to deal with specific problems (truancy, smoking...).				
Consult with parents about the needs or concerns of students.				
Monitor the achievement level of students.				
Work with students in an effort to prevent psychological and behavioural problems.				
Develop objectives for the guidance and counselling programme.				
Establish and maintain co-operative relationships with school staff.				

Statements	Very important	Important	Unimportant	Very unimportant
Conduct research related to students' needs and problems.				
Use inventories to assess students' developmental needs and characteristics.				
Refer students with special needs to appropriate agencies.				
Consult with principal and teachers about the development of guidance and counselling goals and activities.				
Provide students with information about careers.				
Collate information and provide workshops for students to help them develop social skills.				
Assist students in making appropriate decisions				
Consult with principals about the needs or concerns of students.				
Meet with students to discuss academic concerns.				
Provide students with information about educational opportunities after secondary school.				
Assist students to cope with and resolve their problems.				
Conduct a special programmes for gifted and talented students.				
Identify students with special educational and personal needs.				
Conduct research related to the guidance and counselling programme.				
Follow-up referred students to other agencies				

Statements	Very important	Important	Unimportant	Very unimportant
Assist students to understand themselves, their abilities, aptitudes and interests.				
Consult with teachers about the needs or concerns of students.				
Evaluate the effectiveness of the guidance and counselling programme.				
Consult with teachers about students' motivation and students' behaviour.				
Plan activities to achieve the objectives of the guidance and counselling .				
Help students adjust to the school environment.				
Provide teachers with information about students needs and concurrent issues.				
Work to discover gifted and talented students.				
Work on students' comprehensive records				
Keep parents informed of the guidance and counselling programme.				
Inform principal and teachers about the guidance and counselling programme.				
Counsel parents on their children's problems.				

Section 3: Where appropriate, how often does your school counsellor performs the following functions?:

Statements	Always	Often	Sometimes	Rarely	Never
Address the developmental needs of students.					
Engage in continuous personal and professional development.					
Establish and maintain a "Guidance and Counselling Committee" in school.					
Assist teachers in recognising individual differences between students.					
Assist students in making appropriate choices of school subjects.					
Keep students informed of the guidance and counselling programme.					
Collate information and provide workshop for students to help them develop academic skills.					
Help students with problems of academic achievement.					
Provide vocational counselling to students.					
Conduct special educational programmes to deal with specific problems (truancy, smoking...).					
Consult with parents about the needs or concerns of students.					
Monitor the achievement level of students.					
Work with students in an effort to prevent psychological and behavioural problems.					
Develop objectives for the guidance and counselling programme.					

Statements	Always	Often	Sometimes	Rarely	Never
Establish and maintain co-operative relationships with school staff.					
Conduct research related to students' needs and problems.					
Use inventories to assess students' developmental needs and characteristics.					
Refer students with special needs to appropriate agencies.					
Consult with principal and teachers about the development of guidance and counselling goals and activities.					
Provide students with information about careers.					
Collate information and provide workshops for students to help them develop social skills.					
Assist students in making appropriate decisions					
Consult with principals about the needs or concerns of students.					
Meet with students to discuss academic concerns.					
Provide students with information about educational opportunities after secondary school.					
Assist students to cope with and resolve their problems.					
Conduct a special programmes for gifted and talented students.					
Identify students with special educational and personal needs.					
Conduct research related to the guidance and counselling programme.					
Follow-up referred students to other agencies					
Assist students to understand themselves, their abilities, aptitudes and interests.					

Statements	Always	Often	Sometimes	Rarely	Never
Consult with teachers about the needs or concerns of students.					
Evaluate the effectiveness of the guidance and counselling programme.					
Consult with teachers about students' motivation and students' behaviour.					
Plan activities to achieve the objectives of the guidance and counselling .					
Help students adjust to the school environment.					
Provide teachers with information about students needs and concurrent issues.					
Work to discover gifted and talented students.					
Work on students' comprehensive records					
Keep parents informed of the guidance and counselling programme.					
Inform principal and teachers about the guidance and counselling programme.					
Counsel parents on their children's problems.					

Section 4: Where appropriate, how often do you perform the following functions?

Statements	Always	Often	Sometimes	Rarely	Never
Refer students to the services provided by the school counsellor					
Explain to students the objectives of the school guidance and counselling services					
Help the counsellor discover cases in need of counselling services					
Supply the school counsellor with information on the different categories of students					
Participate in parents conferences					
Participate in the Guidance and Counselling committee					

Students' Questionnaire

Section 1: Background Information:

Name of School:.....

City:.....

How often do you use the services provided by school counsellor?

Always

Often

Sometimes

Rarely

Never

Section 2: How important is each function to meet the needs of students?

Statements	Very important	Important	Unimportant	Very unimportant
Address the developmental needs of students.				
Engage in continuous personal and professional development.				
Establish and maintain a "Guidance and Counselling Committee" in school.				
Assist teachers in recognising individual differences between students.				
Assist students in making appropriate choices of school subjects.				
Keep students informed of the guidance and counselling programme.				
Collate information and provide workshop for students to help them develop academic skills.				
Help students with problems of academic achievement.				
Provide vocational counselling to students.				
Conduct special educational programmes to deal with specific problems (truancy, smoking...).				
Consult with parents about the needs or concerns of students.				
Monitor the achievement level of students.				
Work with students in an effort to prevent psychological and behavioural problems.				
Develop objectives for the guidance and counselling programme.				
Establish and maintain co-operative relationships with school staff.				

Statements	Very important	Important	Unimportant	Very unimportant
Conduct research related to students' needs and problems.				
Use inventories to assess students' developmental needs and characteristics.				
Refer students with special needs to appropriate agencies.				
Consult with principal and teachers about the development of guidance and counselling goals and activities.				
Provide students with information about careers.				
Collate information and provide workshops for students to help them develop social skills.				
Assist students in making appropriate decisions				
Consult with principals about the needs or concerns of students.				
Meet with students to discuss academic concerns.				
Provide students with information about educational opportunities after secondary school.				
Assist students to cope with and resolve their problems.				
Conduct a special programmes for gifted and talented students.				
Identify students with special educational and personal needs.				
Conduct research related to the guidance and counselling programme.				
Follow-up referred students to other agencies				

Statements	Very important	Important	Unimportant	Very unimportant
Assist students to understand themselves, their abilities, aptitudes and interests.				
Consult with teachers about the needs or concerns of students.				
Evaluate the effectiveness of the guidance and counselling programme.				
Consult with teachers about students' motivation and students' behaviour.				
Plan activities to achieve the objectives of the guidance and counselling .				
Help students adjust to the school environment.				
Provide teachers with information about students needs and concurrent issues.				
Work to discover gifted and talented students.				
Work on students' comprehensive records				
Keep parents informed of the guidance and counselling programme.				
Inform principal and teachers about the guidance and counselling programme.				
Counsel parents on their children's problems.				

Section 3: Where appropriate, how often does your school counsellor performs the following functions?:

Statements	Always	Often	Sometimes	Rarely	Never
Address the developmental needs of students.					
Engage in continuous personal and professional development.					
Establish and maintain a "Guidance and Counselling Committee" in school.					
Assist teachers in recognising individual differences between students.					
Assist students in making appropriate choices of school subjects.					
Keep students informed of the guidance and counselling programme.					
Collate information and provide workshop for students to help them develop academic skills.					
Help students with problems of academic achievement.					
Provide vocational counselling to students.					
Conduct special educational programmes to deal with specific problems (truancy, smoking...).					
Consult with parents about the needs or concerns of students.					
Monitor the achievement level of students.					
Work with students in an effort to prevent psychological and behavioural problems.					
Develop objectives for the guidance and counselling programme.					

Statements	Always	Often	Sometimes	Rarely	Never
Establish and maintain co-operative relationships with school staff.					
Conduct research related to students' needs and problems.					
Use inventories to assess students' developmental needs and characteristics.					
Refer students with special needs to appropriate agencies.					
Consult with principal and teachers about the development of guidance and counselling goals and activities.					
Provide students with information about careers.					
Collate information and provide workshops for students to help them develop social skills.					
Assist students in making appropriate decisions					
Consult with principals about the needs or concerns of students.					
Meet with students to discuss academic concerns.					
Provide students with information about educational opportunities after secondary school.					
Assist students to cope with and resolve their problems.					
Conduct a special programmes for gifted and talented students.					
Identify students with special educational and personal needs.					
Conduct research related to the guidance and counselling programme.					
Follow-up referred students to other agencies					
Assist students to understand themselves, their abilities, aptitudes and interests.					

Statements	Always	Often	Sometimes	Rarely	Never
Consult with teachers about the needs or concerns of students.					
Evaluate the effectiveness of the guidance and counselling programme.					
Consult with teachers about students' motivation and students' behaviour.					
Plan activities to achieve the objectives of the guidance and counselling .					
Help students adjust to the school environment.					
Provide teachers with information about students needs and concurrent issues.					
Work to discover gifted and talented students.					
Work on students' comprehensive records					
Keep parents informed of the guidance and counselling programme.					
Inform principal and teachers about the guidance and counselling programme.					
Counsel parents on their children's problems.					

Appendix D
Letters to the participants

Dear counsellor,

The researcher is conducting a study concerning the role of counsellors in secondary schools. This questionnaire includes three parts; the first one requires general information; the second one concerns the role and functions of the counsellor and requires you to rate the importance of each listed function in meeting the needs of students; the third part is also about the role and functions of the counsellor and requires you to rate your performance for each function.

Your co-operation in answering these questions will be of great help in developing a better counselling service for students. So please give your opinions honestly and frankly; there are no right or wrong answers. Your answers will be treated in strict confidentiality.

Thanks for your help and time.

بسم الله الرحمن الرحيم

استبيان دور ووظائف المرشد الطلابي في المدارس الثانوية
نموذج خاص بالمرشدين

حفظه الله

عزيزي المرشد الطلابي

وبعد :

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بدراسة علمية حول دور المرشد الطلابي في المدارس الثانوية وهذا الاستبيان يحتوي على ثلاثة أجزاء الأول يتطلب معلومات عامه .
الجزء الثاني يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد أهمية كل وظيفة في مواجهة حاجات الطلاب، أما الجزء الثالث فأيضاً يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد مدى أدائك لكل وظيفة من تلك الوظائف .
ويعد تعاونك وإجابتك عليها له أثر كبير في الوصول إلى نتائج علمية مفيدة، فالرجاء منكم كتابة البيانات الصحيحة والإجابة بكل دقة ووضوح علماً أنه لا توجد إجابات صحيحة أو خاطئة ، كما أن إجابتك ستحفظ في سرية تامة .
شكراً لتعاونك ، وشكراً لاستقطاع جزء من وقتك في الإجابة على هذا الاستبيان.

الباحث

صالح بن علي الغامدي

جامعة هل - المملكة المتحدة

Dear student,

The researcher is conducting a study concerning the role of counsellors in secondary schools. This questionnaire includes three parts; the first one requires general information; the second one concerns the role and functions of the counsellor and requires you to rate the importance of each listed function in meeting the needs of students; the third part is also about the role and functions of the counsellor and requires you to rate the performance of the counsellor at your school for each function.

Your co-operation in answering these questions will be of great help in developing a better counselling service for students. So please give your opinions honestly and frankly; there are no right or wrong answers. Your answers will be treated in strict confidentiality.

Thanks for your help and time.

بسم الله الرحمن الرحيم

استبيان دور ووظائف المرشد الطلابي في المدارس الثانوية
نموذج الطلاب

حفظه الله

عزيزي الطالب

وبعد :

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بدراسة علمية حول دور المرشد الطلابي في المدارس الثانوية وهذا الاستبيان يحتوي على ثلاثة أجزاء الأول يتطلب معلومات عامه .
الجزء الثاني يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد أهمية كل وظيفة في مواجهة حاجات الطلاب، أما الجزء الثالث فأيضاً يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد مدى أداء المرشد في مدرستك لكل وظيفة من تلك الوظائف.

ويعد تعاونك وإجابتك عليها له أثر كبير في الوصول إلى نتائج علمية مفيدة، فالرجاء منكم كتابة البيانات الصحيحة والإجابة بكل دقة ووضوح علماً أنه لا توجد إجابات صحيحة أو خاطئة ، كما أن إجابتك ستحفظ في سرية تامة .
شكراً لتعاونك ، وشكراً لاستقطاع جزء من وقتك في الإجابة على هذا الاستبيان.

الباحث

صالح بن علي الغامدي

جامعة هل - المملكة المتحدة

Dear principal,

The researcher is conducting a study concerning the role of counsellors in secondary schools. This questionnaire includes four parts; the first one requires general information; the second one concerns the role and functions of the counsellor and requires you to rate the importance of each listed function in meeting the needs of students; the third part is also about the role and functions of the counsellor and requires you to rate the performance of the counsellor at your school for each function; the fourth one concerns the role of the principal in the guidance and counselling programme and requires you to rate your performance of each function.

Your co-operation in answering these questions will be of great help in developing a better counselling service for students. So please give your opinions honestly and frankly; there are no right or wrong answers. Your answers will be treated in strict confidentiality.

Thanks for your help and time.

بسم الله الرحمن الرحيم

استبيان دور ووظائف المرشد الطلابي في المدارس الثانوية
نموذج المدرء

عزيمي مدير المدرسة
حفظه الله
السلام عليكم ورحمة الله وبركاته
وبعد :

يقوم الباحث بدراسة علمية حول دور المرشد الطلابي في المدارس الثانوية وهذا الاستبيان يحتوي على أربعة أجزاء الأول يتطلب معلومات عامه .
الجزء الثاني يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد أهمية كل وظيفة في مواجهة حاجات الطلاب، والجزء الثالث أيضاً يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد مدى أداء المرشد في مدرستك لكل وظيفة من تلك الوظائف ، أما الجزء الرابع فيصف دور مدير المدرسة في مجال التوجيه والإرشاد الطلابي ويتطلب منك تحديد مدى أدائك لكل وظيفة من تلك الوظائف .
ويعد تعاونك وإجابتك عليها له أثر كبير في الوصول إلى نتائج علمية مفيدة، فالرجاء منكم كتابة البيانات الصحيحة والإجابة بكل دقة ووضوح علماً أنه لا توجد إجابات صحيحة أو خاطئة ، كما أن إجابتك ستحفظ في سرية تامة .
شكراً لتعاونك ، وشكراً لاستقطاع جزء من وقتك في الإجابة على هذا الاستبيان.

الباحث

صالح بن علي الغامدي
جامعة هل - المملكة المتحدة

Dear teacher,

The researcher is conducting a study concerning the role of counsellors in secondary schools. This questionnaire includes four parts; the first one requires general information; the second one concerns the role and functions of the counsellor and requires you to rate the importance of each listed function in meeting the needs of students; the third part is also about the role and functions of the counsellor and requires you to rate the performance of the counsellor at your school for each function; the fourth one concerns the role of the teacher in the guidance and counselling programme and requires you to rate your performance of each function.

Your co-operation in answering these questions will be of great help in developing a better counselling service for students. So please give your opinions honestly and frankly; there are no right or wrong answers. Your answers will be treated in strict confidentiality.

Thanks for your help and time.

بسم الله الرحمن الرحيم

استبيان دور ووظائف المرشد الطلابي في المدارس الثانوية
نموذج المعلمين

حفظه الله

عزيزي المعلم

السلام عليكم ورحمة الله وبركاته وبعد :

يقوم الباحث بدراسة علمية حول دور المرشد الطلابي في المدارس الثانوية وهذا الاستبيان يحتوي على أربعة أجزاء الأول يتطلب معلومات عامه .
الجزء الثاني يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد أهمية كل وظيفة في مواجهة حاجات الطلاب، والجزء الثالث أيضاً يصف دور ووظائف المرشد الطلابي ويتطلب منك تحديد مدى أداء المرشد في مدرستك لكل وظيفة من تلك الوظائف، أما الجزء الرابع فيصف دور المعلم في مجال التوجيه والإرشاد الطلابي ويتطلب منك تحديد مدى أدائك لكل وظيفة من تلك الوظائف .
ويعد تعاونك وإجابتك عليها له أثر كبير في الوصول إلى نتائج علمية مفيدة، فالرجاء منكم كتابة البيانات الصحيحة والإجابة بكل دقة ووضوح علماً أنه لا توجد إجابات صحيحة أو خاطئة ، كما أن إجابتك ستحفظ في سرية تامة .
شكراً لتعاونك ، وشكراً لاستقطاع جزء من وقتك في الإجابة على هذا الاستبيان.

الباحث

صالح بن علي الغامدي

جامعة هل - المملكة المتحدة

Appendix E

Tables not in the main text

Table 1 Counsellors' perceptions of the importance of counselling and guidance activities (by qualification).

Statement	Qualification	Unimp	impor	N	X ²	DF	P
Address the developmental needs of students	Qualified	2	28	30	.564	1	.45
	Non-qualified	3	84	87			
Assist students to cope with and resolve their problems.	Qualified	-	30	30	1.06	1	.30
	Non-qualified	3	84	87			
Meet with students to discuss academic concerns.	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Counsel parents on their children problems.	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Help students with problems of academic achievement.	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Provide vocational counselling to students.	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Help students adjust to the school environment.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Collate information and provide workshops for students to help them develop social skills.	Qualified	-	30	30	1.06	1	.30
	Non-qualified	3	86	87			
Collate information and provide workshop for students to help them develop academic skills.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Work with students in an effort to prevent psychological and behavioural problems.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Provide students with information about educational opportunities after secondary school.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Assist students in making appropriate choices of school subject.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Provide students with information about career.	Qualified	1	29	30	.633	1	.42
	Non-qualified	1	86	87			
Conduct special programme for gifted and talented students.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			

Table 2 Counsellors' perceptions of the importance of consulting and evaluation and assessment activities (by qualification).

Statement	Qualification	Unimp	impo	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	Qualified	-	30	30	1.06	1	.30
	Non-qualified	3	84	87			
Consult with principal about the needs and concerns of students.	Qualified	-	30	30	2.18	1	.13
	Non-qualified	6	81	87			
Consult with parents about the needs and concerns of students.	Qualified	-	30	30	2.56	1	.10
	Non-qualified	7	80	87			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Qualified	2	28	30	.001	1	.96
	Non-qualified	6	81	87			
Consult with teachers about students' motivation and students' behaviour	Qualified	2	28	30	.182	1	.66
	Non-qualified	8	79	87			
Provide teachers with information about students needs and concurrent issues.	Qualified	-	30	30	2.96	1	.08
	Non-qualified	8	79	87			
Assist teachers in recognising individual differences between students.	Qualified	1	29	30	.267	1	.60
	Non-qualified	5	82	87			
Establish and maintain a guidance and counselling committee in school.	Qualified	4	26	30	2.67	1	.10
	Non-qualified	4	83	87			
Refer students with special needs to appropriate agencies.	Qualified	-	30	30	1.42	1	.23
	Non-qualified	4	83	87			
Follow-up referred students	Qualified	2	28	30	1.36	1	.24
	Non-qualified	13	74	87			
Work to discover gifted and talented students.	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Identify students with special educational and personal needs.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Monitoring the achievement level of students	Qualified	1	29	30	.267	1	.60
	Non-qualified	5	82	87			

Table 3 Counsellors' perceptions of the importance of programme management and personal and professional development activities (by qualification).

Statement	Qualification	Unimp	impo	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Qualified	-	30	30	1.42	1	.23
	Non-qualified	4	83	87			
Plan activities to achieve the objectives of the guidance and counselling.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Keep students informed of the guidance and counselling programme.	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Keep parents informed of the guidance and counselling programme.	Qualified	4	26	30	.732	1	.39
	Non-qualified	7	80	87			
Inform principal and teachers about guidance and counselling programme	Qualified	-	30	30	.347	1	.55
	Non-qualified	1	86	87			
Conduct research related to the guidance and counselling programme	Qualified	-	30	30	2.18	1	.13
	Non-qualified	6	81	87			
Engage in continuous personal and professional development	Qualified	-	30	30	.701	1	.40
	Non-qualified	2	85	87			
Conduct research related to students' needs and problems.	Qualified	2	28	30	.001	1	.96
	Non-qualified	6	81	87			
Evaluate the effectiveness of the guidance and counselling programme.	Qualified	2	28	30	.059	1	.80
	Non-qualified	7	80	87			

Table 4 Counsellors' perceptions of the importance of counselling activities (by training)

Statement	Training	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	Yes	2	29	31	2.55	1	.11
	No	1	85	86			
Meet with students to discuss academic concerns.	Yes	1	30	31	.577	1	.44
	No	1	85	86			
Counsel parents on their children problems.	Yes	1	30	31	.577	1	.44
	No	1	85	86			
Help students with problems of academic achievement.	Yes	-	31	31	.737	1	.39
	No	2	84	86			
Provide vocational counselling to students.	Yes	1	30	31	.577	1	.44
	No	1	85	86			
Assist students in making appropriate decisions	Yes	1	30	31	.577	1	.44
	No	1	85	86			
Help students adjust to the school environment.	Yes	1	30	31	2.79	1	.09
	No	-	86	86			

Table 5 Counsellors' perceptions of the importance of educational and career guidance and consulting activities (by training)

Statement	Training	Unimp	impor	N	X ²	DF	P
Collate information and provide workshops for students to help them develop social skills.	Yes	-	31	31	1.10	1	.29
	No	3	83	86			
Collate information and provide workshop for students to help them develop academic skills.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Work with students in an effort to prevent psychological and behavioural problems.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	Yes	1	30	31	2.79	1	.09
	No	-	86	86			
Provide students with information about educational opportunities after secondary school.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Assist students in making appropriate choices of school subject.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Provide students with information about career.	Yes	1	30	31	.577	1	.44
	No	1	85	86			
Conduct special programme for gifted and talented students.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Consult with teachers about the needs and concerns of students.	Yes	1	30	31	.073	1	.78
	No	2	84	86			
Consult with principal about the needs and concerns of students.	Yes	2	29	31	.151	1	.69
	No	4	82	86			
Consult with parents about the needs and concerns of students.	Yes	2	29	31	.016	1	.89
	No	5	81	86			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Yes	2	29	31	.009	1	.92
	No	6	80	86			
Consult with teachers about students' motivation and students' behaviour	Yes	2	29	31	.236	1	.62
	No	8	78	86			
Provide teachers with information about students needs and concurrent issues.	Yes	1	30	31	.863	1	.35
	No	7	79	86			
Assist teachers in recognising individual differences between students.	Yes	-	31	31	2.27	1	.13
	No	6	80	86			
Establish and maintain a guidance and counselling committee in school.	Yes	3	28	31	.533	1	.46
	No	5	81	86			
Refer students with special needs to appropriate agencies.	Yes	1	30	31	.004	1	.94
	No	3	83	86			
Follow-up referred students	Yes	2	29	31	1.53	1	.21
	No	23	73	86			

Table 6 Counsellors' perceptions of the importance of evaluation and assessment, programme management and personal and professional development activities (by training)

Statement	Training	Unimp	impor	N	X ²	DF	P
Identify students with special educational and personal needs.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Monitoring the achievement level of students	Yes	2	29	31	.151	1	.69
	No	4	82	86			
Use inventories to assess students' developmental needs	Yes	4	27	31	.021	1	.88
	No	12	74	86			
Develop objectives for the guidance and counselling programme.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Plan activities to achieve the objectives of the guidance and counselling.	Yes	1	30	31	2.79	1	.09
	No	-	86	86			
Keep students informed of the guidance and counselling programme.	Yes	1	30	31	2.79	1	.09
	No	-	86	86			
Keep parents informed of the guidance and counselling programme.	Yes	3	28	31	.003	1	.95
	No	8	78	86			
Inform principal and teachers about guidance and counselling programme	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Establish and maintain co-operative relationships with school staff.	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Conduct research related to the guidance and counselling programme	Yes	1	30	31	.313	1	.575
	No	5	81	86			
Engage in continuous personal and professional development	Yes	-	31	31	.363	1	.54
	No	1	85	86			
Conduct research related to students' needs and problems.	Yes	3	28	31	.533	1	.46
	No	5	81	86			
Evaluate the effectiveness of the guidance and counselling programme.	Yes	2	29	31	.091	1	.76
	No	7	79	86			

Table 7 Counsellors' perceptions of the importance of counselling and educational and career guidance activities (by teaching experience)

Statement	Teaching Experience	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	Yes	1	52	53	.177	1	.67
	No	2	62	64			
Address the developmental needs of students	Yes	1	52	53	1.34	1	.24
	No	4	60	64			
Assist students to cope with and resolve their problems.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Meet with students to discuss academic concerns.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Counsel parents on their children problems.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Help students with problems of academic achievement.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Provide vocational counselling to students.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Assist students in making appropriate decisions	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Help students adjust to the school environment.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Collate information and provide workshops for students to help them develop social skills.	Yes	2	51	53	.567	1	.45
	No	1	63	64			
Collate information and provide workshop for students to help them develop academic skills.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Work with students in an effort to prevent psychological and behavioural problems.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Provide students with information about educational opportunities after secondary school.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Assist students in making appropriate choices of school subject.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Provide students with information about career.	Yes	-	53	53	1.68	1	.19
	No	2	62	64			
Conduct special programme for gifted and talented students.	Yes	2	51	53	.567	1	.45
	No	1	63	64			

Table 8 Counsellors' perceptions of the importance of consulting and evaluation and assessment activities (by teaching experience)

Statement	Teaching Experience	Unimp	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	Yes	2	51	53	.567	1	.45
	No	1	63	64			
Consult with principal about the needs and concerns of students.	Yes	2	51	53	.365	1	.54
	No	4	63	64			
Consult with parents about the needs and concerns of students.	Yes	2	51	53	.84	1	.35
	No	56	59	64			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Yes	2	51	53	1.42	1	.23
	No	6	58	64			
Consult with teachers about students' motivation and students' behaviour	Yes	6	47	53	.953	1	.32
	No	4	60	64			
Provide teachers with information about students needs and concurrent issues.	Yes	3	50	53	.210	1	.64
	No	5	59	64			
Assist teachers in recognising individual differences between students.	Yes	2	51	53	.365	1	.54
	No	4	60	64			
Establish and maintain a guidance and counselling committee in school.	Yes	2	51	53	1.42	1	.23
	No	6	58	64			
Refer students with special needs to appropriate agencies.	Yes	1	52	53	.688	1	.40
	No	3	61	64			
Follow-up referred students	Yes	8	45	53	.448	1	.50
	No	7	57	64			
Work to discover gifted and talented students.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Identify students with special educational and personal needs.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Monitoring the achievement level of students	Yes	1	52	53	2.09	1	.14
	No	5	59	64			
Use inventories to assess students' developmental needs	Yes	9	44	53	.897	1	.34
	No	7	57	64			
Work on students comprehensive record	Yes	30	23	53	.017	1	.89
	No	37	27	64			

Table 9 Counsellors' perceptions of the importance of programme management and personal and professional development activities (by teaching experience)

Statement	Teaching Experience	Unimp	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Yes	1	52	53	.018	1	.89
	No	1	63	64			
Plan activities to achieve the objectives of the guidance and counselling.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Keep students informed of the guidance and counselling programme.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Keep parents informed of the guidance and counselling programme.	Yes	4	49	53	.391	1	.53
	No	7	57	64			
Inform principal and teachers about guidance and counselling programme	Yes	1	52	53	1.21	1	.26
	No	-	64	64			
Establish and maintain co-operative relationships with school staff.	Yes	-	53	53	.835	1	.36
	No	1	63	64			
Conduct research related to the guidance and counselling programme	Yes	1	52	53	2.09	1	.14
	No	5	59	64			
Engage in continuous personal and professional development	Yes	-	53	53	.835	1	.3
	No	1	63	64			
Evaluate the effectiveness of the guidance and counselling programme.	Yes	4	49	53	.002	1	.95
	No	5	59	64			

Table 10 Counsellors' perceptions of the importance of counselling and educational and career guidance activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	1-5	-	51	51	2.37	1	.12
	6 & above	1	63	66			
Assist students to cope with and resolve their problems.	1-5	-	51	51	2.37	1	.12
	6 & above	3	63	66			
Meet with students to discuss academic concerns.	1-5	-	51	51	1.57	1	.20
	6 & above	2	64	66			
Counsel parents on their children problems.	1-5	1	50	51	.034	1	.85
	6 & above	1	65	66			
Help students with problems of academic achievement.	1-5	-	51	51	1.57	1	.20
	6 & above	2	64	66			
Provide vocational counselling to students.	1-5	1	50	51	.034	1	.85
	6 & above	1	65	66			
Assist students in making appropriate decisions	1-5	1	50	51	.034	1	.85
	6 & above	1	65	66			
Help students adjust to the school environment.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Collate information and provide workshops for students to help them develop social skills.	1-5	2	49	51	.666	1	.41
	6 & above	1	65	66			
Collate information and provide workshop for students to help them develop academic skills.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Work with students in an effort to prevent psychological and behavioural problems.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Provide students with information about educational opportunities after secondary school.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Assist students in making appropriate choices of school subject.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Provide students with information about career.	1-5	-	51	51	1.57	1	.20
	6 & above	2	64	66			
Conduct special programme for gifted and talented students.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			

Table 11 Counsellors' perceptions of the importance of consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	1-5	2	49	51	.666	1	.41
	6 & above	1	65	66			
Consult with principal about the needs and concerns of students.	1-5	3	48	51	.105	1	.74
	6 & above	3	63	66			
Consult with parents about the needs and concerns of students.	1-5	3	48	51	.001	1	.96
	6 & above	4	62	66			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	1-5	4	47	51	.143	1	.70
	6 & above	4	62	66			
Consult with teachers about students' motivation and students' behaviour	1-5	7	44	51	3.10	1	.07
	6 & above	3	63	66			
Provide teachers with information about students needs and concurrent issues.	1-5	5	46	51	1.24	1	.26
	6 & above	3	63	66			
Assist teachers in recognising individual differences between students.	1-5	3	48	51	.105	1	.74
	6 & above	3	63	66			
Establish and maintain a guidance and counselling committee in school.	1-5	3	48	51	.129	1	.71
	6 & above	5	61	66			
Refer students with special needs to appropriate agencies.	1-5	1	50	51	.582	1	.44
	6 & above	3	63	66			
Follow-up referred students	1-5	8	43	51	.664	1	.41
	6 & above	7	59	66			
Work to discover gifted and talented students.	1-5	-	51	51	1.57	1	.20
	6 & above	2	64	66			
Identify students with special educational and personal needs.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Monitoring the achievement level of students	1-5	2	49	51	.270	1	.60
	6 & above	4	62	66			
Use inventories to assess students' developmental needs	1-5	7	44	51	.0001	1	.98
	6 & above	9	57	66			

Table 12 Counsellors' perceptions of the importance of programme management and personal and professional development activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Plan activities to achieve the objectives of the guidance and counselling.	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Keep students informed of the guidance and counselling programme.	1-5	1	50	51	.034	1	.85
	6 & above	1	65	66			
Keep parents informed of the guidance and counselling programme.	1-5	7	44	51	1.98	1	.15
	6 & above	4	62	66			
Inform principal and teachers about guidance and counselling programme	1-5	1	50	51	1.30	1	.25
	6 & above	-	66	66			
Establish and maintain co-operative relationships with school staff.	1-5	1	50	51	1.30	1	.25
	6 & above	-	66	66			
Conduct research related to the guidance and counselling programme	1-5	2	49	51	.270	1	.60
	6 & above	4	62	66			
Engage in continuous personal and professional development	1-5	-	51	51	.779	1	.37
	6 & above	1	65	66			
Conduct research related to students' needs and problems.	1-5	2	49	51	1.20	1	.27
	6 & above	6	60	66			
Evaluate the effectiveness of the guidance and counselling programme.	1-5	4	47	51	.002	1	.95
	6 & above	5	61	66			

Table 13 Counsellors' perceptions of the importance of counselling and educational and career activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	below 31	-	21	21	.673	1	.41
	31& above	3	93	96			
Address the developmental needs of students	below 31	2	19	21	1.72	1	.18
	31& above	3	93	96			
Assist students to cope with and resolve their problems.	below 31	-	21	21	.445	1	.50
	31& above	2	94	96			
Meet with students to discuss academic concerns.	below 31	-	21	21	.445	1	.50
	31& above	2	94	96			
Counsel parents on their children problems.	below 31	1	20	21	1.41	1	.23
	31& above	1	95	96			
Help students with problems of academic achievement.	below 31	1	20	21	1.41	1	.23
	31& above	1	95	96			
Provide vocational counselling to students.	below 31	1	230	21	1.41	1	.23
	31& above	1	95	96			
Help students adjust to the school environment.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Collate information and provide workshops for students to help them develop social skills.	below 31	-	21	21	.673	1	.41
	31& above	3	93	96			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Provide students with information about educational opportunities after secondary school.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Assist students in making appropriate choices of school subject.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Provide students with information about career.	below 31	-	21	21	.445	1	.50
	31& above	2	94	96			
Conduct special programme for gifted and talented students.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			

Table 14 Counsellors' perceptions of the importance of consulting and evaluation and assessment activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 31	-	21	21	.673	1	.41
	31& above	3	93	96			
Consult with principal about the needs and concerns of students.	below 31	2	19	21	1.01	1	.31
	31& above	4	92	96			
Consult with parents about the needs and concerns of students.	below 31	1	20	21	.067	1	.79
	31& above	6	90	96			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 31	1	20	21	.173	1	.67
	31& above	7	89	96			
Consult with teachers about students' motivation and students' behaviour	below 31	3	18	21	1.07	1	.29
	31& above	7	89	96			
Provide teachers with information about students needs and concurrent issues.	below 31	3	18	21	2.22	1	.13
	31& above	5	91	96			
Assist teachers in recognising individual differences between students.	below 31	1	20	21	.007	1	.93
	31& above	5	91	96			
Establish and maintain a guidance and counselling committee in school.	below 31	2	19	21	.289	1	.59
	31& above	6	90	96			
Refer students with special needs to appropriate agencies.	below 31	-	21	21	.905	1	.34
	31& above	4	92	96			
Follow-up referred students	below 31	2	19	21	.248	1	.61
	31& above	13	83	96			
Work to discover gifted and talented students.	below 31	-	21	21	.445	1	.50
	31& above	2	94	96			
Identify students with special educational and personal needs.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Monitoring the achievement level of students	below 31	1	19	21	.007	1	.93
	31& above	5	91	96			
Use inventories to assess students' developmental needs	below 31	3	18	21	.008	1	.92
	31& above	13	83	96			
Work on students comprehensive record	below 31	15	6	21	2.09	1	.14
	31& above	52	44	96			

Table 15 Counsellors' perceptions of the importance of programme management and personal and professional development activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Plan activities to achieve the objectives of the guidance and counselling.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Keep students informed of the guidance and counselling programme.	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Keep parents informed of the guidance and counselling programme.	below 31	3	18	21	.716	1	.39
	31& above	8	88	96			
Inform principal and teachers about guidance and counselling programme	below 31	-	21	21	.220	1	.63
	31& above	1	95	96			
Conduct research related to the guidance and counselling programme	below 31	1	20	21	.007	1	.93
	31& above	5	91	96			
Engage in continuous personal and professional development	below 31	1	20	21	.007	1	.93
	31& above	5	91	96			
Conduct research related to students' needs and problems.	below 31	1	20	21	.173	1	.67
	31& above	7	89	96			

Table 16 Counsellors' perceptions of the performance of some programme management activities (by qualification)

Statement	Qualification	Unperf	Perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Qualified	1	29	30	.503	1	.47
	Non-qualified	6	81	87			
Plan activities to achieve the objectives of the guidance and counselling.	Qualified	1	29	30	.777	1	.37
	Non-qualified	7	80	87			
Keep students informed of the guidance and counselling programme.	Qualified	3	27	30	.637	1	.42
	Non-qualified	5	82	87			
Keep parents informed of the guidance and counselling programme.	Qualified	17	13	30	1.21	1	.26
	Non-qualified	59	28	87			
Inform principal and teachers about guidance and counselling programme	Qualified	2	28	30	.196	1	.65
	Non-qualified	4	83	87			
Establish and maintain co-operative relationships with school staff.	Qualified	-	30	30	1.80	1	.17
	Non-qualified	5	82	87			

Table 17 Counsellors' perceptions of the performance of some programme management activities (by training)

Statement	Training	Unperf	Perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	Yes	2	29	31	.016	1	.89
	No	5	81	86			
Plan activities to achieve the objectives of the guidance and counselling.	Yes	2	29	31	.009	1	.92
	No	6	80	86			
Keep students informed of the guidance and counselling programme.	Yes	1	30	31	.863	1	.35
	No	7	79	86			
Inform principal and teachers about guidance and counselling programme	Yes	-	31	31	.113	1	.73
	No	6	80	86			
Establish and maintain co-operative relationships with school staff.	Yes	1	30	31	.113	1	.73
	No	4	82	86			

Table 18 Counsellors' perceptions of the performance of some counselling activities (by teaching experience)

Statement	Teaching Experience	Unper	perfor	N	X ²	DF	P
Address the developmental needs of students	Yes	39	14	53	.0003	1	.28
	No	47	17	64			
Meet with students to discuss academic concerns.	Yes	11	42	53	3.02	1	.08
	No	6	58	64			
Counsel parents on their children problems.	Yes	32	21	53	.167	1	.68
	No	41	23	64			
Help students with problems of academic achievement.	Yes	8	45	53	.165	1	.68
	No	8	56	64			
Provide vocational counselling to students.	Yes	13	40	53	.114	1	.73
	No	14	50	64			
Assist students in making appropriate decisions	Yes	31	22	53	.009	1	.92
	No	38	26	64			
Help students adjust to the school environment.	Yes	9	44	53	.189	1	.66
	No	9	55	64			

Table 19 Counsellors' perceptions of the performance of some guidance and consulting activities (by teaching experience)

Statement	Teaching Experience	Unperf	Perf	N	X ²	DF	P
Collate information and provide workshops for students to help them develop social skills.	Yes	31	22	53	2.30	1	.12
	No	46	18	64			
Collate information and provide workshop for students to help them develop academic skills.	Yes	3	50	53	1.03	1	.30
	No	7	57	64			
Work with students in an effort to prevent psychological and behavioural problems.	Yes	26	27	53	.834	1	.36
	No	26	38	64			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	Yes	30	23	53	1.36	1	.23
	No	43	21	64			
Provide students with information about educational opportunities after secondary school.	Yes	4	49	53	.421	1	.51
	No	3	61	64			
Assist students in making appropriate choices of school subject.	Yes	2	51	53	.036	1	.84
	No	2	62	64			
Provide students with information about career.	Yes	6	47	53	.953	1	.32
	No	4	60	64			
Consult with teachers about the needs and concerns of students.	Yes	6	47	53	.418	1	.51
	No	5	59	64			
Consult with parents about the needs and concerns of students.	Yes	13	40	53	.192	1	.66
	No	18	46	64			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	Yes	9	44	53	.439	1	.50
	No	14	50	64			
Consult with teachers about students' motivation and students' behaviour	Yes	33	20	53	.0006	1	.07
	No	40	24	64			
Provide teachers with information about students needs and concurrent issues.	Yes	6	47	53	2.27	1	.13
	No	14	50	64			
Assist teachers in recognising individual differences between students.	Yes	33	20	53	.021	1	.88
	No	39	25	64			
Establish and maintain a guidance and counselling committee in school.	Yes	5	48	53	.0001	1	.99
	No	6	58	64			
Refer students with special needs to appropriate agencies.	Yes	38	15	53	.494	1	.48
	No	42	22	64			
Follow-up referred students	Yes	50	3	53	1.47	1	.22
	No	63	1	64			

Table 20 Counsellors' perceptions of the performance of some evaluation and assessment, programme management and personal and professional development activities (by teaching experience)

Statement	Teaching Experience	Unper	Perf	N	X ²	DF	P
Work to discover gifted and talented students.	Yes	39	14	53	.137	1	.71
	No	49	15	64			
Identify students with special educational and personal needs.	Yes	35	18	53	.324	1	.56
	No	39	25	64			
Use inventories to assess students' developmental needs	Yes	47	6	53	.418	1	.51
	No	59	5	64			
Develop objectives for the guidance and counselling programme.	Yes	3	50	53	.017	1	.89
	No	4	60	64			
Plan activities to achieve the objectives of the guidance and counselling.	Yes	4	49	53	.076	1	.78
	No	4	60	64			
Keep students informed of the guidance and counselling programme.	Yes	4	49	53	.076	1	.79
	No	4	60	64			
Keep parents informed of the guidance and counselling programme.	Yes	31	22	53	1.78	1	.18
	No	45	19	64			
Inform principal and teachers about guidance and counselling programme	Yes	3	50	53	.056	1	.81
	No	3	61	64			
Conduct research related to the guidance and counselling programme	Yes	47	6	53	.119	1	.72
	No	58	6	64			
Engage in continuous personal and professional development	Yes	32	21	53	2.12	1	.14
	No	30	34	64			
Conduct research related to students' needs and problems.	Yes	46	7	53	.141	1	.70
	No	57	7	64			
Evaluate the effectiveness of the guidance and counselling programme.	Yes	17	36	53	.007	1	.93
	No	21	43	64			

Table 21 Counsellors' perceptions of the performance of some counselling and guidance activities (by experience)

Statement	Experience	Unperf	perfor	N	X ²	DF	P
Assist students to understand themselves	1-5	43	8	51	.126	1	.72
	6 & above	54	12	66			
Address the developmental needs of students	1-5	38	13	51	.046	1	.82
	6 & above	48	18	66			
Assist students to cope with and resolve their problems.	1-5	32	19	51	.531	1	.46
	6 & above	37	29	66			
Meet with students to discuss academic concerns.	1-5	10	41	51	1.87	1	.17
	6 & above	7	59	66			
Counsel parents on their children problems.	1-5	34	17	51	.703	1	.40
	6 & above	39	27	66			
Assist students in making appropriate decisions	1-5	34	17	51	2.21	1	.13
	6 & above	35	31	66			
Collate information and provide workshops for students to help them develop social skills.	1-5	33	18	51	.049	1	.82
	6 & above	44	22	66			
Collate information and provide workshop for students to help them develop academic skills.	1-5	2	49	51	2.47	1	.11
	6 & above	8	58	66			
Work with students in an effort to prevent psychological and behavioural problems.	1-5	25	26	51	.76	1	.38
	6 & above	27	39	66			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	1-5	30	21	51	.490	1	.48
	6 & above	43	23	66			
Provide students with information about educational opportunities after secondary school.	1-5	2	49	51	.682	1	.40
	6 & above	5	61	66			
Assist students in making appropriate choices of school subject.	1-5	2	49	51	.069	1	.79
	6 & above	2	64	66			
Provide students with information about career.	1-5	6	45	51	1.19	1	.27
	6 & above	4	62	66			
Conduct special programme for gifted and talented students.	1-5	43	8	51	.126	1	.72
	6 & above	54	12	66			

Table 22 Counsellors' perceptions of the performance of some consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	1-5	6	45	51	.592	1	.44
	6 & above	5	61	66			
Consult with principal about the needs and concerns of students.	1-5	9	42	51	1.20	1	.27
	6 & above	7	59	66			
Consult with parents about the needs and concerns of students.	1-5	15	36	51	.394	1	.52
	6 & above	16	50	66			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	1-5	9	42	51	.231	1	.63
	6 & above	14	52	66			
Provide teachers with information about students needs and concurrent issues.	1-5	11	40	51	1.27	1	.25
	6 & above	9	57	66			
Assist teachers in recognising individual differences between students.	1-5	32	19	51	.055	1	.81
	6 & above	40	26	66			
Establish and maintain a guidance and counselling committee in school.	1-5	3	48	51	1.31	1	.25
	6 & above	8	58	66			
Follow-up referred students	1-5	50	1	51	.582	1	.44
	6 & above	63	3	66			
Work to discover gifted and talented students.	1-5	40	11	51	.502	1	.47
	6 & above	48	18	66			
Monitoring the achievement level of students	1-5	5	46	51	2.16	1	.14
	6 & above	13	53	66			
Use inventories to assess students' developmental needs	1-5	47	4	51	.257	1	.61
	6 & above	59	7	66			

Table 23 Counsellors' perceptions of the performance of some programme management and personal and professional development activities (by experience)

Statement	Experience	Unperf	Perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	1-5	3	48	51	.001	1	.96
	6 & above	4	62	66			
Plan activities to achieve the objectives of the guidance and counselling.	1-5	4	47	51	.143	1	.70
	6 & above	4	62	66			
Keep students informed of the guidance and counselling programme.	1-5	4	47	51	.143	1	.70
	6 & above	4	62	66			
Keep parents informed of the guidance and counselling programme.	1-5	34	17	51	.116	1	.73
	6 & above	42	24	66			
Inform principal and teachers about guidance and counselling programme	1-5	2	49	51	.270	1	.60
	6 & above	4	62	66			
Establish and maintain co-operative relationships with school staff.	1-5	4	47	51	2.81	1	.09
	6 & above	1	65	66			
Conduct research related to the guidance and counselling programme	1-5	30	21	51	1.23	1	.26
	6 & above	32	34	66			
Engage in continuous personal and professional development	1-5	47	4	51	.572	1	.44
	6 & above	58	8	66			
Conduct research related to students' needs and problems.	1-5	46	5	51	.401	1	.52
	6 & above	57	9	66			
Evaluate the effectiveness of the guidance and counselling programme.	1-5	17	34	51	.030	1	.86
	6 & above	21	45	66			

Table 24 Counsellors' perceptions of the performance of some counselling and guidance activities (by age)

Statement	Age	Unperf	perfor	N	X ²	DF	P
Assist students to understand themselves	below 31	21	-	21	.905	1	.34
	31 & above	92	4	96			
Address the developmental needs of students	below 31	15	6	21	.056	1	.81
	31 & above	71	25	96			
Assist students to cope with and resolve their problems.	below 31	12	9	21	.035	1	.85
	31 & above	57	39	96			
Meet with students to discuss academic concerns.	below 31	5	16	21	1.77	1	.18
	31 & above	12	84	96			
Help students with problems of academic achievement.	below 31	2	19	21	.373	1	.54
	31 & above	14	82	96			
Provide vocational counselling to students.	below 31	6	15	21	.435	1	.50
	31 & above	21	75	96			
Assist students in making appropriate decisions	below 31	12	9	21	.035	1	.85
	31 & above	57	39	96			
Help students adjust to the school environment.	below 31	4	17	21	.263	1	.60
	31 & above	14	82	96			
Collate information and provide workshops for students to help them develop social skills.	below 31	11	10	21	2.05	1	.15
	31 & above	66	30	96			
Work with students in an effort to prevent psychological and behavioural problems.	below 31	13	8	21	3.16	1	.07
	31 & above	39	57	96			
Provide students with information about educational opportunities after secondary school.	below 31	2	19	21	.570	1	.45
	31 & above	5	91	96			
Assist students in making appropriate choices of school subject.	below 31	2	19	21	2.88	1	.08
	31 & above	2	94	96			
Provide students with information about career.	below 31	1	20	21	.469	1	.49
	31 & above	9	87	96			
Conduct special programme for gifted and talented students.	below 31	18	3	21	.142	1	.70
	31 & above	79	17	96			

Table 25 Counsellors' perceptions of the performance of some consulting and evaluation and assessment activities (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 31	1	20	21	.64	1	.42
	31 & above	10	86	96			
Consult with principal about the needs and concerns of students.	below 31	2	19	21	.373	1	.54
	31 & above	14	82	96			
Consult with parents about the needs and concerns of students.	below 31	6	15	21	.056	1	.81
	31 & above	25	71	96			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 31	5	16	21	.279	1	.59
	31 & above	18	78	96			
Consult with teachers about students' motivation and students' behaviour	below 31	15	6	21	.890	1	.34
	31 & above	58	38	96			
Provide teachers with information about students needs and concurrent issues.	below 31	5	16	21	.814	1	.36
	31 & above	15	81	96			
Assist teachers in recognising individual differences between students.	below 31	13	8	21	.001	1	.96
	31 & above	59	37	96			
Establish and maintain a guidance and counselling committee in school.	below 31	2	19	21	.000	1	.98
	31 & above	9	87	96			
Refer students with special needs to appropriate agencies.	below 31	17	4	21	1.87	1	.17
	31 & above	63	33	96			
Follow-up referred students	below 31	21	-	21	.905	1	.34
	31 & above	92	4	96			
Work to discover gifted and talented students.	below 31	16	5	21	.013	1	.90
	31 & above	72	24	96			
Identify students with special educational and personal needs.	below 31	14	7	21	.128	1	.71
	31 & above	60	36	96			
Monitoring the achievement level of students	below 31	4	17	21	.263	1	.60
	31 & above	14	82	96			
Use inventories to assess students' developmental needs	below 31	17	4	21	2.79	1	.09
	31 & above	89	7	96			

Table 26 Counsellors' perceptions of the performance of some programme management and personal and professional development activities (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 31	2	19	21	.570	1	.45
	31 & above	5	91	96			
Plan activities to achieve the objectives of the guidance and counselling.	below 31	2	19	21	.289	1	.59
	31 & above	6	90	96			
Keep parents informed of the guidance and counselling programme.	below 31	14	7	21	.032	1	.85
	31 & above	62	34	96			
Establish and maintain co-operative relationships with school staff.	below 31	-	21	21	1.14	1	.28
	31 & above	5	91	96			
Conduct research related to the guidance and counselling programme	below 31	20	1	21	.839	1	.35
	31 & above	85	11	96			
Conduct research related to students' needs and problems.	below 31	20	1	21	1.26	1	.26
	31 & above	83	13	96			
Evaluate the effectiveness of the guidance and counselling programme.	below 31	10	11	21	2.67	1	.10
	31 & above	28	68	96			

Table 27 Principals' perceptions of the importance of counselling and educational and career guidance activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	below 41	3	68	71	1.78	1	.18
	41 & above	-	41	41			
Address the developmental needs of students	below 41	4	67	71	.622	1	.43
	41 & above	1	40	41			
Assist students to cope with and resolve their problems.	below 41	3	68	71	.240	1	.62
	41 & above	1	40	41			
Meet with students to discuss academic concerns.	below 41	2	49	71	1.17	1	.27
	41 & above	-	41	41			
Counsel parents on their children problems.	below 41	3	68	71	.490	1	.48
	41 & above	3	38	41			
Provide vocational counselling to students.	below 41	4	67	71	2.39	1	.12
	41 & above	-	41	41			
Help students adjust to the school environment.	below 41	4	67	71	2.39	1	.12
	41 & above	-	41	41			
Collate information and provide workshop for students to help them develop academic skills.	below 41	3	68	71	1.78	1	.18
	41 & above	-	41	41			
Work with students in an effort to prevent psychological and behavioural problems.	below 41	2	69	71	1.17	1	.27
	41 & above	-	41	41			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 41	5	66	71	3.02	1	.08
	41 & above	-	41	41			
Provide students with information about educational opportunities after secondary school.	below 41	1	70	71	.58	1	.44
	41 & above	-	41	41			
Conduct special programme for gifted and talented students.	below 41	5	66	71	3.02	1	.08
	41 & above	0	41	41			

Table 28 Principals' perceptions of the importance of consulting and evaluation and assessment activities (by age)

Statement	Age	unimpo	impor	N	X ²	DF	P
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 41	3	68	71	.490	1	.48
	41 & above	3	38	41			
Consult with teachers about students' motivation and students' behaviour	below 41	6	65	71	.045	1	.83
	41 & above	3	38	41			
Assist teachers in recognising individual differences between students.	below 41	8	63	71	.269	1	.60
	41 & above	6	35	41			
Establish and maintain a guidance and counselling committee in school.	below 41	5	66	71	.259	1	.61
	41 & above	4	37	41			
Refer students with special needs to appropriate agencies.	below 41	7	64	71	.000	1	.98
	41 & above	4	37	41			
Follow-up referred students	below 41	22	49	71	.749	1	.38
	41 & above	16	25	41			
Work to discover gifted and talented students.	below 41	4	67	71	2.39	1	.12
	41 & above	-	41	41			
Identify students with special educational and personal needs.	below 41	3	68	71	1.78	1	.18
	41 & above	-	41	41			
Use inventories to assess students' developmental needs	below 41	11	60	71	.048	1	.82
	41 & above	7	34	41			
Work on students comprehensive record	below 41	32	39	71	.76	1	.38
	41 & above	22	19	41			

Table 29 Principals' perceptions of the importance of programme management and personal and professional development activities (by age)

Statement	Age	Unmpo	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 41	3	68	71	1.35	1	.24
	41 & above	4	37	41			
Plan activities to achieve the objectives of the guidance and counselling.	below 41	5	66	71	3.02	1	.08
	41 & above	-	41	41			
Keep parents informed of the guidance and counselling programme.	below 41	5	66	71	3.02	1	.08
	41 & above	-	41	41			
Inform principal and teachers about guidance and counselling programme	below 41	1	70	71	1.20	1	.27
	41 & above	2	39	41			
Conduct research related to the guidance and counselling programme	below 41	10	61	71	.445	1	.50
	41 & above	4	37	41			
Evaluate the effectiveness of the guidance and counselling programme.	below 41	5	66	71	3.02	1	.08
	41 & above	-	41	41			

Table 30 Principals' perceptions of the importance of counselling and educational and career guidance activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	below 9	2	60	62	.159	1	.68
	9 & above	1	49	50			
Address the developmental needs of students	below 9	2	60	62	.499	1	.47
	9 & above	3	47	50			
Assist students to cope with and resolve their problems.	below 9	2	60	62	.048	1	.82
	9 & above	2	48	50			
Meet with students to discuss academic concerns.	below 9	-	62	62	2.52	1	.11
	9 & above	2	48	50			
Counsel parents on their children problems.	below 9	4	58	62	.32	1	.56
	9 & above	2	48	50			
Assist students in making appropriate decisions	below 9	6	56	62	.566	1	.47
	9 & above	3	47	50			
Collate information and provide workshops for students to help them develop social skills.	below 9	4	58	62	1.04	1	.31
	9 & above	6	44	50			
Collate information and provide workshop for students to help them develop academic skills.	below 9	2	60	62	.149	1	.68
	9 & above	1	49	50			
Work with students in an effort to prevent psychological and behavioural problems.	below 9	1	61	62	.02	1	.87
	9 & above	1	49	50			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 9	1	61	62	2.64	1	.10
	9 & above	4	46	50			
Provide students with information about educational opportunities after secondary school.	below 9	1	61	62	.81	1	.36
	9 & above	-	50	50			
Assist students in making appropriate choices of school subject.	below 9	2	60	62	1.24	1	.26
	9 & above	4	46	50			
Provide students with information about career.	below 9	5	57	62	1.01	1	.31
	9 & above	7	43	50			
Conduct special programme for gifted and talented students.	below 9	4	58	62	1.28	1	.25
	9 & above	1	49	50			

Table 31 Principals' perceptions of the importance of consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 9	4	58	62	.32	1	.56
	9 & above	2	48	50			
Consult with principal about the needs and concerns of students.	below 9	4	58	62	.32	1	.56
	9 & above	2	48	50			
Consult with parents about the needs and concerns of students.	below 9	6	56	62	.003	1	.95
	9 & above	5	45	50			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 9	4	58	62	.32	1	.56
	9 & above	2	48	50			
Consult with teachers about students' motivation and students' behaviour	below 9	3	59	62	1.92	1	.16
	9 & above	6	44	50			
Provide teachers with information about students needs and concurrent issues.	below 9	4	58	62	.100	1	.75
	9 & above	4	46	50			
Assist teachers in recognising individual differences between students.	below 9	5	57	62	2.49	1	.11
	9 & above	9	41	50			
Establish and maintain a guidance and counselling committee in school.	below 9	3	59	62	1.92	1	.16
	9 & above	6	44	50			
Follow-up referred students	below 9	17	45	62	2.62	1	.10
	9 & above	21	29	50			
Monitoring the achievement level of students	below 9	4	58	62	.32	1	.56
	9 & above	2	48	50			
Use inventories to assess students' developmental needs	below 9	9	53	62	.24	1	.61
	9 & above	9	41	50			

Table 32 Principals' perceptions of the importance of programme management and personal and professional development activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 9	3	59	62	.47	1	.49
	9 & above	4	46	50			
Keep students informed of the guidance and counselling programme.	below 9	7	55	62	.04	1	.82
	9 & above	5	45	50			
Keep parents informed of the guidance and counselling programme.	below 9	3	59	62	.04	1	.83
	9 & above	2	48	50			
Inform principal and teachers about guidance and counselling programme	below 9	1	61	62	.60	1	.43
	9 & above	2	48	50			
Establish and maintain co-operative relationships with school staff.	below 9	6	56	62	1.34	1	.24
	9 & above	2	48	50			
Conduct research related to the guidance and counselling programme	below 9	8	54	62	.02	1	.88
	9 & above	6	44	50			
Engage in continuous personal and professional development	below 9	6	56	62	1.34	1	.24
	9 & above	2	48	50			
Evaluate the effectiveness of the guidance and counselling programme.	below 9	2	60	62	.49	1	.47
	9 & above	3	47	50			

Table 33 Principals' perceptions of the performance of counselling and educational and career guidance activities (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Assist students to understand themselves	below 41	24	47	71	2.60	1	.10
	41 & above	8	33	41			
Assist students to cope with and resolve their problems.	below 41	8	63	71	2.74	1	.09
	41 & above	1	40	41			
Meet with students to discuss academic concerns.	below 41	12	59	71	1.08	1	.29
	41 & above	4	37	41			
Counsel parents on their children problems.	below 41	12	59	71	1.08	1	.29
	41 & above	4	37	41			
Help students with problems of academic achievement.	below 41	3	68	71	.490	1	.48
	41 & above	3	38	41			
Provide vocational counselling to students.	below 41	11	60	71	.048	1	.82
	41 & above	7	34	41			
Assist students in making appropriate decisions	below 41	31	40	71	3.14	1	.07
	41 & above	11	30	41			
Collate information and provide workshop for students to help them develop academic skills.	below 41	22	49	71	1.74	1	.18
	41 & above	8	33	41			
Work with students in an effort to prevent psychological and behavioural problems.	below 41	19	52	71	.320	1	.57
	41 & above	9	32	41			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 41	16	55	71	2.89	1	.08
	41 & above	8	37	41			
Provide students with information about educational opportunities after secondary school.	below 41	8	63	71	.062	1	.80
	41 & above	4	37	41			
Conduct special programme for gifted and talented students.	below 41	43	28	71	.044	1	.83
	41 & above	24	17	41			

Table 34 Principals' perceptions of the performance of consulting and evaluation and assessment activities (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Consult with principal about the needs and concerns of students.	below 41	11	60	71	1.35	1	.24
	41 & above	10	31	41			
Consult with parents about the needs and concerns of students.	below 41	21	50	71	.252	1	.61
	41 & above	14	27	41			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 41	18	53	71	2.29	1	.12
	41 & above	16	25	41			
Consult with teachers about students' motivation and students' behaviour	below 41	22	49	71	.036	1	.84
	41 & above	12	29	41			
Provide teachers with information about students needs and concurrent issues.	below 41	28	43	71	.089	1	.76
	41 & above	15	26	41			
Assist teachers in recognising individual differences between students.	below 41	25	46	71	.414	1	.52
	41 & above	12	29	41			
Establish and maintain a guidance and counselling committee in school.	below 41	4	67	71	.66	1	.41
	41 & above	4	37	41			
Refer students with special needs to appropriate agencies.	below 41	42	29	71	.49	1	.48
	41 & above	27	14	41			
Follow-up referred students	below 41	24	47	71	1.75	1	.18
	41 & above	9	32	41			
Work to discover gifted and talented students.	below 41	27	44	71	.168	1	.68
	41 & above	14	27	41			
Monitoring the achievement level of students	below 41	19	52	71	.000	1	.99
	41 & above	11	30	41			
Use inventories to assess students' developmental needs	below 41	39	32	71	2.72	1	.09
	41 & above	29	12	41			
Work on students comprehensive record	below 41	8	63	71	.062	1	.80
	41 & above	4	37	41			

Table 35 Principals' perceptions of the performance of programme management and personal and professional development activities (by age)

Statement	Age	Unperf	Perf	N	X ²	DF	P
Plan activities to achieve the objectives of the guidance and counselling.	below 41	17	54	71	.728	1	.39
	41 & above	7	34	41			
Keep students informed of the guidance and counselling programme.	below 41	9	62	71	.41	1	.52
	41 & above	7	34	41			
Keep parents informed of the guidance and counselling programme.	below 41	21	50	71	.25	1	.61
	41 & above	14	27	41			
Inform principal and teachers about guidance and counselling programme	below 41	19	52	71	.746	1	.38
	41 & above	8	33	41			
Conduct research related to the guidance and counselling programme	below 41	51	20	71	.189	1	.66
	41 & above	31	10	41			
Engage in continuous personal and professional development	below 41	26	45	71	.626	1	.42
	41 & above	12	29	41			
Conduct research related to students' needs and problems.	below 41	48	23	71	.801	1	.37
	41 & above	31	10	41			
Evaluate the effectiveness of the guidance and counselling programme.	below 41	46	25	71	.012	1	.91
	41 & above	27	14	41			

Table 36 Principals' perceptions of the performance of counselling and educational and career guidance activities (by experience)

Statement	Experience	Unperf	perf	N	X ²	DF	P
Assist students to understand themselves	below 9	16	46	62	.520	1	.47
	9 & above	16	34	50			
Address the developmental needs of students	below 9	24	38	62	.264	1	.60
	9 & above	17	33	50			
Meet with students to discuss academic concerns.	below 9	9	53	62	.006	1	.93
	9 & above	7	43	50			
Counsel parents on their children problems.	below 9	11	51	62	1.35	1	.24
	9 & above	5	45	50			
Help students with problems of academic achievement.	below 9	3	59	62	.073	1	.78
	9 & above	3	47	50			
Provide vocational counselling to students.	below 9	7	55	62	2.35	1	.12
	9 & above	11	39	50			
Assist students in making appropriate decisions	below 9	25	37	62	.472	1	.49
	9 & above	17	33	50			
Help students adjust to the school environment.	below 9	16	46	62	.000	1	.98
	9 & above	13	37	50			
Collate information and provide workshops for students to help them develop social skills.	below 9	39	23	62	.278	1	.59
	9 & above	29	21	50			
Collate information and provide workshop for students to help them develop academic skills.	below 9	13	49	62	2.39	1	.12
	9 & above	17	33	50			
Work with students in an effort to prevent psychological and behavioural problems.	below 9	15	47	62	.048	1	.82
	9 & above	13	37	50			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 9	11	51	62	.001	1	.97
	9 & above	9	41	50			
Provide students with information about educational opportunities after secondary school.	below 9	4	58	62	2.63	1	.10
	9 & above	8	42	50			
Assist students in making appropriate choices of school subject.	below 9	11	51	62	1.12	1	.28
	9 & above	13	37	50			
Provide students with information about career.	below 9	12	50	62	3.09	1	.07
	9 & above	17	33	50			
Conduct special programme for gifted and talented students.	below 9	34	28	62	1.43	1	.23
	9 & above	33	17	50			

Table 37 Principals' perceptions of the performance of consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unperf	perf	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 9	11	51	62	1.12	1	.28
	9 & above	13	37	50			
Consult with principal about the needs and concerns of students.	below 9	8	54	62	3.11	1	.07
	9 & above	13	37	50			
Consult with parents about the needs and concerns of students.	below 9	18	44	62	.317	1	.57
	9 & above	17	33	50			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 9	17	45	62	.566	1	.45
	9 & above	17	33	50			
Assist teachers in recognising individual differences between students.	below 9	16	46	62	3.28	1	.07
	9 & above	21	29	50			
Refer students with special needs to appropriate agencies.	below 9	34	28	62	2.68	1	.10
	9 & above	35	15	50			
Follow-up referred students	below 9	22	40	62	2.42	1	.11
	9 & above	11	39	50			
Work to discover gifted and talented students.	below 9	20	42	62	1.13	1	.28
	9 & above	21	29	50			
Identify students with special educational and personal needs.	below 9	17	45	62	.832	1	.36
	9 & above	10	40	50			
Use inventories to assess students' developmental needs	below 9	39	23	62	.278	1	.59
	9 & above	29	21	50			
Work on students comprehensive record	below 9	9	53	62	2.09	1	.14
	9 & above	3	47	50			

Table 38 Principals' perceptions of the performance of programme management and personal and professional development (by experience)

Statement	Experience	Unperf	perf	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 9	17	45	62	2.08	1	.14
	9 & above	8	42	50			
Plan activities to achieve the objectives of the guidance and counselling.	below 9	13	49	62	.017	1	.89
	9 & above	11	39	50			
Keep students informed of the guidance and counselling programme.	below 9	11	51	62	1.35	1	.24
	9 & above	5	45	50			
Keep parents informed of the guidance and counselling programme.	below 9	17	45	62	.948	1	.33
	9 & above	18	32	50			
Inform principal and teachers about guidance and counselling programme	below 9	13	49	62	.748	1	.38
	9 & above	14	36	50			
Establish and maintain co-operative relationships with school staff.	below 9	6	56	62	.095	1	.75
	9 & above	4	46	50			
Conduct research related to the guidance and counselling programme	below 9	18	44	62	1.48	1	.22
	9 & above	20	30	50			
Engage in continuous personal and professional development	below 9	48	14	62	1.25	1	.26
	9 & above	34	16	50			
Conduct research related to students' needs and problems.	below 9	44	18	62	.012	1	.91
	9 & above	35	15	50			
Evaluate the effectiveness of the guidance and counselling programme.	below 9	40	22	62	.026	1	.86
	9 & above	33	17	50			

Table 39 Teachers' perceptions of the importance of counselling and guidance activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Assist students to cope with and resolve their problems.	below 31	3	121	124	.918	1	.33
	31 & above	2	190	192			
Meet with students to discuss academic concerns.	below 31	5	119	124	.003	1	.95
	31 & above	8	184	192			
Counsel parents on their children problems.	below 31	1	123	124	.097	1	.75
	31 & above	1	191	192			
Help students with problems of academic achievement.	below 31	1	123	124	.044	1	.83
	31 & above	2	190	192			
Provide vocational counselling to students.	below 31	2	122	124	3.23	1	.07
	31 & above	11	181	192			
Assist students in making appropriate decisions	below 31	15	109	124	.767	1	.38
	31 & above	30	162	192			
Help students adjust to the school environment.	below 31	23	101	124	.185	1	.66
	31 & above	32	160	192			
Collate information and provide workshops for students to help them develop social skills.	below 31	22	102	124	2.96	1	.08
	31 & above	21	171	192			
Collate information and provide workshop for students to help them develop academic skills.	below 31	10	114	124	.064	1	.80
	31 & above	14	178	192			
Work with students in an effort to prevent psychological and behavioural problems.	below 31	1	123	124	.097	1	.75
	31 & above	1	191	192			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 31	3	121	124	.135	1	.71
	31 & above	6	186	192			
Assist students in making appropriate choices of school subject.	below 31	16	108	124	1.72	1	.18
	31 & above	16	176	192			
Provide students with information about career.	below 31	12	112	124	.405	1	.52
	31 & above	23	169	192			
Conduct special programme for gifted and talented students.	below 31	8	116	124	.206	1	.64
	31 & above	15	177	192			

Table 40 Teachers' perceptions of the importance of consulting and evaluation and assessment activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 31	1	123	124	3.07	1	.07
	31 & above	8	184	192			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 31	17	107	124	1.08	1	.29
	31 & above	19	173	192			
Provide teachers with information about students' needs and concurrent issues.	below 31	8	116	124	1.81	1	.17
	31 & above	21	171	192			
Assist teachers in recognising individual differences between students.	below 31	13	111	124	.296	1	.58
	31 & above	24	168	192			
Follow-up referred students	below 31	8	116	124	2.60	1	.10
	31 & above	23	169	192			
Work to discover gifted and talented students.	below 31	14	110	124	2.53	1	.11
	31 & above	12	180	192			
Monitoring the achievement level of students	below 31	22	102	124	1.03	1	.30
	31 & above	26	166	192			
Use inventories to assess students' developmental needs	below 31	29	95	124	1.83	1	.17
	31 & above	33	159	192			

Table 41 Teachers' perceptions of the importance of programme management and personal and professional development activities (by age)

Statement	Age	Unimp	impor	N	X ²	DF	P
Plan activities to achieve the objectives of the guidance and counselling.	below 31	7	117	124	3.51	1	.06
	31 & above	23	169	192			
Keep students informed of the guidance and counselling programme.	below 31	12	112	124	3.07	1	.07
	31 & above	32	160	192			
Keep parents informed of the guidance and counselling programme.	below 31	12	112	124	2.31	1	.12
	31 & above	30	162	192			
Inform principal and teachers about guidance and counselling programme	below 31	10	114	124	.007	1	.93
	31 & above	16	176	192			
Conduct research related to the guidance and counselling programme	below 31	20	104	124	.354	1	.55
	31 & above	36	156	192			
Engage in continuous personal and professional development	below 31	9	115	124	1.18	1	.27
	31 & above	21	171	192			
Conduct research related to students' needs and problems.	below 31	16	108	124	1.05	1	.30
	31 & above	33	159	192			
Evaluate the effectiveness of the guidance and counselling programme.	below 31	14	110	124	.208	1	.64
	31 & above	25	167	192			

Table 42 Teachers' perceptions of the importance of counselling and guidance activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Assist students to understand themselves	below 9	5	163	168	2.23	1	.13
	9 & above	1	147	148			
Assist students to cope with and resolve their problems.	below 9	3	165	168	.095	1	.75
	9 & above	2	146	148			
Meet with students to discuss academic concerns.	below 9	5	163	168	1.17	1	.27
	9 & above	8	140	148			
Counsel parents on their children problems.	below 9	1	167	168	.008	1	.92
	9 & above	1	147	148			
Help students with problems of academic achievement.	below 9	1	167	168	.478	1	.48
	9 & above	2	146	148			
Provide vocational counselling to students.	below 9	4	164	168	2.73	1	.09
	9 & above	9	139	148			
Assist students in making appropriate decisions	below 9	27	141	168	.984	1	.32
	9 & above	18	130	148			
Help students adjust to the school environment.	below 9	33	135	168	1.24	1	.26
	9 & above	22	126	148			
Collate information and provide workshop for students to help them develop academic skills.	below 9	17	151	168	3.25	1	.07
	9 & above	7	141	148			
Work with students in an effort to prevent psychological and behavioural problems.	below 9	2	166	168	1.77	1	.18
	9 & above	-	148	148			
Assist students in making appropriate choices of school subject.	below 9	21	147	168	2.22	1	.13
	9 & above	11	137	148			
Provide students with information about career.	below 9	18	150	168	.047	1	.82
	9 & above	17	131	148			
Conduct special programme for gifted and talented students.	below 9	12	156	168	.009	1	.92
	9 & above	11	137	148			

Table 43 Teachers' perceptions of the importance of consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Consult with parents about the needs and concerns of students.	below 9	14	154	168	.020	1	.88
	9 & above	13	135	148			
Provide teachers with information about students needs and concurrent issues.	below 9	14	154	168	.306	1	.57
	9 & above	15	133	148			
Assist teachers in recognising individual differences between students.	below 9	25	143	168	3.49	1	.06
	9 & above	12	136	148			
Refer students with special needs to appropriate agencies.	below 9	18	150	168	2.55	1	.11
	9 & above	25	123	148			
Follow-up referred students	below 9	17	151	168	.038	1	.84
	9 & above	14	134	148			
Work to discover gifted and talented students.	below 9	18	150	168	2.93	1	.08
	9 & above	8	140	148			
Monitoring the achievement level of students	below 9	29	139	168	1.15	1	.27
	9 & above	19	129	148			
Work on students comprehensive record	below 9	92	76	168	3.33	1	.06
	9 & above	96	52	148			

Table 44 Teachers' perceptions of the importance of programme management and personal and professional development activities (by experience)

Statement	Experience	Unimp	impor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 9	16	152	168	.051	1	.82
	9 & above	31	135	148			
Plan activities to achieve the objectives of the guidance and counselling.	below 9	14	154	168	.562	1	.45
	9 & above	16	132	148			
Keep students informed of the guidance and counselling programme.	below 9	23	145	168	.016	1	.89
	9 & above	21	127	148			
Keep parents informed of the guidance and counselling programme.	below 9	21	147	168	.194	1	.65
	9 & above	21	127	148			
Inform principal and teachers about guidance and counselling programme	below 9	16	152	168	.797	1	.37
	9 & above	10	138	148			
Establish and maintain co-operative relationships with school staff.	below 9	13	155	168	1.28	1	.25
	9 & above	17	131	148			
Conduct research related to the guidance and counselling programme	below 9	33	135	168	.908	1	.34
	9 & above	23	125	148			
Conduct research related to students' needs and problems.	below 9	27	141	168	.087	1	.76
	9 & above	22	126	148			
Evaluate the effectiveness of the guidance and counselling programme.	below 9	23	145	168	.603	1	.43
	9 & above	16	132	148			

Table 45 Teachers' perceptions of the performance of counselling and guidance activities (by age)

Statement	Age	Unper	perfor	N	X ²	DF	P
Address the developmental needs of students	below 31	48	76	124	.473	1	.49
	31 & above	67	125	192			
Assist students to cope with and resolve their problems.	below 31	27	97	124	1.92	1	.16
	31 & above	30	162	192			
Meet with students to discuss academic concerns.	below 31	19	105	124	.100	1	.75
	31 & above	32	160	192			
Counsel parents on their children problems.	below 31	46	78	124	3.53	1	.06
	31 & above	52	140	192			
Help students with problems of academic achievement.	below 31	9	115	124	.432	1	.51
	31 & above	18	174	192			
Collate information and provide workshop for students to help them develop academic skills.	below 31	9	105	124	.730	1	.39
	31 & above	23	169	192			
Work with students in an effort to prevent psychological and behavioural problems.	below 31	20	104	124	2.46	1	.11
	31 & above	45	147	192			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 31	29	95	124	1.75	1	.18
	31 & above	58	134	192			
Provide students with information about educational opportunities after secondary school.	below 31	21	103	124	.734	1	.39
	31 & above	40	152	192			
Assist students in making appropriate choices of school subject.	below 31	13	111	124	1.69	1	.19
	31 & above	30	162	192			
Provide students with information about career.	below 31	19	105	124	.160	1	.75
	31 & above	32	160	192			
Conduct special programme for gifted and talented students.	below 31	91	33	124	3.32	1	.06
	31 & above	122	70	192			

Table 46 Teachers' perceptions of the performance of consulting and evaluation and assessment activities (by age)

Statement	Age	Unperf	perfor	N	X ²	DF	P
Consult with principal about the needs and concerns of students.	below 31	19	105	124	2.07	1	.14
	31 & above	42	150	192			
Consult with parents about the needs and concerns of students.	below 31	22	102	124	1.72	1	.18
	31 & above	46	146	192			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 31	30	94	124	1.35	1	.24
	31 & above	58	134	192			
Consult with teachers about students' motivation and students' behaviour	below 31	35	89	124	.404	1	.52
	31 & above	48	144	192			
Provide teachers with information about students needs and concurrent issues.	below 31	32	92	124	.890	1	.34
	31 & above	59	133	192			
Assist teachers in recognising individual differences between students.	below 31	48	76	124	.951	1	.32
	31 & above	64	128	192			
Refer students with special needs to appropriate agencies.	below 31	34	90	124	.845	1	.35
	31 & above	62	130	192			
Follow-up referred students	below 31	112	12	124	3.07	1	.07
	31 & above	160	32	192			
Work to discover gifted and talented students.	below 31	49	75	124	.071	1	.78
	31 & above	73	119	192			
Identify students with special educational and personal needs.	below 31	28	96	124	3.48	1	.06
	31 & above	62	130	192			
Monitoring the achievement level of students	below 31	13	111	124	2.01	1	.15
	31 & above	31	161	192			

Table 47 Teachers' perceptions of the performance of programme management and personal and professional development activities (by age)

Statement	Age	Unperf	perfor	N	X ²	DF	P
Keep students informed of the guidance and counselling programme.	below 31	23	101	124	1.06	1	.30
	31 & above	45	147	192			
Keep parents informed of the guidance and counselling programme.	below 31	32	92	124	.560	1	.45
	31 & above	57	135	192			
Inform principal and teachers about guidance and counselling programme	below 31	23	101	124	.367	1	.54
	31 & above	41	151	192			
Establish and maintain co-operative relationships with school staff.	below 31	9	115	124	1.84	1	.17
	31 & above	23	169	192			
Engage in continuous personal and professional development	below 31	47	77	124	.690	1	.40
	31 & above	64	128	192			
Conduct research related to students' needs and problems.	below 31	79	45	124	1.09	1	.29
	31 & above	111	81	192			
Evaluate the effectiveness of the guidance and counselling programme.	below 31	39	85	124	.528	1	.46
	31 & above	68	124	192			

Table 48 Teachers' perceptions of the performance of counselling and guidance activities (by experience)

Statement	Experience	Unperf	perfor	N	X ²	DF	P
Address the developmental needs of students	below 9	68	100	168	2.58	1	.10
	9 & above	47	101	148			
Meet with students to discuss academic concerns.	below 9	24	144	168	.910	1	.33
	9 & above	27	121	148			
Counsel parents on their children problems.	below 9	59	109	168	.282	1	.09
	9 & above	39	109	148			
Help students with problems of academic achievement.	below 9	12	156	168	.961	1	.34
	9 & above	15	133	148			
Assist students in making appropriate decisions	below 9	45	123	168	.201	1	.65
	9 & above	43	105	148			
Help students adjust to the school environment.	below 9	47	121	168	.035	1	.85
	9 & above	40	108	148			
Work with students in an effort to prevent psychological and behavioural problems.	below 9	29	139	168	2.40	1	.12
	9 & above	36	112	148			
Conduct special educational programmes to deal with specific problems (truancy, smoking etc.).	below 9	41	127	168	1.75	1	.18
	9 & above	46	102	148			
Provide students with information about educational opportunities after secondary school.	below 9	30	138	168	.481	1	.48
	9 & above	31	117	148			
Assist students in making appropriate choices of school subject.	below 9	20	148	168	.884	1	.34
	9 & above	23	125	148			
Provide students with information about career.	below 9	28	140	168	.073	1	.78
	9 & above	23	125	148			
Conduct special programme for gifted and talented students.	below 9	119	49	168	1.91	1	.16
	9 & above	94	54	148			

Table 49 Teachers' perceptions of the performance of consulting and evaluation and assessment activities (by experience)

Statement	Experience	Unperf	perfor	N	X ²	DF	P
Consult with teachers about the needs and concerns of students.	below 9	35	133	168	.550	1	.45
	9 & above	36	112	148			
Consult with principal about the needs and concerns of students.	below 9	29	139	168	.960	1	.32
	9 & above	32	116	148			
Consult with parents about the needs and concerns of students.	below 9	37	131	168	.054	1	.81
	9 & above	31	117	148			
Consult with the principal and teachers about the development of guidance and counselling goals and activities.	below 9	48	120	168	.093	1	.75
	9 & above	40	108	148			
Consult with teachers about students' motivation and students' behaviour	below 9	51	117	168	3.10	1	.07
	9 & above	32	116	148			
Provide teachers with information about students needs and concurrent issues.	below 9	47	121	168	.118	1	.73
	9 & above	44	104	148			
Assist teachers in recognising individual differences between students.	below 9	62	106	168	.334	1	.56
	9 & above	50	98	148			
Refer students with special needs to appropriate agencies.	below 9	44	124	168	2.97	1	.08
	9 & above	52	96	148			
Work to discover gifted and talented students.	below 9	65	103	168	.001	1	.97
	9 & above	57	91	148			
Identify students with special educational and personal needs.	below 9	42	126	168	2.13	1	.14
	9 & above	48	100	148			
Monitoring the achievement level of students	below 9	18	150	168	3.08	1	.07
	9 & above	26	122	148			
Use inventories to assess students' developmental needs	below 9	98	70	168	1.86	1	.17
	9 & above	75	73	148			
Work on students comprehensive record	below 9	6	162	168	1.57	1	.20
	9 & above	2	146	148			

Table 50 Teachers' perceptions of the performance of programme management and personal and professional development activities (by experience)

Statement	Experience	Unperf	perfor	N	X ²	DF	P
Develop objectives for the guidance and counselling programme.	below 9	30	138	168	.149	1	.69
	9 & above	24	124	148			
Keep students informed of the guidance and counselling programme.	below 9	35	133	168	.099	1	.75
	9 & above	33	115	148			
Keep parents informed of the guidance and counselling programme.	below 9	47	121	168	.006	1	.93
	9 & above	42	106	148			
Inform principal and teachers about guidance and counselling programme	below 9	37	131	168	.696	1	.40
	9 & above	27	121	148			
Establish and maintain co-operative relationships with school staff.	below 9	15	153	168	.565	1	.45
	9 & above	17	131	148			
Conduct research related to the guidance and counselling programme	below 9	116	52	168	2.74	1	.09
	9 & above	89	59	148			
Engage in continuous personal and professional development	below 9	64	104	168	1.38	1	.23
	9 & above	47	101	148			
Conduct research related to students' needs and problems.	below 9	103	65	168	.209	1	.64
	9 & above	87	61	148			
Evaluate the effectiveness of the guidance and counselling programme.	below 9	52	116	168	1.35	1	.24
	9 & above	55	93	148			

Table 51 Students' perceptions of the importance counselling and educational and career guidance activities (by using service)

Statement	Using service	Unimp	impor	N	X ²	DF	P
Help students with problems of academic achievement.	Never	5	194	199	3.07	2	.21
	Sometimes	2	50	62			
	Often	1	189	190			
Provide vocational counselling to students.	Never	18	181	199	.601	2	.74
	Sometimes	4	58	62			
	Often	14	176	190			
Assist students in making appropriate decisions	Never	50	149	199	3.19	2	.20
	Sometimes	12	50	62			
	Often	34	156	190			
Help students adjust to the school environment.	Never	43	156	199	3.65	2	.16
	Sometimes	9	53	62			
	Often	28	162	190			
Collate information and provide workshops for students to help them develop social skills.	Never	55	144	199	4.20	2	.12
	Sometimes	12	50	62			
	Often	37	153	190			
Collate information and provide workshop for students to help them develop academic skills.	Never	16	183	199	.197	2	.90
	Sometimes	6	56	62			
	Often	17	173	190			
Work with students in an effort to prevent psychological and behavioural problems.	Never	11	188	199	1.52	2	.46
	Sometimes	2	60	62			
	Often	6	184	190			
Provide students with information about educational opportunities after secondary school.	Never	24	175	199	.846	2	.65
	Sometimes	5	57	62			
	Often	23	167	190			
Assist students in making appropriate choices of school subject.	Never	23	176	199	.440	2	.80
	Sometimes	9	53	62			
	Often	22	168	190			
Provide students with information about career.	Never	28	171	199	3.17	2	.20
	Sometimes	8	54	62			
	Often	16	174	190			