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**Investigating the Structure and Impact of School Guidance and Counselling on
Students' Performance
The Case of Second -Year Students at Chikh Bouamama Secondary School**

**A Dissertation Submitted for the Fulfillment of LMD Master Degree in
Didactics**

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Dedications

In the name of Allah, Most Gracious, Most Merciful.

All the Praise is due to Allah alone, the Sustainer of the entire worlds.

I dedicate this modest work to:

My beloved family without whom this work would not be accomplished.

Nobody has been more important to me in the pursuit of this project than the members of my family. I would like to thank my parents, whose love and guidance are with me in whatever I pursue.

My closest and dearest brother Abd El Hamid who is in fact a second father for me. Thank you my beloved for everything you did throughout all my life.

My all sisters: Fatma, Rachida, Malika, Asma, Nadjwa.

My friends: Yasmine, Mokhtaria, Chafia, Zahra, Asma and Soumia.

All my friends, without naming, thank you for being in my life.

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ABSTRACT

This research is concerned with examining the impact of school guidance and counselling services on students' performance. As a part of master degree dissertation, the present study aims at identifying the role of school counselors in developing students' performance with the intention of improving the quality of guidance and counselling services inside Algerian schools. To achieve those objectives, both qualitative and quantitative methods were employed in the present study. Two research instruments were used in order to gather sufficient data. The first tool is a structured questionnaire that was addressed to sixty (60) students of second year in El Chikh Boumama Secondary school, El bayadh region. The second tool was an interview that was conducted with one school counselor at the same secondary school. Data was obtained from the distributed students' questionnaire and the school counselor 'interview that were analysed in terms of frequencies, means and percentages. The results reveal that second year students see that guidance and counselling services have an immense influence on their performance inside and outside the school setting. In addition, school counselors also have a positive impact on students' behaviors and outcomes. They address a number of issues to offer various forms of assistance. Based on the findings of this research, this study indicates that school guidance and counselling program should be adopted and applied in most of the Algerian schools in order to support the learning system. Consequently, an attempt to improve the status of guidance services in schools was proposed.

Key words: Guidance and counselling, School counselor, learning system

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General Introduction

General Introduction

Education has been identified as a powerful tool for poverty reduction and economic growth. One of its important functions is to provide opportunities for each student to reach the full potential in the areas of educational, vocational, personal development. In recent years, learning as a cognitive and emotional experience has been recognised and developed by psychologists, therapists and educational philosophers and many important debates have been made regarding education focus on the importance of school's need to facilitate the holistic development of learners and to ensure the achievement of educational objectives.

Therefore, school guidance and counselling programs have been introduced to help students overcome the number of challenges they experience at home or at school. Because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. They expect the school to provide solutions to their discipline in secondary schools caused by their children. As a result, a number of educational agencies have supported school-based counselling projects and provided evaluations evidencing the effectiveness and acceptance levels of counselling services in schools. The educational guidance and the school counselling are a special units established in schools to solve study related and non-related problems of students. These units help students to ease out the day to day educational problems and assist them to take decisions to increase the educational sufficiency by establishing required programs.

However, the recent research work may tend to prove that school counsellors are facing difficulties when counselling process takes place and one of these difficulties is lack of support by principals and sometimes by their colleagues .No motivation is given in form of extra time, support system and pay .For that, it is an important task for researchers who are trying to figure out the impact of psycho-social supporton students' performance to shed the light on those challenges which can prevent the counsellors from achieving the goals of counselling services.It has been held that learners in all schools should have access to psycho-social support in order to build different capacities with the aim that all schools should operate as units of social support.

1. Statement of the Problem

Guidance and counselling services are complex tasks for both counsellors and learners. Commonly, students in the secondary schools do not feel motivated to visit the counselling office, they rarely ask for help from counsellors. These behaviours led school counsellors to think that these are signs of lack of awareness by students about the importance of guidance and counselling services which can help them to improve their relationships with their colleagues and their performances inside classes. Thus the problem in this dissertation is concerning the impact of counselling process on students' attitudes and how students' achievement is increased as a result of what school counsellors do.

2. Aims of Study

This piece of research aims at investigating the significance of guidance and counselling services provided in El Chikh Bouamamaa ¹secondary school in El Bayadh region, and the way the school counsellor supports the learning process. As further aim, this study sheds the light also on the challenges that school counsellors face inside schools which can hinder the process of counselling.

3. Research Questions and Hypothesis

This research work attempts to answer the following questions:

- How does school counselling effect students in El Chikh Bouamama secondary school?
- How does the school counsellor support the learning system in Chikh Bouamama school? and how has students' achievement increased as a result of what school counsellors do?
- What challenges do school counsellors face in schools?

To get answers for these questions, it is hypothesized that:

- Guidance and counselling programs help students resolve emotional, social or behavioural problems and help them develop a clearer focus and sense of direction.
- Making students motivated learners and preparing them for a successful future.

¹El chikh Bouamama secondary school: a school that is located in El Abiodh sisi el chikh region, Willaya de El bayath. It was established in 1998 and contains 900 students and 60 teachers (2017,Chikh bouamama school magazine).

- lack of administrative support and lack of time are the main challenges that school counsellors encounter when guidance and counselling take place in addition to the lack of awareness by students about the benefits of counselling services

4. Research Methodology

To reach the aims of this study and validate the hypothesis, data need to be collected and analysed to give reliable results. The nature of the topic and the variables of the present research lead to adopt a descriptive method. In order to achieve the main aim of this research, a questionnaire and an interview have been administered to both learners and a school counsellor in El Chikh Bouamama secondary school. The interview was conducted with a school counsellor to investigate how they support the learning system and how they effect students' personal, social and psychological state. The questionnaire was administered to sixty students of second year, in the same secondary school, who have been selected because they have been already engaged in counselling services in their first year. This questionnaire aims to elicit the students' attitudes towards counselling services in their school.

5. Structure of the Study

This paper consists of three chapters: the first one represents the theoretical background of the research paper. The second one represents its practical part and an appropriate interpretation of the results, while the third one provides general recommendations to this research topic. Chapter one consists of one section introduced by a general introduction. It represents guidance and counselling definition, an overview about this two concepts, their types and their classification than sheds the light on the process of organizing guidance and counselling programs in educational institution. It also highlights the status of guidance and counselling services in the Arab countries as well as in Algeria and ends with the definition of the school counselor and its characteristics and functions.

Chapter two is devoted to the description and analysis of data gathering tools' findings along with giving appropriate interpretations that would represent the basis for designing a successful guidance and counselling program. It helps to see if the results go in the same direction with the hypothesis. Chapter three involves the summary of results and findings, recommendations and is concluded by a general conclusion.

CHAPTER ONE

Literature Review and Conceptual Framework

1.1. Introduction

This chapter seeks to better understand perceptions regarding the role of the school counselor in supporting the teaching and learning system. It covers the meaning of guidance and counselling, characteristics of guidance, classification of guidance and counselling process, in addition to the types of counselling. Then, it highlights the inclusion of guidance and counselling services in educational institutions, gives an overview about the status of those services in the Arab countries and specifies the case of Algerian context. Finally, this chapter is concluded by defining the concept of school counselor, his functions and the areas where he needs to develop knowledge and skills.

1.2. Meaning of Guidance

Guidance has been defined in many ways and many books and articles which were written on this concept indicate that it has been used in order to convey each author's opinion. People may have come across youngsters who are confused and indecisive when called upon to take decision regarding choice of subjects, activities in schools or interpersonal difficulties with friends or schoolmates. In today's world, the need for professional guidance is increasing due to the increasing of the complexities of daily living. Teachers, elders, home, school and society guide youngsters to develop the inherent potentialities and achieve a successful life.

Literally, guidance means to direct, to point out, show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual i.e. educational, vocational, personal. It a concept as well as a process. As a concept, it involves the optimal development of the individual. As a process, it helps the individual to understand and learn self-direction. Its main focus is the individual and not the problem and it aims to promote the growth of the individual regarding decisions making. It will be more clear if this study discuss how different scholars have defined guidance in varied ways and from different angles.

A.J. Jones (1951,p31) defines guidance as ‘‘ *an assistance given to the individual in making intelligent choices and adjustments*’’. In other words, it is concerned with helping the individual of any age to direct his own life, his own point of view, make his own decisions and carry his own

burdens. It functions whenever choices are made and even when there is no choice and helps the individual to understand and accept the situation.

Another definition provided by the secondary Education Commission (1952) says “ *guidance involves the difficult of art of helping boys and girls to plan for their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work*”. Thus, most people view the counsellor as the person who directs or steers the individual in a certain direction or a path to a certain course of actions.

Kitson (1954) stated that “*guidance is individualized education. Each student is to be helped to develop himself to the maximum possible degree in all respects*”. Preparing an individual for their future is preparing him to carry his own responsibilities sufficiently and ably. Every learner boy and girl turn to a profession that conforms or suits the education they have had so that they may be in a position for which they have been prepared and act with skill and confidence. They decide the profession that they like to adopt. They have also the ability to face and solve their own problems as well as of others. Guidance assists the individual in all these kinds of efforts.

According to Brewer (1918):

“The word guidance should be used whenever an important activity is to be learnt and assistance is needed by the individual to learn that activity and adjust himself, whether that activity is the choice of leisure time activity or any other habit “.

Therefore, guidance may be stated as the process of helping the individual in selecting, preparing and progressing in human activities.

Guidance is a personal assistance. It is sometimes offered to the group, still every member of group is given advice individually. This personal help is coming from one individual to the other. One individual is a psychologist and the other person needs psychological guidance. It is then, an advice given by any individual, who is in the known concerning psychology, to another who needs it. Thus its meaning appears at face value to deduce from its root word “guide” which means to manage or steer. Parents and other lay persons basically view the counsellor as one who directs or steers children into or away from certain occupational or educational goals.

1.3. Characteristics of Guidance

Guidance is an integral part of each school's total educational program. Thus, it is important to know the characteristics of a good guidance program in order to provide students with an effective guidance services.

- It is a process that helps the individual to make effective changes in himself.
- It is characterized by assisting an individual to establish harmonious relationships.
- It is important for the individual to make appropriate educational, vocational and personal choices.
- Its program is organized.
- Its emphasis is on academic success for every student, not only those students who are motivated, supported and ready to learn.
- Its program is based on imparting specific skills and learning opportunities in a proactive preventive manner, ensuring that all students can achieve school success through academic, career and personal, social development experiences.
- It includes structured activities based upon the needs of each student.
- It depends upon the administrators' collaboration and support with the guidance counsellors.
- It helps every individual to help himself, to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development.

1.4. Classification of Guidance

As has been pointed out, schools need a variety of activities to make the youth well informed and well adjusted. Individuals need guidance in order to know the meaning and purpose of life and the goals which must be sought to attain the purpose desired. *Crow and Crow(1951)stated* "every school endeavors to provide different kinds of guidance aimed at specific purposes".

As well, there are a dozen types of guidance, in accordance with various fields and situations where guidance is needed. Different types of guidance services are needed to solve various types of problems. Paterson (2009, p459) has suggested five types of guidance which are: educational, vocational, personal, economic and health guidance. This study will take the top three types of

guidance in schools into consideration (educational, vocational and personal guidance) for their significant influence on students' performance in school community.

1.4.1. Educational Guidance

One of the most important types of guidance is educational guidance. According to Jones (1951) ‘*educational guidance is concerned with assistance to be provided to pupils which is expected for their adjustments in the schools, selections of curricula and school like*’. It is concerned with every aspect of education, especially the classroom difficulties that students encounter during the process of learning; such as, failure in examinations, poor assignments and unsatisfactory involvement in the academic work provided to them. These difficulties are some of the most often noticed problems that need to be solved by assisting students. Educational guidance is needed when students have various types of courses to choose and they do not know how to select what is appropriate to them. Therefore, they have to be guided in order to choose the right educational courses. The role of educational experts in this stage lay on giving all guidance services to keep students well motivated and help them to come back to the mainstream. Furthermore, classes are characterized by a different types of learners with different interests and abilities. Thus educational guidance helps them to select what best suits both of their needs and capacities. The following are some of the objectives of educational guidance:

- To examine the academic development of learners.
- To familiarize students with the prescribed curriculum.
- To help students in getting further information about education.
- To help students to achieve healthy social relationship and economic prosperity in the society.

1.4.2. Vocational guidance

Planning for a successful career and future is the aim of each student. Vocational guidance would assist to choose and prepare for a suitable vocation. It is concerned primarily with the individual's help to make decisions and choices that are necessary in effecting satisfactory vocational adjustment. According to Myers (1941) “*Vocational Guidance is the process of assisting the individual to do for himself certain definite things pertaining to his vocation.*”

Another view provided by Crow and Crow (1951, p98), stating that “*vocational Guidance usually is interpreted as the assistance given to the learners to choose, prepare for and progress in an occupation*” .It aims to give information about the different occupations, the nature and qualifications needed for each method and chances in the field. Vocational guidance would bring the greatest satisfaction and success to the learner and the greatest benefit to society. Sometimes, it is described as a process in which conscious planning for the future is the primary focus of the learner.

Moreover, Etuk (2013, p 104) in London (1973) viewed vocational guidance as dealing with matters of occupational choice or career planning, preparation, placement, and adjustment on the job. It is a phase of guidance needed most by youth in their late teens and adult. Thus, Vocational guidance embraces the educational aspect of youth and the attitudes, feelings, and anxiety that revolve around the important problems of work, occupation status, job satisfaction, security and many other facets of earning a livelihood on which society places a premium.

It is concluded that each individual has certain abilities, qualities and other interests which, if he realizes and accepts them, will make him an effective worker and a more useful citizen with a happy life. The individual’s adaptability to altered different situations in the numerous activities in which he might become engaged, is a part of his educational development which aims to help him gaining a better understanding of his own attitudes towards various skills.

1.4.3. Personal/ social guidance

Social or personal guidance is the process of supporting an individual to know how to behave towards other people with consideration. Primarily it helps the individual to understand himself, know how to get on with others, learn manners and etiquette, pursue leisure time activities, practice social skills, develop family and family relationships, and understand social roles and responsibilities. There are some of the problems that an individual may encounter which are not covered under educational and vocational guidance. These problems are tackled by vocational guidance, such as personal and psychological issues. When applying personal guidance, individuals have the chance to get along with others and develop certain social qualities. In addition, opportunities and facilities are given for their self-expression. During the adolescence period and due to physical, intellectual, social and emotional developments, children undergo marked changes in their attitude and behavior. At this stage or at adolescence period, students

have more internal problems and are in need to such type of guidance. Adjustment becomes a problem to them because they have many doubts and confusions. Personal guidance at this stage is concerned mostly with problems of personal and social adjustment. Jones has put the following aims of social guidance:

- To assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes
- To help him grow consistently in ability to adjust himself creatively to his developing life goals.
- To assist the individual gradually to develop his life goals that are socially desirable and individually satisfying.
- To help him grow in self-directive ability.

Thus the goal of social guidance is self-directive and self- realization.

1.5. Meaning of counselling

The process of guidance includes counselling as its most specialized function. Guidance considers it as the central aspect of the whole guidance program. Yet, counselling has remedial, preventive and developmental value. The counselor attempts to assist the counselee using procedures to become a productive member of the society by enhancing the personal, social, educational and vocational development. Various ways were adopted by psychologist in order to define the term counselling. Before discussing the later term in details, this study will take a glance on the various definitions provided by scholars.

According to Makinde (1993, p42) “*the ordinary meaning attached to counselling is that of consultation, discussion, exchange of ideas, advice*”. Likewise, Mc Guinness (1998, p 22:23) defines counselling as:

“A helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a great part of their personal resource, as means of responding to the challenges of their life”.

By the same token, Merle M. Ohlsen considers Counseling as an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them to define precise behavior goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behavior. Further, Edwin Lewis (1962, p 11) argued that

“Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behavior which enable him to deal more effectively with himself and his environment”

The American Counselling Association (ACA 1997) adopted a definition of professional counselling as, *“the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology.”*

From the above definitions, it is concluded that counselling is determined by assisting individuals through a helping relationship. Individuals may encounter different problems in the manner that they struggle in social relationships, inability to respond positively in life, stress, anxiety and many other forms of life issues. Hence, counselling helps them to gain self - understanding, self- acceptance and self-realization in order to follow the right path and make the appropriate decisions by themselves. However, it is important also to state that effective counselling program needs cooperative efforts by both the individual and the counselor. This program can highlight the negative thinking that may be feeding feelings of sadness, depression and anxiety and try to identify the counselor duties in order to control the individual behaviors and thoughts. Counselling process is based on mutual confidence between the counselor and the counselee and consisted of oriented and private interview between the person who is seeking help and the one who is specialized in this program. Thus it is framed around the individual’s needs and weaknesses and stressed mainly around directing and accepting the counselee’s life.

1.5.1. Types of counselling

This discussion will talk about the three common types of counselling, about their meaning and the procedures taken in all those types. As mentioned before, counselling is a body of techniques which helps the individual to grow up in a normal way through a guided learning. It has proved to be very useful for the development of the student. Establishments are becoming increasingly interested in counselling and its potential for improving interpersonal relationships. Counselling is classified into different types. This division is done on the nature of the counselling process and the role played by the counselor. Those three types are:

1.5.1.1. Directive counselling

The following definition has been provided by Seymon Kessler (1997). He stated that directiveness in counselling is a form of persuasive communication in which where there is a deliberate attempt; through deception, threat or coercion, to determine the individual's autonomy and comprise his or her ability to make an autonomous decision.

The term directive counselling or counselor center counselling was given by the researcher EG. Williamson. In this type of counselling, the counselor plays a major role in directing the counselee to think by informing, explaining, interpreting and advising. Its major goal is to replace the emotional behavior of the individual with deliberately rational behavior. In this process, the counselor is to analyze and identify the exact nature of the problem and various options. The counselor is always active and expresses his ideas and attitudes independently. Furthermore, he evaluates expressions of the client and ask a series of standardized questions. He plays the role of an expert who evaluates and gives suggestions. Educational and vocational guidance in this type of counselling relate to the personality dynamics and interpersonal relationship. This process is more useful because the individual wants information and advice for choice of a career. Basic assumptions of directive counselling are highlighted in:

- Competency in giving advices
- Counselling objectives as problem solving situation
- Client's incapability of solving the problem.

1.5.1.2. Non-directive counselling

This process believes that sufficient means of solving a person's problem are present within the person himself. It gives importance to the emotional problems and disapproves the diagnostic information as a part of counselling process. In this process, the client is encouraged to lead conversation and express his own attitudes, feelings and ideas. The counselor mostly remains passive. i.e. he does not interfere with the client's ideas or emotions. His main concern is with the summarization of emotional contents told by the client. In addition, he creates atmosphere in which the client can work out his problems. Emotional elements are highly stressed rather than intellectual elements. Carl Rogers (1942) has given the following steps of non-directive approach:

- Defining the problematic situation.
- Classification of positive and negative feelings.
- Free expression of feelings.
- Development of insight in which the counselor goes on thinking regarding the client's new feelings along with the development of client's insight.
- Termination of counselling situation.

It has been argued that directiveness and non-directiveness have been understood as opposite sides of the same coin (counselling is taken to be either directive or non-directive), while a more fruitful understanding of these terms might be to see them as "*extremes of a more or less normal distribution of trans-actual possibilities in counselling sessions*" (Kessler, 1997).

1.5.1.3. Eclectic counselling

It is defined as a synthesis and combination of directive and non-directive counselling, it represents a middle status between the two extremes which are represented by the non-directive techniques from one hand and the directive techniques from the other hand. In this approach, the counselor is neither too active nor too passive. He just follows the middle path between the two approaches. The chief advocate of this type of counselling is Fc.Thorne. In the eclectic counselling, the needs of the person and his personality are studied by the counselor and are highly taken into consideration. Then, the counselor selects those techniques which will be useful for the counselee. He selects either directive or non-directive techniques that suits best the

purpose of the counselling. He may switch from one approach to the other. Some of the basic assumption of eclectic approach are:

- Active methods may be used with specific indications.
- Passive methods should be used whenever possible.
- In the early stages, when the client is telling his story, passive techniques are usually the methods of choice because it permits emotional release.
- Until simple methods have failed, complicated methods should not be attempted.
- All counselling should be client centered.
- The counselee should be given an opportunity to resolve his problems indirectly.

1.6. Guidance / counselling and education

Education may better serve the needs of young people attending secondary schools when it provides guidance and counselling services. Its main aim is all around the harmonious adjustment and development of an individual in various aspects of life. This aim can only be achieved when the unique potentialities of each individual are along with environmental opportunities and are taken into account because education is not limited to imparting and accumulating knowledge by both of the teacher and student. Thus for self-realization of the individual, guidance and counselling services are needed in schools.

Schools' children are undergoing some of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school environment. What other influences can attempt to do is to help each young person to cope with the changes associate with adolescence, in order to develop a sense of responsibility, to make definite and considerable personal decisions. In short, families and schools have a duty of assisting young people in their self-growth towards becoming a self-fulfilled and well-adjusted adult. Ali (2002, p4), one of the modern psychologists, sees guidance and counselling as:

"Services available to each student to facilitate his academic success in school, to help him better understand his strengths and limitations, to identify his interests, to aid him in his planning for attaining realistic goals".

Guidance can thus help an individual to realize himself, his potentialities, attitudes, capabilities, interests, abilities, needs and aspirations in order to formulate his own goals and make adequate plans for realizing those goals. Guidance and counselling is the bedrock for achieving self-actualization. To put it differently, a process of helping the individual to be aware of his personal identity, perceive himself in relation to environmental and interpersonal relationships such as attitudes.

Effective guidance and counselling services in schools cultivate in the students' good attitudes and behavior leading to fruitful life. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration and this leads to continuous academic failure (Rutondoki 2000, p 63). Furthermore, Chireshe (2006, p28) stated that:

‘guidance and counselling service enhance students' performance, improve students' attitudinal determinants, reduce student dropout rates and prepare students for the world of work and life. Hence, the provision of guidance and counselling services in schools may help curb different problems’.

Moreover, UNESCO (2002) announced that where there is no guidance and counselling, schools lose those children who are not able to cope with specific academic standards. Border and Drury (1992, p104) stated that *‘students who receive guidance and counselling services have shown significant increases in academic persistence and achievement, school attendance, classroom behavior, better self-concepts and improved attitudes towards school work and peers’.* In the light of the above, it can be said that guidance and counselling affects the formation of students' attitudes, because it is the cornerstone that provide a good basis for a broader education for life. It can be used also as a therapy for individuals with specific personal problems, or it can be the foundation of a more general life skills training program for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. Hence, the role of guidance and counselling in effective teaching and learning in schools is based on the child future success.

1.6.1. Organizing Guidance and Counselling Programs in Educational Institutions

Society is facing real life issues which are constantly in a changeable situation and continue to accelerate. The changing labor market, expectation of lifelong learning, divorce, single-parent families, teenage suicide are not abstract issues. They have substantial influence on students and their personal, social and educational development. To respond to such changes, education system has known various reforms, but unfortunately, most reforms said very little about the contribution of guidance (Herr 1984, p 217). This was a serious omission as Herr pointed out:

‘Effective functioning in the schooling process and in the work force requires attention to the emotional values and decision-making components that school counselors and guidance processes contribute to the overall educational mission. Students cannot choose opportunities that they do not know about and they cannot compete effectively when they are unsure or unaware of their own aptitudes and interests or preoccupied with their changing and perhaps neglectful family situations or chemical dependency. Intellectual effort and educational excellence frequently rest on resolution of such matters They are affected by student feelings of security and self-esteem that simply cannot be ignored if children or youths are to develop the diverse competencies to become fully functioning adults and future workers of quality’. (1984, p. 219)

For this reason, school guidance and counselling program should be a part of the total school system in order to complement learning in classroom. It should be adolescent-centered process for preventive and developmental goals. The aim here is to interact with pupils, parents or teachers so as to help pupils maximize their potentialities. Another purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the School Counseling Program facilitates student’s development in three broad areas: Academic development, Career development and Personal/Social development. Each of these areas of students’ development encompasses a variety of desired learning competencies which form the foundation of the developmental school counseling program.

Moreover, the counselling emphasis is on success for all students, not only those students who are motivated, supported, and ready to learn. The school counseling program based upon national standards enables all students to achieve success in school and to develop into contributing members of the society.

Besides, the school counseling program based upon those national standards provides the elements for all students to achieve success in school. School counselors continuously assess their students' needs to identify barriers and obstacles that may be hindering success and also advocate for programmatic efforts to eliminate these barriers.

The program standards for academic development guide the school counseling program to implement strategies and activities to support and maximize each student's ability to learn. Academic development includes acquiring skills, attitudes, and knowledge which contribute to effective learning in school and across the lifespan; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic development standards and competencies support the premise that all students meet or exceed the local, state, national academic standards.

The program standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life career span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering understanding of the relationship between personal qualities, education and training, and the world of work. Career development standards and competencies ensure that students develop career goals as a result of participation in a comprehensive plan of career awareness, exploration, and preparation activities.

The program standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success. It includes the acquisition of skills, attitudes, and knowledge which help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of the society. Personal/social development

standards and competencies ensure that students have learned to successfully and safely negotiate their way in the increasingly complex and diverse world of the 21st century.

1.6.2. Components of school counselling program

The comprehensive school counseling program integrates academic, career and personal/social development. Counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program. This study will provide the reader with an idea about the main effective methods which are used in most educational institutions.

1.6.2.1. Counselling

a) Individual Counseling

It is a process in which private and personal interaction is conducted by the school counselor with a student. They work together on a topic of interest or a problem to solve. The counselor provides the student maximum privacy using face to face, one-to-one meeting in order to freely explore ideas, feelings, and behaviors. School counselors exhibit trust and information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided. Individual counseling generally addresses the specific concerns of targeted students with identified needs.

b) Small Group Counseling

In small group counseling, a counselor works with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

1.6.2.2. Consultation

The counselor as a consultant primarily helps parents and teachers to be more effective in working with others. Consultation helps parents and teachers think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, through staff-development activities, or parent educational classes. The consultation provides information and skills to parents/guardians, teachers, and the community to assist them in helping students in academic, career and personal/social development. Consultation may be delivered individually or in small or large groups.

1.6.2.3. Coordination

Counselors serve as a liaison between teachers, parents, support personnel, and community resources to facilitate successful student development. As student advocates, school counselors seek equitable access to programs and services for all students.

1.6.2.4. Case management

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas.

1.6.2.5. Guidance curriculum

In this component, counselors developmentally and sequentially provide information, knowledge and skills through academic, career, and personal/social development. This is often delivered in through large group meetings which offer the best opportunity to provide guidance to the largest number of students in a school. Counselors should first work with students in large groups whenever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or a teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered in classrooms or advisory groups. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools. They may partner with teachers and other members of the school community to deliver part of the guidance and counseling curriculum.

1.6.2.6. Program evaluation and development

Continually assess the needs of their students, evaluate their programs, and make changes in the school counseling program to better meet the current, identified needs of students.

1.7. Status of guidance and counselling in the Arab countries

In recent years, the Middle East and North Africa area has been characterized by political turbulence and conflict, with potential implications across the globe. This area is accordingly an area in which many countries have an interest in supporting moves designed to encourage stability and prosperity through economic and social development in which guidance services can be part of such development.

In relation to this, eight of the 10 countries which can be referred to as “Arab” states are Algeria, Egypt, Jordan, Lebanon, Morocco, Tunisia, and Syria. These can be considered to form a discrete bloc in the Mediterranean region. Among their key unifying factors are the Arabic language, the history of the Islamic Empire, the Muslim religion and (often but not always and not to the same extent) economic under-development. However, distinct colonial and post-colonial experiences have left different traditions and models implanted in the different Arab states. This affects many aspects of state administration and institutions, including education. In the field of guidance, for instance, it is clear that while Egypt and Jordan tend to have been influenced by Anglo-Saxon approaches to guidance, Morocco, Algeria, Tunisia and to a lesser extent Lebanon have been more influenced by French models as well as French-Canadian ones.

In the last 40 years, there have been calls for the development of school counseling services in the Arab countries (Bsat-Juma, 1994; Nassif, 1960; Saigh, 1984; Theodory, 1982). The need for school counseling is partly attributed to the inevitable psychological consequences of ongoing rapid social change, including the political instability of the countries (Morocco, 1978; Saigh, 1984; Soitman, 1986). In addition to such commentaries, empirical research results lent support for these calls and helped shed some light on the need for as well as obstacles to the development of school counseling services. A number of researchers found that the Arab students have experienced a range of social, emotional, academic, and/or physical problems to which the school staff, and sometimes parents, were insensitive to or not qualified to intervene (Kazandjian, 1975; Nassif, 1960; Theodory, 1982).

Other findings revealed that educators were aware of students' need for guidance and psychological assistance. They were also in favor of implementing school counseling programs led by trained counselors (Bsat-Juma, 1994; Day, 1983; Kurani, 1970). Furthermore, empirical studies that included counseling services to students showed positive outcomes in dealing with a range of students' needs (Day, 1983; Kazandjian, 1975).

However, counseling profession has a lower status when compared to other professions such as medicine and engineering. The status of the counseling program is impacted by many factors. Among those factors are the limited support, recognition for the profession in society and the absence of laws for regulating the practice of counseling services in schools and other community settings.

Furthermore, the educational system in many Arab states can be characterized by a number of difficulties that have a direct or indirect impact on the field of guidance. These include (UNDP, 2003):

- Curricula and teaching methods which emphasize memorizing and rote learning rather than critical thinking, which stress coverage rather than mastery, and which place an emphasis on “knowing that” and to some extent on “knowing how” rather than on “knowing why” and on competencies generally.
- Pedagogical practices that do not take sufficiently into account the different learning needs and styles of pupils, and do not encourage or facilitate the development of autonomous learning.
- Lack of sufficiently trained teaching staff, with weak—and sometimes nonexistent—initial and continuing teacher education structures, particularly for the secondary cycle.

In the light of these factors, it is significant that there is no single Arabic word that comprehensively reflects the word counselling or guidance. They are easily translated into *irshad* and *tawjeeh* respectively. This indicates that the concept still has some fluidity within the Arab regions in which they prefer to use *irshad* and *tawjeeh* services instead of guidance and counselling programs.

1.8. Overview On the Policy of Guidance and Counselling in Algeria

Guidance and counselling help people develop a vision of their life and enhance education and training goals. In today's world, tailoring services to differing needs is essential. Some people require advising where to get information and how to use it. Some request guidance and support tailored to their unique needs, whereas others need counselling, how to explore, examine and clarify thoughts, feelings, beliefs, values and behaviors, to arrive at plans for action.

Effective school guidance programs in Algeria appeared in the 1960s, after the reform of education in 1959, it was found as an attempt to guide the French elderly children and a few of Algerian students. Following the independence period, the Algerian government has introduced a series of laws into the educational system (Arabic as the official language) and started to be interested in the field of guidance and counselling. It has provided a certificate for the school counsellors with the aim of guiding students in accordance to their possibilities and capacities. Hence, school counselling in Algeria has expanded in different educational institutions and learners were introduced to appropriate studies or professions that are appropriate to them and their potential.

Further, many educators maintain that the education system in Algeria should go beyond imparting academic knowledge to students. Rather, it should aim at whole-person development including character, attitudes, physique and skills. In addition, students need to know how to become responsible and caring individuals (Education Commission, 1999). The Algerian Department of Education has traditionally not recognized the importance of student guidance work in Secondary schools. However, this has happened between 1982 and 1986 by providing a total of five additional counsellors. In 1993, the Education Commission, in its report recommended the implementation of a comprehensive approach to guidance and counselling in schools to improve the quality of education. Nevertheless, the missing link was that no counsellor was appointed at Primary and Middle School levels because appointed teachers considered it to be a para-profession practice. In principle, there has been a traditional expectation in the Algerian schools that teachers should be encouraged to adopt a guidance role. In practice, the size of classes and the subject-based fragmentation of the curriculum have prevented this. In recent years and with the implementation of the educational reform of 2002 and its aim to aspire to the "Intelligent" education of the twenty-first century, Algeria has increased its focus on the

inclusion of guidance elements within the curriculum itself; career education and lifelong learning.

With the new education reform taking place in the Algerian schools, students, as well as teachers, find themselves torn between a new paradigm to education and an old-fashioned one (Ministry of Higher Education and Scientific Research, 2007). In such a problematic situation, it is the role of guidance counsellors to intervene as a reassuring agent in this process of change. However, no chain being stronger than its weakest link, guidance and counselling services must, themselves, be readapted to the educational paradigm at hand. The professional and practical demands arising from this understanding of education and of counsellor training make it imperative that the values to which the Algerian Government is committed are informed by fresh research perspectives, particularly, ones that combine empirical knowledge in intricate ways with more qualitative forms of understanding. This creates a wide range of practical dispositions to action.

Therefore, guidance and counselling should not only be theoretical, but should also provide opportunities for people of all ages to develop and practice the skills to respect human rights and citizenship through lifelong learning. This entails that all aspects of school as a living social environment should be given paramount concern. Of late, there has been a continuing shift away from manufacturing industry towards service economy, increase in contractual employment and a lot more part-time, often low-paid, work. These changes and the ever-widening range of career opportunities and new courses have made it impossible for students, parents and teachers to maintain a current information base of options. They are confused by the various reports of encouraging prospects in a few industries and slowed down in others. In this scenario, career counselling and guidance have assumed even greater importance than ever before.

Obviously, Education provides the foundation for the development of society. Since the LMD system has been implemented in 2003, the Chief Executive (CE) has mentioned repeatedly, in his policy addresses that education is a key issue pertaining to the future development of Algeria, and that the educational system should keep pace with time. He has also requested the Education Commission to conduct a thorough review of the teaching-learning process with the aim of enhancing the overall quality of education.

It is, therefore, clear that guidance and counselling is the cornerstone of the whole person development. On one hand, it emphasizes the social and emotional progress of all students and implements a strategy for lifelong learning, on the other. The Educational Department has not long recognized the importance of student guidance work in secondary schools. However, it became apparently active between the years 1982 and 1986, to provide a total of five additional counsellors to improve the various supportive services to students (Official Paper N° 827/1990). In 1993, the Education Commission, in its Report N° 93/24/ recommended the implementation of the Whole School Approach (WSA) to guidance in schools to improve the quality of education. A summary of the Report may be translated as follows:

“The whole school project to guidance emphasizes the united effort of all social personnel who, under the leadership of the school head, work together to create a positive learning environment enriched with care, trust and mutual respect. It stresses the importance of a caring and inviting atmosphere for students to grow with enhanced self-esteem and to realize their potentials. Consequently, the education ideal of the whole-person development in the students could be reached”

Following the implementation of the policy of “one guidance counsellor for each secondary school”, the Algerian schools increased attention given to the inclusion of guidance elements within the secondary school curriculum and the theory of guidance became a reality in the Algerian schools.

1.9. Meaning of school counselor

As a profession, school counselling is experiencing a paradigm shift from ancillary service provider to full partner in the education process (Johnson, 2000). As school counselors struggle with divergent demands (Burnham and Jackson, 2000) and divergent definitions of their professional roles (Herr, 2000), a consistent message is that school counselors must become leaders of their programs, advocates of the profession.

The counsellor is a professionally trained teacher and therapist who should be working in the secondary school. The role of the school counsellors revolved around employing new skills to aid the client/learner through the “dark entangled forest” (unknown) of his/her personality and society. They are uniquely trained in child and adolescent development, learning strategies, self-

management and social skills who understand and promote success for today's diverse students. They implement a comprehensive school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/ emotional development, which serve as the foundation for future success.

Additionally, the American Counselling Association (ACA) adopted the following definition of professional counselling: *“it is the application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology”* (as cited in Marini and Stebnicki 2009, p. 16).

According to Colbert Vernon-jones and Pransky school counselors have unique characteristics and goals that differ from those of clinical mental health counselors. They are licensed by state educational agencies. They must be ready to function in a variety of roles to support all students' academic, career, and personal/social development (Studer & Oberman, 2006). In addition, they work in complex educational systems, have large caseloads, and manage school counseling programs. Their jobs encompass much more than individual and group counseling, and the traditional training models are not keeping up with the needs of today's school counselors (Brott& Myers, 1999; Studer, 2006)

1.9.1. Functions of school counselors

Today's students face increased challenges often with decreased support. They live in a very dynamic world that presents constant change and increased demands for them to be self-reliant in a world that is as expansive and exciting as it is overwhelming and uncertain. Student feelings of anxiety and depression are intensified by peer pressure; bullying; unstable family environments; drug, alcohol and tobacco use; and increased teen suicide rates, all of which create barriers to learning. As well, the developmental diversity which exists within the student population and the changes in service delivery provided by outside agencies means that school counsellors and other support staff within the education system are faced with unique challenges. Flexibility seems to be a key ingredient in providing an effective and efficient school counselling service. More and more students vary in their capacity to cope with the academic, social and emotional demands

and require support within the school system to help them make successful transitions through life. School counselling services are key to providing that support.

The functions that school counselors perform have shifted with changing models of school counseling. Gysbers (1990) traced the development of the profession from one of vocational guidance to a clinically oriented approach and finally to a developmental approach. The counseling model meant that school counselors had to be skilled in testing and in counseling as required to help students to develop their identities. The developmental models have required counselors to obtain skills in working with systems.

Moreover, school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community and family members in the delivery of programs and activities to help students achieve success. High school counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

Not to mention, the work of high school counselors aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a comprehensive school counselling program.

As leaders of school counselling programs, school counselors have the role in addressing the problems of today's schools. They collaborate in the school community, not only impacting the students' social-emotional development but also influence their academic and career success. Besides, they collect data and make sure that students are getting what they truly need. School counselling functions may include individual, group and class work to provide both an intervention and prevention service. The intention of the counselling service is:

- To respond to emotional, social, intellectual, academic and career needs in a developmentally appropriate manner.

- To provide an environment that is conducive to self-exploration in order to develop an awareness of personal uniqueness which is the primary concern in the counselling process.
- To promote personal and social development appropriate to developmental stages.
- To help students, through their families and the community, grow in areas such as self-esteem, individual responsibility and in skills such as decision making and social relationships.
- To support a student's academic progress through a variety of interventions which may include individual assessments, goal setting, assisting with the development of Individual Education Plans (IEP), study habits and organizational skills.

Hence, school counsellors consult collaboratively with students, other educators, the school based student services team, parents, other community agencies and outside professionals and plan goals and effective strategies to promote the emotional, intellectual, social, academic and career development of students.

1.9.2. Areas of knowledge needed by school counselors

School counselors have unique, specialized training needs that differ from those of clinical mental health counselors. The American School Counselor Association (ASCA) stated that school counselors should possess proficient skills in program development, program leadership, collaborative practices, as well as appropriate referral procedures.

In fact, they should be *“concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student”* (ASCA, 2010). In addition, school counselors must be prepared to work with a diverse student population. To accomplish these tasks, school counselors are to be leaders, advocates, collaborators, consultants, and of course counselors (ASCA, 2012). Their responsibilities range from conducting counseling core curriculum lessons to academic planning; from program management and group counseling to college readiness; and from parent education to individual counseling. *“They should become familiar with methods to implement comprehensive school counseling programs”*. (Luke & Bernard, 2006; Murphy & Kaffenberg, 2007; Studer, 2006).

In their study of skills needed by school counselors, Schafer and Mufson (1993) reviewed job analyses conducted by five school districts in five different states. They found a natural division of the job role expectations of school counselors into six areas: counseling (individual and group), pupil assessment, consultation, information officer, school program facilitator, and research and evaluation. There are assessment-intensive aspects of each of these.

The counselor's major skills in the school is to consult students individually and whenever practical in small or large groups. The counselor also is responsible for identifying students with special needs. Pupil assessment includes scheduling and preparing for testing, scoring them or sending them out for scoring, recording results, and scheduling for interpretation. Counselors are also responsible for assisting students in evaluating their attitudes and abilities through interpreting standardized tests. They may be expected to advise teachers who need to understand psychological evaluations and who are interested in improving their content referenced testing skills.

Another skill is that of a consultant. The counselor consults with and advises teachers, parents, and administrators in guidance matters and test score interpretation. In some schools he can help teachers with content-referenced testing and advise school committees in selection of tests.

The skill of information officer includes informing parents, teachers, and staff about counseling services, informing employers and colleges about students according to school policy, and ensuring two-way communication between school and home. Many of these activities involve test interpretation.

The fifth area is administrative, including school administration and counseling administration. Within school administration, the counselor is responsible for administering tests. Within counseling administrative functions, the counselor is expected to analyze guidance services. Also, he/she is often asked to participate in decisions about the instructional curriculum.

The last area of knowledge is research and evaluation. The counselor may be responsible for evaluating the school guidance program. He/ she is also expected to read and interpret literature to apply research findings to everyday counselees' situations and to improve his or her skills continuously through evaluation of counseling techniques. The counselor responsibilities

identified by Schafer and Mufson (1993) would likely be found in the large majority of school districts across the world.

1.10. Conclusion

From the above literature review, it is viewed through the studies that guidance and counselling can have an influence on students' discipline in public schools. It is through intense programs for guidance and counselling character formation was achieved. Guidance and counselling help students remain disciplined and focused in life. Therefore, it is essential to embrace guidance and counselling services to the educational institutions to curb the unwanted character traits. This chapter sought to establish how guidance and counselling would be used to restore good discipline in schools in the modern permissive society.

CHAPTER TWO

Research Methodology and Representation of Results

2.1. Introduction

This chapter is the practical part of this research. It was made as an attempt to investigate school counsellors' effect on students' discipline. It is divided into two parts. The first part is devoted to the research design, the method used, sampling and the procedure of collecting data. The second part contains both of the questionnaire and the interview analysis, in addition to the examination of the results obtained to evaluate the validity of the research hypothesis.

2.2. Section One: Research Methodology

2.2.1. Research design

According to Singh (2006, p79) "*The role of the methodology is to carry on the research work in a scientific manner. The method of research provides the tools and techniques by which the research problem is attacked*". The most important step in this work is to choose the appropriate methodology that helps to achieve reliable results.

In this study, a mixed methods approach was applied. It involves both of the quantitative and qualitative paradigms. The study employed a quantitative paradigm in order to investigate the impact of school guidance and counselling on students. Creswell (1994) has given a very concise definition of quantitative research as a type of research that is '*explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)*.' Thus, the data in this method of research make use of numerical measurements and can be condensed by using statistics.

Another paradigm that deepened the study is the qualitative method. It was drawn as an attempt to understand the role of school counselors with regard to how they support teaching and learning system. Yet, an interview with a school counsellor was employed. According to Neuman (2003) *qualitative data is empirical and collected in the form of words or pictures, rather than numbers*. This involves documenting real events, recording what people have to say, observing specific behaviors and studying written documents.

2.2.2. Setting

The present study was conducted in El Abiodh Sidi El Chikh region. This region has mainly four secondary schools and only one of these schools employ a registered school counsellor. His role contains all the duties that usually other school counsellors do. The remain schools do not actually apply the process of school counselling in its real meaning, instead their school counselors are only engaged in situations in which they help the principals to finish the pedagogical issues in administrations.

District	Name of school
North district	Chikh Bouamama (the only secondary school which register for a school counsellor)
East district	Si lelaboubaker
South district	El jadida 1
West district	El jadida 2

Table 01: The schools that register for school counsellors

The present table indicates that three of the four schools are lacking the application of guidance and counselling services since they only register for one but not using him/her in real counseling situations. Therefore, further empirical data needs to be gathered in order to gain insight into the new perceptions of counselling service in order to advance the children's academic, personal and social growth and encourage them to be active participants in a lifelong community.

2.2.3. Sample of population

Data collection and analysis require a lot of ethical consideration because it is not feasible to collect data from every participant in a particular population. It requires therefore that samples to be taken. Sampling is the act, process or technique of selecting a suitable smaller size of population of a representative part of population for the purpose of determining parameters or characteristics of the whole population (Kombo & Tromp, 2006). The target population of this study consists of a group of educators and a school counsellor anticipated to El Chikh Bouamama secondary school, El Bayadh.

2.2.3.1. Pupils

This study dealt with 2 classes of the 5 total classes of second year students who were founded there. The participants of this work reside from 2 classes, (51%) were females and (49%) males. The pupil's ages ranged from sixteen to eighteen.

2.2.3.2. School counsellor

This study has dealt with one school counsellor. The reason behind such a choice is to see what role does a school counsellor have and what does he prepare in order to guide his/her students. The school counsellor in this study is a central participant as he/she is the key role player in the initiation, development and implementation of learning support programs and materials to support learners.

2.2.4. Data collection procedure

When conducting a research, there are many possible ways of gathering information from participants. In this chapter, the research methodology for the collecting and organizing of appropriate data will be discussed and analyzed. Birley and Moreland (1998) describe data collecting as '*the part of a project where many researchers feel that the "real" research occurs*'. In any research, it is necessary to adopt a systematic procedure to collect the necessary data, which stimulates the researcher's insight to test the hypotheses of the study under investigation. There are several methods of conducting research. Selection of research method is determined by the nature of the problem.

Data collection means gathering information to address those critical evaluation questions that the researcher has identified earlier in the evaluation process. It is an important aspect of any type of research study. There are two methods of collecting data, they are:

- Quantitative data collection
- Qualitative data collection

In one hand, quantitative data collection depends highly on random sampling and specific instruments that fit diverse experiences to end with an easy process of summarizing, comparing and generalizing results.

On the other hand, qualitative data collection has a crucial role in impact evaluation by presenting data which is useful to understand the processes behind observed results. This method takes a great deal of time because the researcher needs to record any potential useful data accurately. When conducting a research, the researcher should take into consideration the following aspects during the process of collecting data:

- Which tools and methods will be required to collect various types of data.
- How each set of data collected will help to answer the research questions.

In addition, there are many methods of gathering information, and a wide variety of information sources. The following are a few methods of collecting information for research projects: questionnaires, interviews, direct observation, documents and other materials, focus group interviews case-studies, diaries, critical incidents, portfolios.

Out of the above eight different data collection procedures, this study adopted only two methods. They are a questionnaire and an interview. Other six methods are not possible because they need more time and more effort and different types of technology to collect data. In order to elicit the attitudes of students and staff towards guidance and counselling services, these two methods were used: semi-structured questionnaire and face-to-face interview. The advantages and disadvantages of each method will be dealt with, briefly.

2.2.4.1. Questionnaire

The questionnaire as a data collection tool allows the collection of reliable and reasonably valid data in a simple, inexpensive and timely manner. It is often the first tool that people consider when undertaking a research project. It is used as a quick and easy way to get lots of information in a non-threaten way from the participants. The researcher can easily administer, compare and analyze a large amount of data. Thus, the quality of the data collected is determined by the quality of the questionnaire designed. In a well-structured questionnaire questions should be carefully sequenced in the most logical order and carefully constructed to illicit an appropriate response. The following are some of the advantages of questionnaires:

- The responses are gathered in a standardized way, so questionnaires are more objective, certainly more than interviews.

- Generally, it is relatively quick to collect information using a questionnaire. However, in some situations they can take a long time not only to design but also to apply and analyze.
- Potentially information can be collected from a large portion of a group. This potential is not often realized, as returns from questionnaires are usually low. However, return rates can be dramatically improved if the questionnaire is delivered and responded in the class time.

Some disadvantages of questionnaires are:

- Questionnaires, like many evaluation methods occur after the event, so participants may forget important issues.
- Questionnaires are standardized so it is not possible to explain any points in the questions that participants might misinterpret. This could be partially solved by piloting the questions on a small group of students or at least friends and colleagues. It is advisable to do this anyway.
- Open-ended questions can generate large amounts of data that can take a long time to process and analyze. One way of limiting this would be to limit the space available to students so their responses are concise or to sample the students and survey only a portion of them.
- Respondents may answer superficially especially if the questionnaire takes a long time to complete. The common mistake of asking too many questions should be avoided.
- Students may not be willing to answer the questions. They might not wish to reveal the information or they might think that they will not benefit from responding, perhaps even be penalized by giving their real opinion. Students should be told why the information is being collected and how the results will be beneficial. They should be asked to reply honestly and told that if their response is negative this is just as useful as a more positive opinion. If possible the questionnaire should be anonymous.

2.2.4.2. Interview

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs, in exploratory and descriptive studies. There are a range of approaches to interviewing, from

completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured one in which the subject responses are limited to answering direct questions. The quality of the data collected in an interview will depend on both the interview design and the skill of the interviewer. Interviews are a useful method to:

- Investigate issues in an in-depth way.
- Discover how individuals think and feel about a topic and why they hold certain opinions.
- Investigate the use, effectiveness and usefulness of particular library collections and services.
- Inform decision making, strategic planning and resource allocation.
- Add a human dimension to impersonal data.
- Deepen understanding and explain statistical data.
- They are useful to obtain detailed information about personal feelings, perceptions and opinions.
- They allow more detailed questions to be asked.
- They usually achieve a high response rate.
- Respondents' own words are recorded.
- Ambiguities can be clarified and incomplete answers followed up.
- Interviewees are not influenced by others in the group.
- Some interviewees may be less self-conscious in a one-to-one situation.
- The main disadvantages of interviews are:
 - They can be very time-consuming: setting up, interviewing, transcribing, analyzing, feedback, reporting.
 - They can be costly.
 - Different interviewers may understand and transcribe interviews in different ways.

2.3. Section Two: Data Analysis and Interpretation of Results

2.3.1. Student's questionnaire

The questionnaire was conducted with students of second year since this sample of population has encountered a lot of guidance and counselling services at this stage of learning. Some of

students answered immediately and others after days. They were really cooperative and serious in their answers.

2.3.1.1. Description of the questionnaire

This questionnaire is designed for second year students of Chick Bouamama secondary school, to give them the opportunity to express their attitudes towards the use of guidance and counselling in their school, in addition to the difficulties they face when they neglect visiting the counselling office. The questionnaire is composed of 13 questions. The questions are divided into three sections: background information, guidance and counselling use and importance in addition to the students 'attitudes towards guidance and counselling services in their school.

Section one: Background Information

This section seeks to find out personal information. It contains three questions. Students are asked about their gender, their age and their choice of study branch (Q1, Q2, Q3)

Section two: Importance and use of counselling

This section deals with finding out the benefits of using guidance and counselling sessions in secondary schools. It contains five (5) questions related to the importance of the counselling services that are used (Q4), the effectiveness of the integration of guidance and counselling in the learning system (Q5), whether students' school takes counselling services seriously or not (Q6), if students are visiting the counselling office to consult or not (Q7) and how students see the methods of counselling presented by their counsellors (Q8).

Section three: Students' opinion about guidance and counselling services

This section contains five questions, it seeks the students' attitudes towards guidance and counselling in which they are asked about the counsellor' methods as being the most important factor in counselling process, if they think that counselling helps students to improve their social and academic life (Q9), the appropriateness of those methods (Q10), whether guidance and counselling promote discipline in school (Q11). The last questions are about students' benefit from guidance and counselling in their learning process and their relationships with their mates (Q12),(Q13).

2.3.1.2 Administration of the questionnaire

The students' questionnaire was administered to two classes of scientific and literary branch, consist of 30 students each. They have informed that:

- a) Each one will get a printed copy of the questionnaire.
- b) They will get enough time to answer the questionnaire.
- c) They should answer individually.

2.3.2. Description of the school counselor interview

Guidance counselors are responsible for making students well rounded academically and socially as well as being a source of confidence for those who are struggling. This study has conducted an interview with a school counselor in a high school setting called Mrs. Adnani Zahra. She had a master degree in social sciences at university of Oran. She is working on the field of counselling for 10 years. She has an immense experience in guidance and counselling field and her experience will definitely help this study to understand more the topic. The aim behind this interview is to investigate the demands of a school counselor, in which ways she will relate to her students and if she is able to problem solving and making useful judgment calls. This research method is divided into two sections. The first one contains six questions while the second one consists of three questions. The reason behind such choice of questions is to see how the counsellor of El Chikh Bouamama secondary school supports teaching and learning system, in addition to her impact on student's personal, social and psychological life. Finally, it tackles in a general way the challenges that the school counsellors may face in schools.

2.4. Data analysis and representation of results

2.4.1. Students' questionnaire analysis

Section one: Background Information

Q1: Students' gender

	Gender	
	Number	Percentage
Male	29	48.33%
Female	31	51.66%
Total	60	99.99%

Table 02: Students' gender

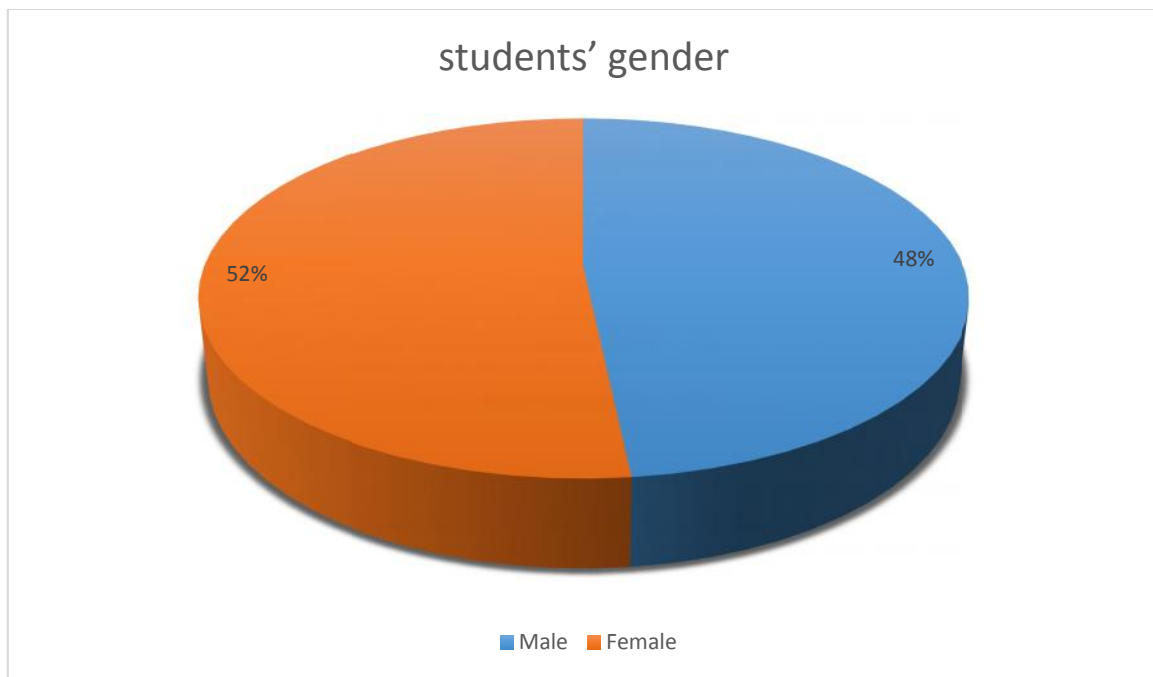


Figure 01: Students' gender.

As shown in the table above, a slight difference in the percentage of the chosen sample gender in this study. It reveals that 48.33% are males, while 51.66% are females.

Q2: Students 'age:

A: 16-18

B: 18-20

Options	Number	Percentage
A	54	90%
B	06	10%
Total	60	100%

Table 03: Students' age

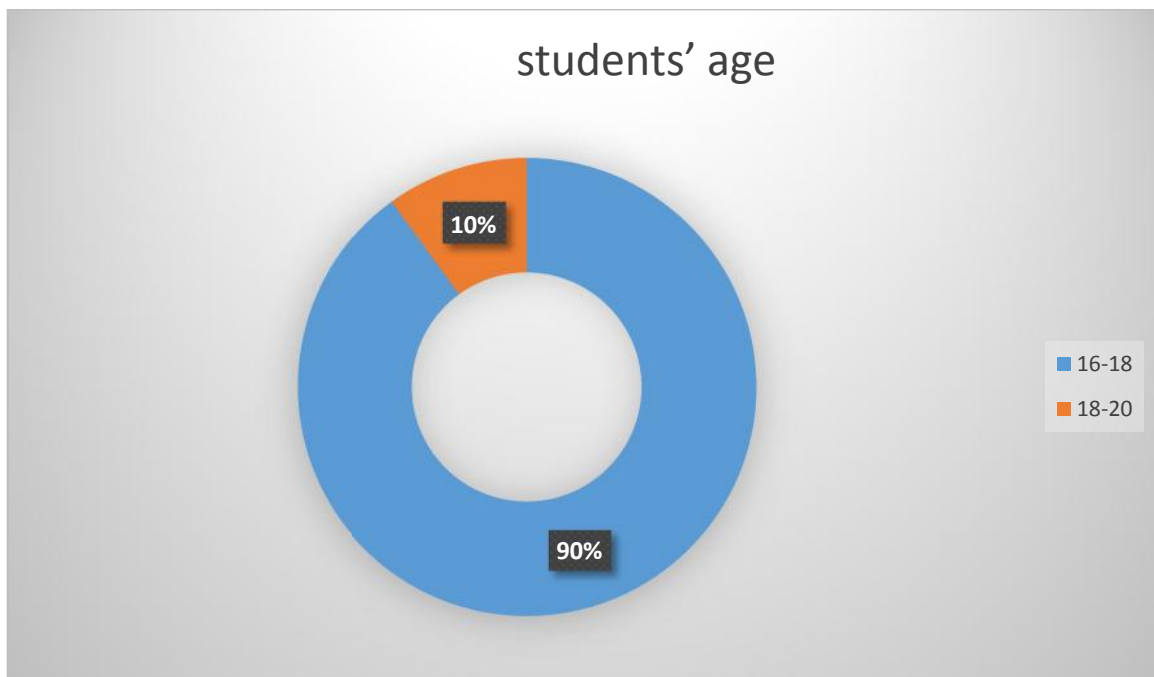


Figure 02: students' age

This result shows that the majority of students are young. (90%) of students of 16-18 years old, but only (10%) are of 18-20 years old.

Q3: the choice of study branch

A: Personal

B: Parental (the family)

Options	The choice of study branch was	
	Number	Percentage
A	33	55%
B	27	45%
Total	60	100%

Table 04: the students' choice of study branch

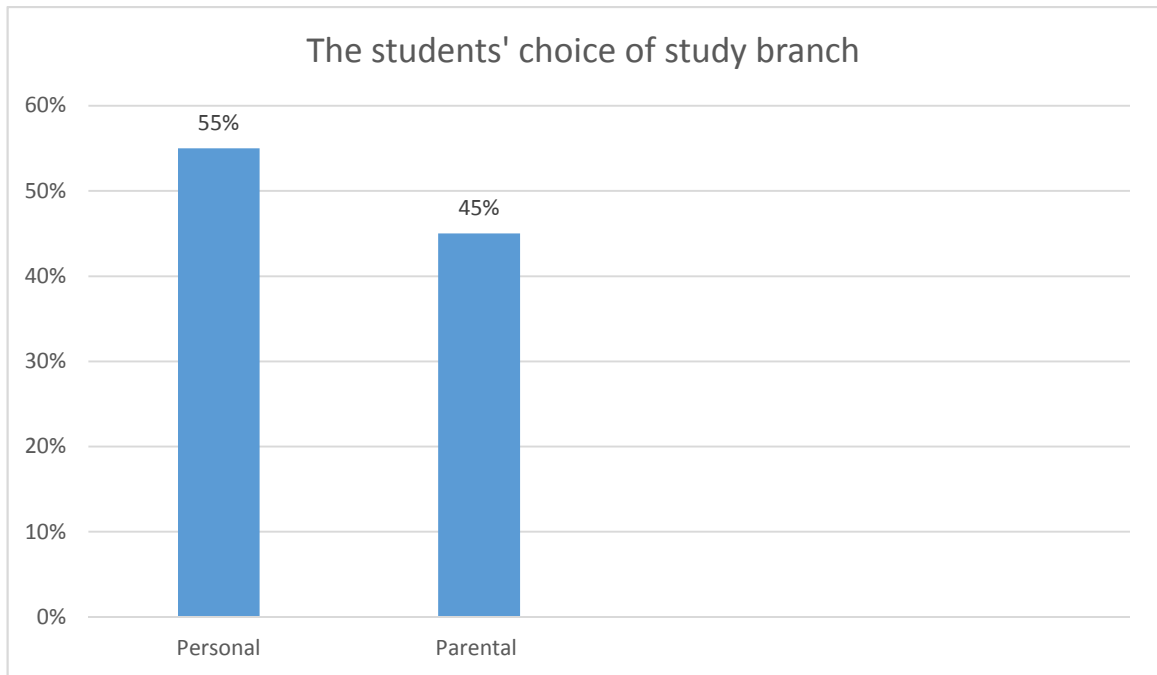


Figure 03: students' choice of study branch

From table 04: it is concluded that (55%) of the students have chosen the branch of their study for a personal reason, whereas (45%) of them for a family or parental decision. In this percentage parents serve as a major influence in their choices.

Section 02: guidance and counselling services use and importance

Q4: How important is the use of guidance and counselling services in your school?

A: very important

B: important

C: Not important

Options	Number	Percentage
A	11	18.33%
B	39	65%
C	10	16.66%
Total	60	99.99%

Table 05: the students' description of the importance of guidance and counselling

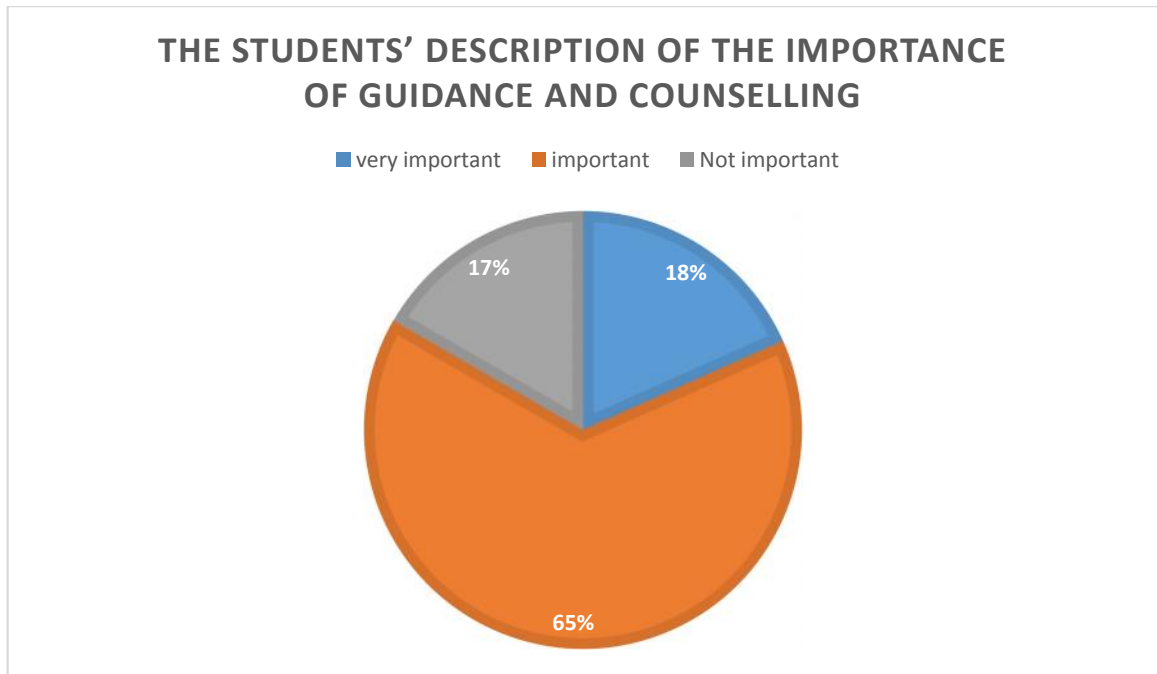


Figure 04: the students' description of the importance of guidance and counselling

Table 04 shows that (65%)of the sample consider the use of guidance and counselling services in school as important.(18,33%) classify it as very important and the rest (16.66) find it not important.

Q5: Why? (Justification of question 04)

	Number	Percentage
Justified	49	81.66%
Non justified	11	18.33%
Total	60	99.99%

Table 06: Students' justification

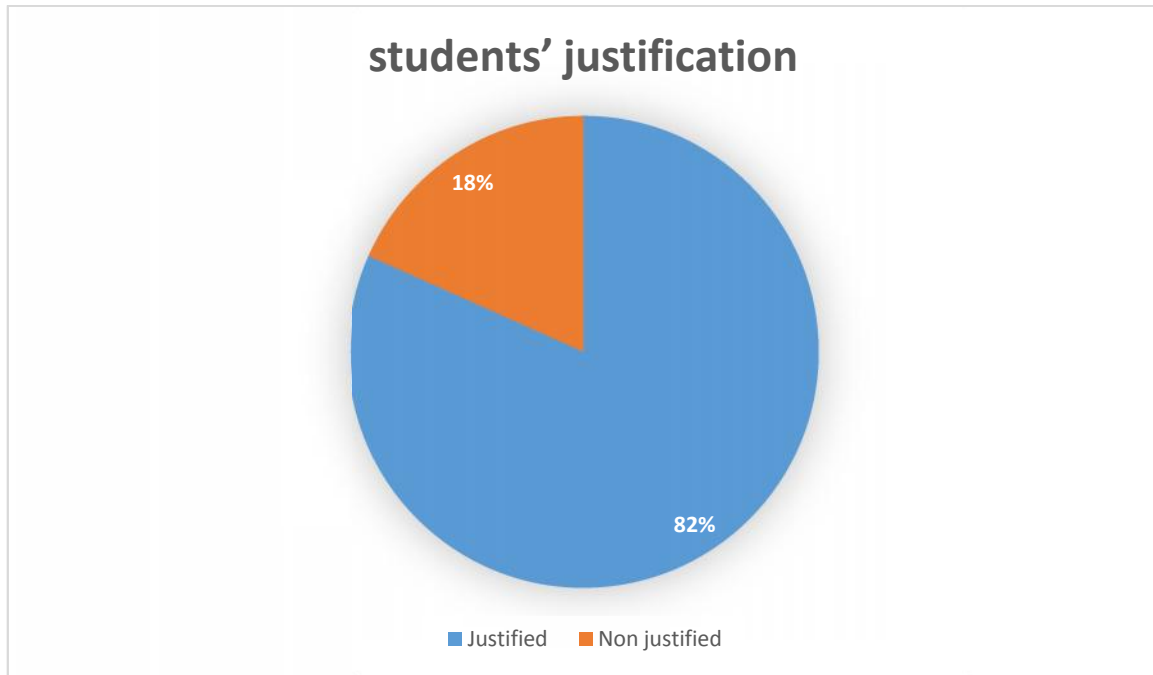


Figure 05: students' justification

Those who said that guidance and counselling service is very important, justify it by:

It gives them advices on how to manage and deal with emotional, personal and social problems, and those who said that counselling service is important because it allows them to talk to the school counsellor about various experiences that make them uncomfortable. Whereas those who said that the process of guidance and counselling is not important to them justify it by: they have talked previously to their school counsellor and say, he has no help to them. They prefer to go to their friends when talking about their issues.

Q6: How do you find the integration of counselling services in the learning system?

A: Beneficial

B: Useful

C: Not interesting

Options	Number	Percentage
A	28	46.66%
B	29	48.33%
C	03	5%
Total	60	99.99%

Table 07: Guidance and counselling integration in the learning system

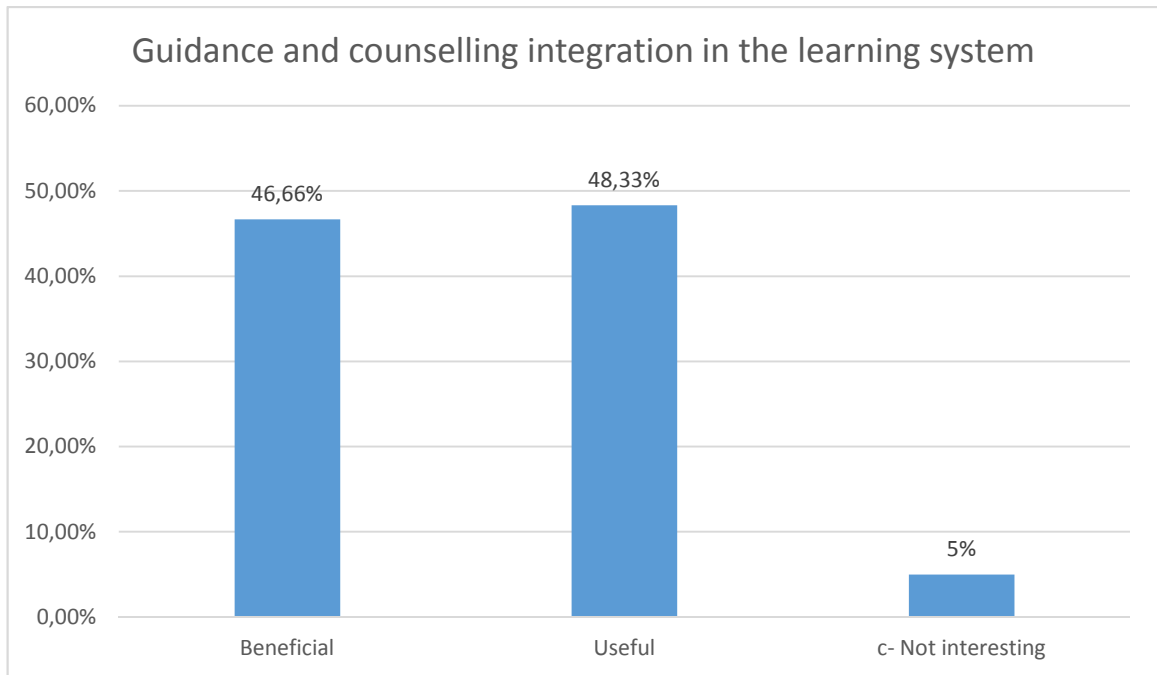


Figure 06: Guidance and counselling Integration in the learning system

This question requires students to decide about the integration of guidance and counselling services in the learning system of their school. Whether they are beneficial, useful or not interesting. (46.66%) of the students' answers were the integration of such services is beneficial and they justify it by:

- It helps them to bridge the gap between them and their school administration.
- They can get comprehensive advices on their career and their courses and make a proper choice.

Whereas (48.33%) said that is useful because:

- It helps them to ask without any fear since the person in charge is willing to help.
- They can learn how to build a good relationship in the school community.

But only (5%) of students find it as not interested with no justification.

Q7: Do you think your school take guidance and counselling services seriously?

A: Yes

B: No

Options	Number	Percentage
A	40	66.66%
B	20	33.33%
Total	60	99.99%

Table08: students' opinion on whether their school takes guidance and counselling services seriously or not.

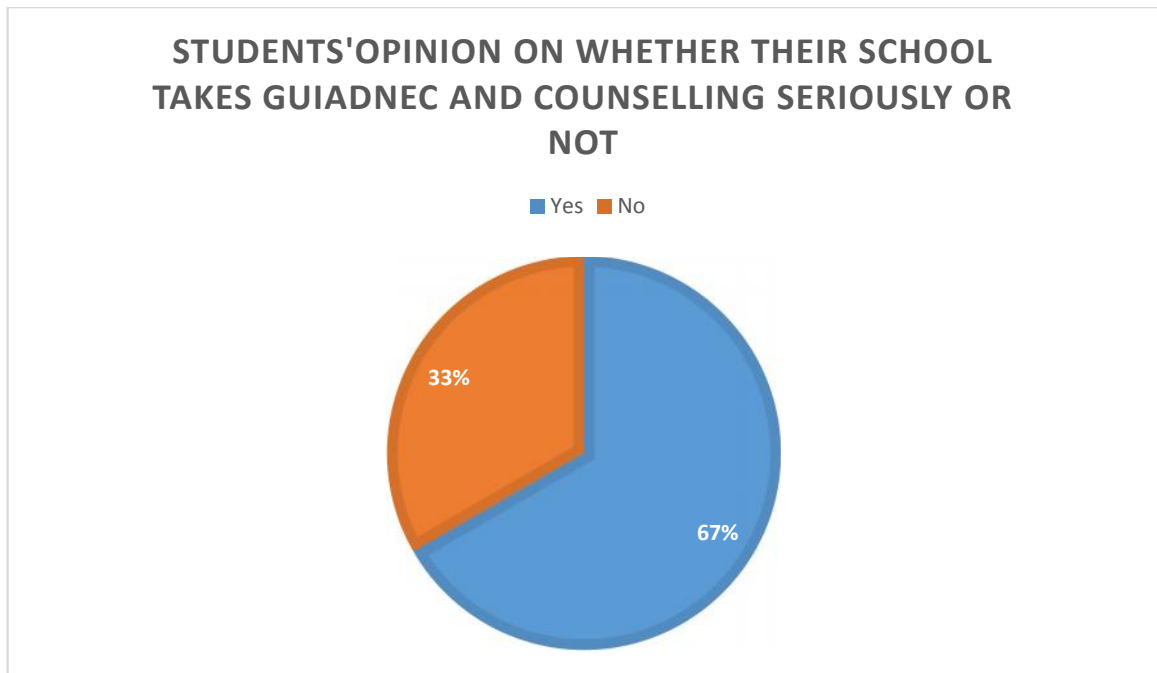


Figure 07: students' opinion on whether their school takes guidance and counselling services seriously or not.

The aim of this question is to see if the students' school takes guidance and counselling services on a serious manner or not. As the results in table 08 and figure 07 show that the majority (66.66%) of students say 'yes' because they see that their school is making a great effort concerning these services in order for students to consult about the psychological problems which can badly impact their studies.

The other minority (33.33%) of the sample said the opposite “No” because they see that their school does not even have a school counselling office to go to when they want to consult, besides their parents provide them with such guidance services at the first place.

Q8: you can describe the methods of your school counselling process as:

A: Useful

B: Interested

C: Unworkable

Options	Number	Percentage
A	02	3.33%
B	39	65%
C	19	31.66%
Total	60	99.99%

Table 09: The effectiveness of the counselling methods used by the school counsellor

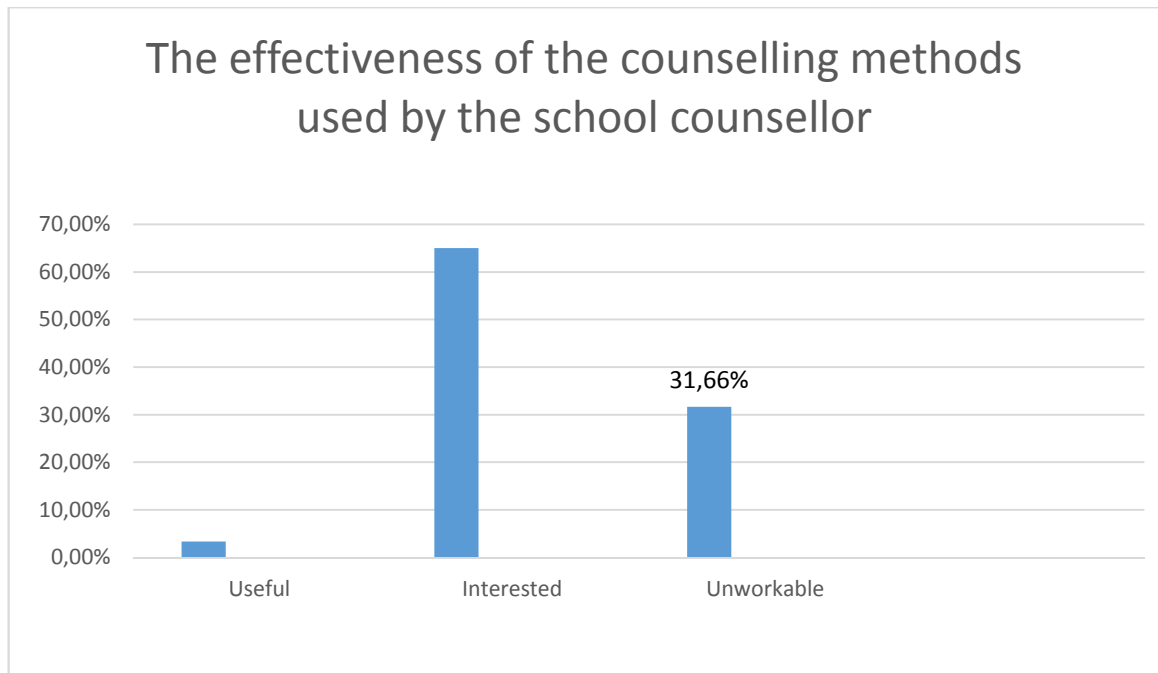


Figure 08: The effectiveness of the counselling methods used by the school counsellor

When students were asked about the effectiveness of counselling methods used by their school counsellor, (65%) of them said that they are interested and (3.33%) are with those

methods and said that they are useful. However, (31.66%) are against, because for them these methods are unworkable.

Section 03: students’ attitudes towards guidance and counselling services in their school

Q9: Guidance and counselling help students to improve their social life and academic achievement

Strongly agree Agree Neutral Disagree Strongly disagree

options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	24	23	12	01	00	60
Percentage	40%	38.33%	20%	1.66%	00%	99.99%

Table 10: Guidance and counselling help students to improve their social life and academic achievement

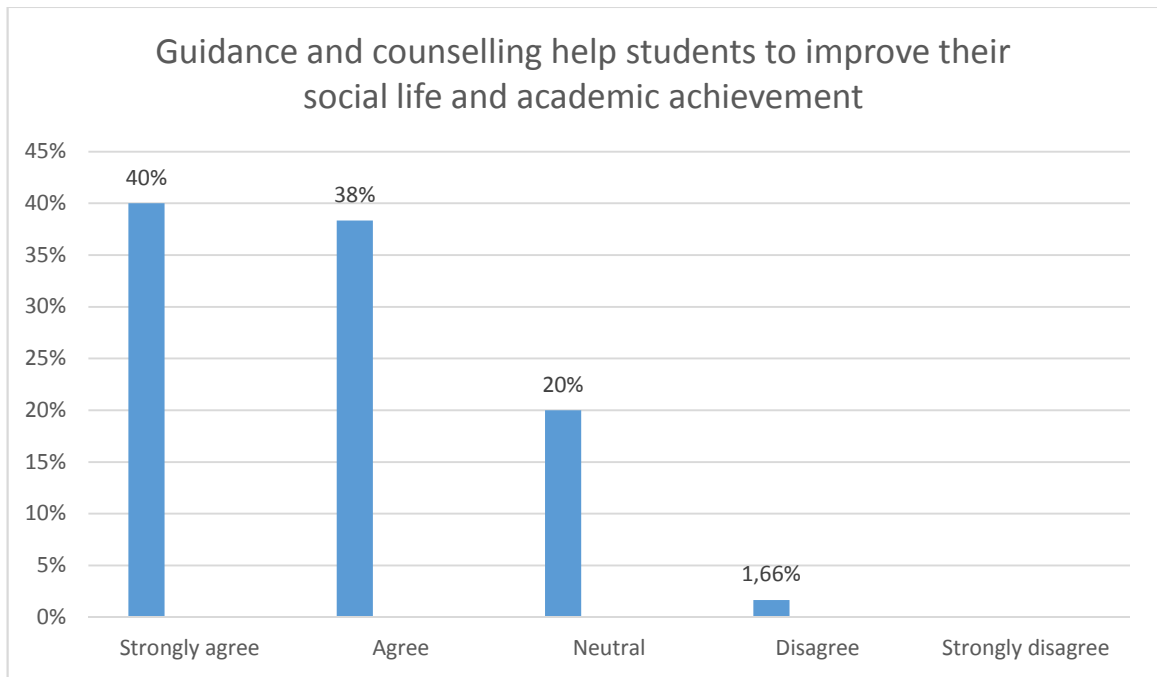


Figure 09: Guidance and counselling help students to improve their social life and academic achievement

This question seeks to know the students’ opinions regarding the way in which guidance and counselling help them to improve their social life and academic achievement. The results show

that the majority of students (40%) strongly agree that guidance and counselling helps them to improve their social and academic life. (38.33%) of them agree with this statement. However,(20%)of this sample are neutral and only (1.66%) disagree.

Q10: The school counsellor should choose appropriate methods of guidance and counselling

Strongly agree Agree Neutral Disagree Strongly disagree

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	36	13	11	00	00	60
Percentage	60%	21.66%	18.33%	00%	00%	99.99%

Table11: The appropriateness of methods used for guidance and counselling process

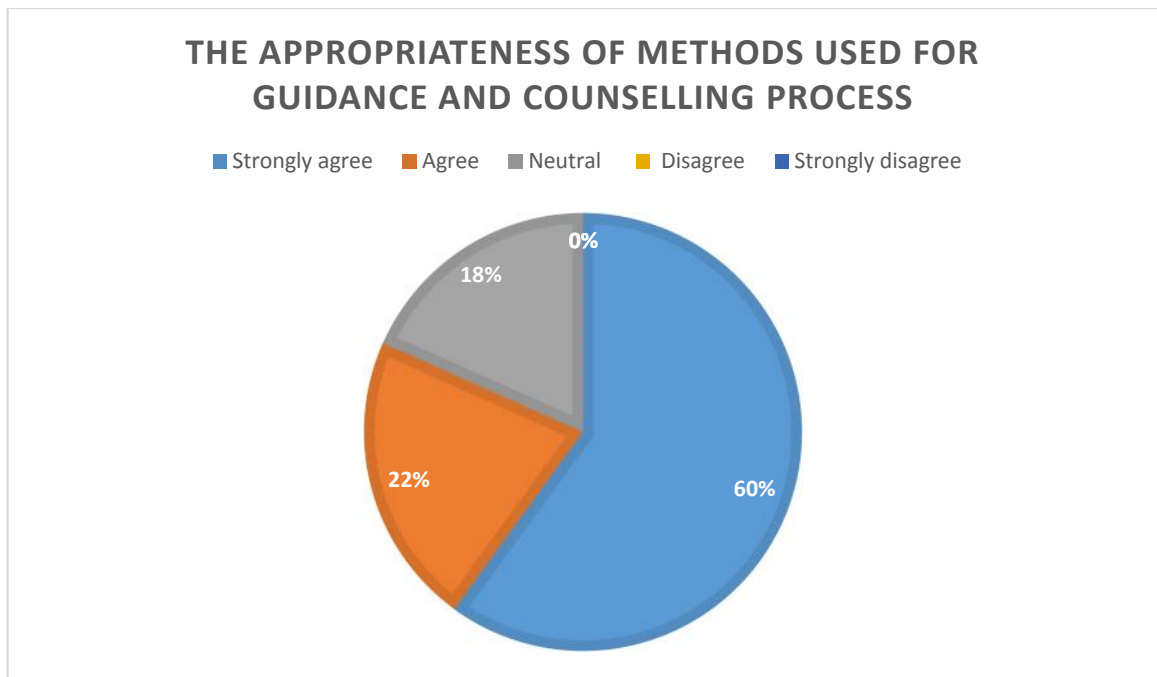


Figure10: The appropriateness of methods used for guidance and counselling process

The analysis of the data reveals that more than the half of students(60%)strongly agree with the appropriateness of methods since they are important factor in the process of counselling. In addition, thirteen students (21.66%) agree with the statement. The rest eleven students (18.33%) are neutral.

Q11: Guidance and counselling can promote discipline in your school.

Strongly agree Agree Neutral Disagree Strongly disagree

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	17	26	05	12	00	60
Percentage	28.33%	43.33%	8.33%	20%	00%	99.99%

Table12: Guidance and counselling can promote discipline in school

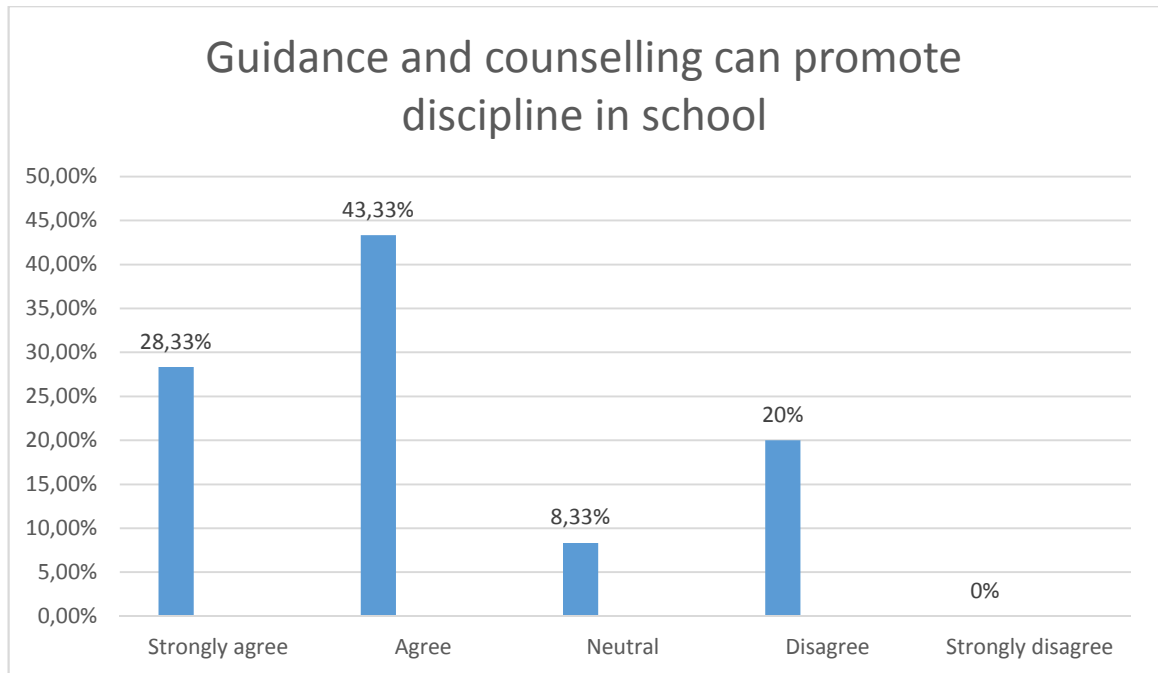


Figure11: Guidance and counselling can promote discipline in school

The results of this question are close to each other. So (43.33%) of students stated that they strongly agree with the idea that counselling process can promote discipline in school and help students deal with their psychological problems. In addition to (28.33%) of the sample agree. However, only (8,33%) are neutral and (20%) disagree.

Q12: students can benefit most from guidance and counselling services in their learning.

Strongly agree Agree Neutral Disagree Strongly disagree

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	04	37	19	00	00	60
Percentage	6.66%	61.66%	31.66%	00%	00%	99.99%

Table13: The benefit of students from guidance and counselling sessions concerning their level of learning

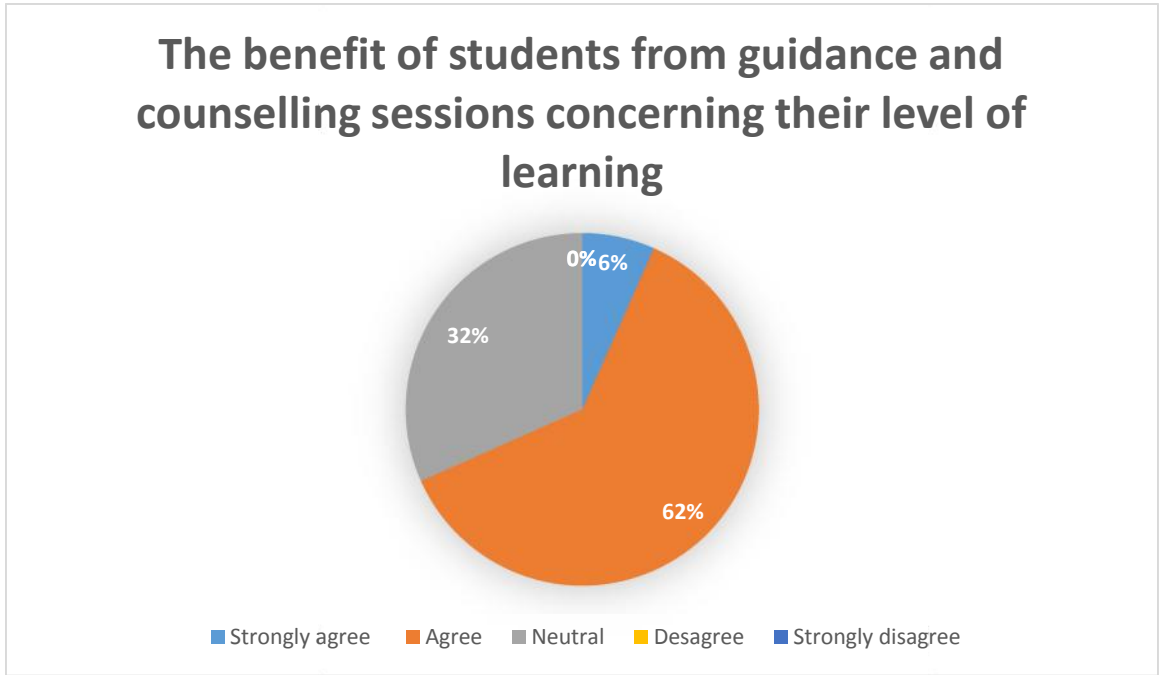


Figure12: The benefit of students from guidance and counselling sessions concerning their level of learning

The aim of this question is to know how much students can benefit from guidance and counselling services when it comes to their learning process. From table 13, it is concluded that (61.66%) of students pointed out that they are agreeing and the other (6,66%) of the sample are strongly agreeing. The remain respondents (31.66%) are neutral.

Q13: Students can benefit most from guidance and counselling services in their relationships with mates.

Strongly agree Agree Neutral Disagree Strongly disagree.

Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	38	17	05	00	00	60
Percentage	63.33%	28.33%	8.33%	00%	00%	99.99%

Table 14: The benefit of students from guidance and counselling services concerning their relationships with mates

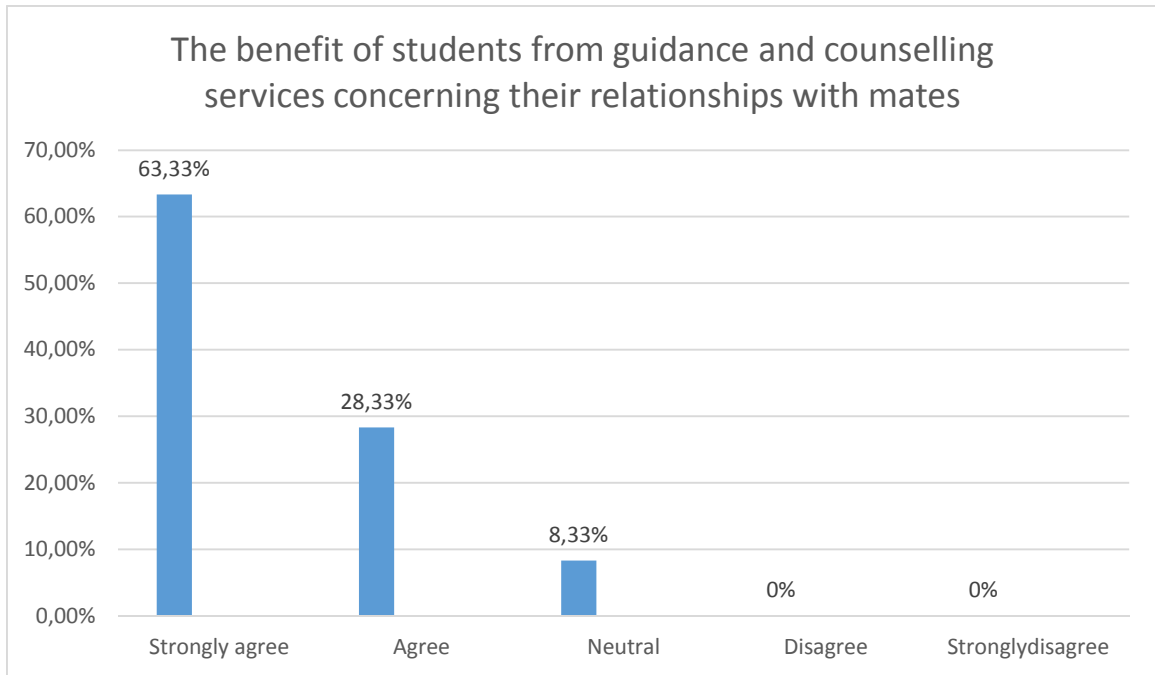


Figure13: The benefit of students from guidance and counselling services concerning their relationships with mates.

Figure13 shows that the absolute majority (63.33%) of the students are strongly agreeing with the statement that says students can benefit from counselling process when it comes to their relationships with their mates in the school community. The remaining percentage is divided between those who are only agreeing (28.33%) and the other students (8.33%) who are neutral neither agree nor disagree.

2.4.2. The interview's questions analysis

Section One

Q1: How do you see the word "leader" fitting into your role as a counsellor?

Leadership is needed to effectively and efficiently complete school wide responsibilities. A leader needs to be proactive. Being leader as a counselor does not mean the use of authority, rather to join forces with administrators, teachers, and parents to empower and enable students to overcome daily life struggles and succeed academically. The role as a counselor means being able to successfully collaborate with the community, administrators,

teachers and parents to deliver and implement successful counseling programs in the benefit of students.

Q2: What does the job of a school counselor entail?

School counselors basically focus on student orientation in which they make students feel welcome and prepared upon admissions into school any time during the academic year. Counselling is to help students acquire information and plan for appropriate education and training for career choices and post-secondary goals. So school counselors spend most of their time in contacting and directing students. Their duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Few of the services that school counselors provide and which are important for students is to talk about relieving stress. The school counselor talks to parents multiple times and parents also should call him if they are upset about something or they just have questions concerning their children process of learning. It can be said that the school counselor talks to teachers, students and parents equally throughout the academic year and keep parents informed about their children. He is a mediator between teachers and students who have certain problems and are hesitant that their teachers are not going to be receptive to that, so they come to the school counselor and then in his turn, he goes to teachers on students' behalf and direct them about some solutions that might help

Q3: Do you think that guidance and counselling services are essential in secondary schools?

Yes, they are because at the level of secondary schools, guidance and counselling is an important tool in shaping the orientation in adolescents from negative ideas that is planted by their peers. Students grow at this stage and their emotional, intellectual, and social needs do too. Furthermore, guidance and counseling services play an active part in helping individuals to develop healthy relationships with their mates, cope with academic challenges and create a resilient sense of self, during this critical developmental period. In a secondary educational environment, counselors help adolescents to cope with the mounting pressure to succeed academically. Thus, guidance and counselling services are highly essential at this period of age because various focuses on determining the needs and interests of students and necessary works

are carried out to make the student aware of his/her interests and talents, guide them to suitable programs to their development at the rate of their motivation, success and individual features.

Q4: In your opinion, has guidance and counselling program provided in your school helped in promoting the teaching and learning process?

One of this school's beliefs is that prevention is always better than cure in every aspect of life. There have been many cases where students became more productive and effective because of the guidance services that gave them the opportunity to make appropriate educational choices. However, other students were sometimes confused and wondered what branch of study to choose and here comes the role of the guidance counselor in which he gives some forms of assistance to them for the purpose of making wise choices. Because, the student may have attitude towards a certain subject or a specific vocation but the false interest is created, so when there is no coordination between the attitude, interest and the abilities of the students then it happens that his talent and his energy are wasted. In terms of teaching, school counselors are essential resource and great partner for teachers. There are many ways in which teachers can use counselors to solve classroom problems that may interfere with students' success at school. For example when teachers notice behavioral issues or bad grades, they can ask help from the school counselors to gain a more complete understanding of these issues behind students' actions. Moreover, teachers can consult with counselors when they find themselves stuck with strategies that are not working with a particular student or they cannot handle some students' behaviors so they ask assistance from their school counselor who is trained to problem-solve.

Q5: what is the impact of school counseling on students?

Counselling can have a tangible positive impact on students' outcomes in a number of areas. School counselors work with students to address a number of issues, offering everything from academic support to college counselling, as well as personal counselling. Students tend to perform better academically when they are assisted by their school counselors. Counsellors at the high school level regularly review academic data, such as grades and test scores, to identify struggling students and to understand which students are on track. Interventions with students who are failing may include: individual planning and parents phone calls. Attendance data is another tool used by school counselors to support students' achievement. In high school, students

who miss too many days of school may not receive credit for certain classes and risk not succeeding. School counselors are able to meet with those students to help them get back on track. With the necessary support in place, counselors are uniquely equipped to promote academic success and help students become college ready.

Q6: What are the main obstacles that a school counsellor may encounter?

Honestly speaking, being a school counselor is tougher than it looks. One of the challenges that school counselors face in most cases is the lack of support by principles and colleagues. Sometimes, no motivation is given in one form or in another. Another obstacle is lack of adequate facilities such as the counselling space. This school does not even contain counselling office. The remain schools in this town also lack the necessary privacy and comfort which are an obligation for the counselling process in order that students feel comfortable to talk about their issues. Time factor is another challenge a school counselor might face. Speaking about this school, it contains approximately 800 students and only one school counselor, this makes the work of the school counselor much harder. He cannot cope with this huge number and cannot have enough time in one on one counselling sessions because the time spent with each student depends on the nature of issue.

Section Two

Q1: what would you do if one of the students wants to drop out high school?

Unfortunately, most of students come unprepared for the host challenges associated with transitioning to high school. This period of age can be one of the most emotionally difficult, most academically challenging times in students' lives. Their transitioning from middle school to high school encounter developmental, social and academic challenges. So the role of the school counselor in this situation is to work closely with students especially those who want to drop out school as a result of the challenges they face. Furthermore, dropping out school presents students with various challenges. Parents also are challenged to consider the long-term consequences associated with dropping out. Therefore, the school counsellors aim is to motivate students in order not to take such a decision or at least finding alternative means of completing their studies.

Q2: what would you do if you suspect one of the students is abusing drugs?

School counselors play a major role in helping ensure that students stay on the right track. Many students depend on their school counselors to provide them with positive direction. One of the major problems for students is substance abuse and there are some changes in students' behavior which can be a sign of substance misuse such as:

- Skipping or missing classes
- Decrease in academic performance
- Disinterest in school or other activities
- Red eyes
- Neglecting personal appearance
- Scent of alcohol on the breath

In such situations and when all signs are pointing to substance misuse, the counselor consult about the schools' specific policy regarding this attitude and try to inform the students' parents so that their child receive assistance. In addition, the school counsellor should make sure to communicate messages of prevention effectively and often with home messages, community messages and social media assistance because communication is an important preventive strategy.

Q3: what would you do if one of the students requests to change his branch of studying because he does not like his teachers?

There are many things a school counselor can do to improve the situation before considering a switch. He can start by talking with the teacher about the students' problems and concerns. He can also ask to observe in the classroom to see what's going on and create an action plan for resolving the issues. Sometimes, school counselors just don't want to make a change for one student because that might encourage other students to ask for changes. Other times, schools want to reinforce the message to teachers that they are responsible for any and every student. No

matter why a school is reluctant to make a change, though, there's nothing to prevent you from making a request to the administration to switch branches.

2.4.3. Discussion of the students' questionnaire

The analysis of the students' questionnaire reflects certain facts. The majority of students consider the use of guidance and counselling process as an important factor in the school system. According to them, counselling gives them advices on how to deal with their emotional, social and academic problems. Through guidance and counselling, they can talk freely to their school counselor about the various experiences that make them uncomfortable. Furthermore, they see the integration of guidance and counselling services as an important step that all schools should adopt, because it makes them courageous to look for help without any fear and learn how to build good relationships in the school community. Also, they stated that counselling has a great impact on them however more efforts should be done by the school counselors and the school administration to use new methods when consulting with students and rise students' awareness about the effectiveness of guidance and counselling in the Algerian schools; since most of these schools lack the integration of such services. Finally, the students' attitudes lead this study to conclude that guidance and counselling services have an immense influence on students' performance inside and outside the school setting .It is a powerful and effective method that all the Algerian schools should adopt and apply.

2.4.4. Discussion of the school counselor's interview

Analyzing the school counselor's interview reveals insightful information about the counselors' attitudes towards guidance and counselling program provided in their schools. The counselor opinion reflects that the majority of counselors see themselves as leaders for students with the aim of enabling them overcome their daily life struggles. Their role is characterized in collaborating with the community, administration and teachers to deliver successful counselling program in the benefit of students. They also help students acquire information and plan for appropriate education. According to them, many students find themselves struggling in making wise decisions, so the school counselors' role is to direct the students to the right path. They try to coordinate between their attitudes, abilities and interests in order not to waste their talents and energies.

School counselors also have a positive impact on students' behaviors and outcomes. They address a number of issues to offer various forms of assistance, from academic support, personal support to college counselling. Nevertheless, in most cases they can face a challenging problems that might prevent them from achieving their goals such as lack of time, lack of support and lack of adequate facilities.

Finally, the school counselor has revealed positive attitude towards her job. She stated that, although sometimes, as school counselors, they encounter obstacles that make their job tougher, however they are obliged to find solutions to such obstacles to accomplish their aims because guidance and counselling program is important and cannot be neglected at any time or anywhere.

2.5. Conclusion

To sum up, the investigation of both students' questionnaire and the school counselor's interview indicates the importance of guidance and counselling services in schools today and how they positively affect students in many aspects of life (personal, social and academic level). This concludes that guidance and counselling program has a great impact on students' performance either inside or outside schools.

Chapter Three

A Proposal of Tentative Solutions

3.1. Introduction

In this chapter, the researcher is going to suggest and propose tentative solutions, after exposing and analysing the semi structured questionnaire addressed to students and the interview addressed to the school counsellor. The primary objective is, then to provide an interpretation of the findings issued from the collected data. The researcher exposes the difficulties school counsellors encounter mainly lack of support from building principles. Then, gives some suggestions for the improvement and implementation of guidance and counselling programs.

3.2. Level of Agreement by the Principals on Guidance and Counselling Services

The need for guidance and counselling in schools has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help alleviate the problems that they face.

It seems that everyone involved with high school counselling programs agrees that having the support of administrators, like principals, teachers and other school administrators is one of the key elements to a successful counselling program. Both principals and heads of departments play an important role in the implementation of guidance and counselling as they are entrusted with the overall implementation and monitoring of all programs at schools. They thus have a big role in making sure that school guidance and counselling programs are running in schools.

Although, there have been various attempts made to establish guidance and counselling services in general and to implement its provisions that have been faced with attitudinal, structural, human and cultural problems, however some school directors with their power as coordinators of schools do not support the implementation of guidance and counselling. For school managers to be able to monitor and see to it that the program is implemented, they need to know what the guidance and counselling program entails, what needs to be done and how it needs to be done.

3.2.1. The negative attitudes of principals on school counsellors' job

Generally speaking, it was supposed that school principals can have a positive impact on school counselors' roles, programs, priorities and directions because counselor-principal relationship is considered as a key factor in counseling effectiveness program. However, a major theme has emerged from the qualitative responses which indicates that school counselors are being negatively influenced by their school principals and are facing professional effects including being a waste of time, making them feel less valued and also lacking motivation and support.

Theoretically, researches have indicated that it is imperative to have support from building principals to implement and maintain guidance and counseling programs. In fact, principals could even shape the professional identity formation of school counselors especially if the counselors were isolated from supportive colleagues.

Practically, the researcher got astonished from the school counselor view (Miss Zahra) about the quality of support that was provided by her school principle. In fact, no motivation was given in one form or in another. Furthermore, this investigation revealed that the administration of Chikh Bouamama School (2013) accords low priority to guidance and counseling services since it lacks basic facilities for the counseling program such as essential materials and counselling office. Moreover, the interviewed school counsellor stated that *'there is a kind of problem in establishing constructive relationship between her and the school principle because principles often determine counsellors' roles without understanding them'*. Consequently, they will have different definitions of counsellor roles and responsibilities, which logically will place stress on their relationship. Counsellors and principals also have different approaches for addressing the same student concerns and use different frameworks for dealing with the challenges they face. They advocate for individual students while principals focus more on the school as a whole.

Besides that, while some school principals have made time available for teachers to provide counselling services, other principals feel that it is a waste of time allocated to examinable subjects. They have relegated it to an extra-mural activity and therefore to be provided if students are free or regarded it as an after school activity. Wanga, (2007)

reported that for a long time, guidance and counselling services in schools had been uncoordinated with no clear course of action. This has led to a sorry situation where the entire guidance and counseling services are left completely at the discretion of the school counsellors. In effect, this has tended to leave the services juggled up depending on the personal initiatives of the school counselor.

All over, principals have the power to stop, change and define school counselling programs in various schools. However, if principals lack understanding of appropriate counsellor roles, they may unintentionally move counselling programs into administrative directions that fail to focus on the talents and training of school counsellors in promoting student growth and development.

3.2.2. Pedagogical consideration

It is clear that guidance and counselling is the cornerstone of the whole person development. On one hand, it emphasizes the social and emotional progress of all students and implements a strategy for lifelong learning, on the other. However, the financial support of this service, speaking about the Algerian context, does not convene with the world demands of the counselling service. It lacks the basic facilities that normally each school should have been provided with.

Pedagogically speaking, all forms of support should be integrated in the content of the counselling process. According to what the school counsellor said, school-based guidance services were put under pressure as they had to place the institutional needs before those of their students.

Therefore, guidance and counselling programs in the Algerian schools need to constantly renew themselves to better respond to the changing architecture of Algerian society and need to be encouraged by the school principals because the success and effectiveness of these services is wholly dependent on the goodwill of the school administration, particularly the school principal. This is because it is the school principal who creates an enabling environment for the school counsellors to exercise their professional skills and techniques as they organize various activities in the counselling process. The students in any given school are of mixed abilities with varied needs. The

school counsellor should therefore possess skills to consult learners with special needs and those without. Besides, the appointed person should have high integrity, be mature, confidential and should win the respect and confidence of the students and the school community.

To sum up, the investigator sheds the light on the drawbacks that is related to the guidance-counselling services. The negative points encountering this service such as the negative attitudes of principals towards the counselling program, in addition to their carelessness about the school counsellors' status and role.

3.3. Suggestions for Improvement

3.3.1. Introduction:

After investigating the guidance /counselling situation at the secondary school of Chikh Bouamama, identifying the shortcomings that encounter this service, it is necessary to propose some tentative solutions for the sake of improving the quality of this program in the Algerian schools.

3.3.2. Material/ Financial Support by the school Administration

Generally speaking, the school administration has the mandate to establish effective counseling services since they are the chief financial controllers of the school, usually responsible for the institution's budget, its make-up and utilization. The following solutions are suggested as an attempt to improve guidance-counselling services in Algerian schools in order to achieve better results within this field:

- An effective guidance and counseling service is one in which the service is provided on a continuous and regular basis. Besides, the counselling programs and services also cater for the varied needs of all learners both with special needs and those without.
- The school counsellor together with the administration must identify the counselling needs of learners and put in place a comprehensive curriculum that touches on the diverse needs of learners. This may vary from one school to the other.
- Guidance and Counseling program should have clear and well stated objectives, mission and vision.

- Appropriate support by all stakeholders with the principal taking the leadership role.
- Sound advice and reassurance for all students and parents at important times of transition.
- Appropriate counselling sessions with the students and parents on a regular basis and confidentiality must be assured.
- Service provision should be continuous and on regular basis with prompt responses in crises.
- Comprehensive curriculum that touches on the diverse needs of learners
- Effective forms of records and of record-keeping.
- A well constituted guidance and counseling committee that is inclusive of all departments in the school.
- Trained counsellor and peer counsellors.
- A special room within the institution designated for counselling services with adequate resource.
- Materials to be used for guidance and counseling such as text books, newspapers and magazines, posters and videos.
- Comprehensive data base of referral services and professionals to provide specialized guidance services.
- The guidance and counseling services are time tabled and teachers and students are aware of times set aside for guidance and counseling.
- Guidance service should be accepted as an essential part of a school by the school administration in particular, and by the educational administrators in the country.
- The school administration should facilitate the implementation of decisions made during Guidance and Counseling meetings.
- School principals should support the counseling services fully, in fact, they should be the first counselors ready to guide all students regardless of their cognitive development, gender, class or background.

Finally, there is a need for schools to elaborate and organize the mechanism to ensure guidance and counselling services that are relevant, timely and useful in order to maximize the effectiveness of those services.

3.4. General Recommendations

The current study allowed the researcher to evaluate school counselors 'role and their impact on students' performance. The recommendations below are made as an attempt to

improve guidance and counselling policy in Algerian schools and for others interested in conducting future studies involving perceptions of school guidance and counselling.

First, the ministry of education should provide a policy document on guidance and counselling to all schools. It should strengthen guidance and counselling units at its national, provincial and district offices.

Then, it is necessary to ensure timeliness of guidance and counselling services and have a policy that require all schools to draw a guidance and counseling program at the beginning of every term.

The policy should ensure that there is a clear guidance and counselling procedure and tools to evaluate the usefulness of the service and a more focus to be put on the students as the key beneficiaries of the service.

Effective guidance and counselling programs should be put in place as essential part of schools by the school administrators to promote student discipline.

Schools should provide facilities like counselling offices, magazines, audio and video tapes among others.

Rooms that ensure confidentiality should be provided.

Schools should sensitize the students on the importance of guidance and counselling in the management of student discipline.

School administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counselling. This is because no program can function successfully in a school unless parents are supportive.

This study also recommends that parents play a more active role in that regard. In addition to taking part in planning, needs assessment and evaluation of school guidance and counselling services, parents are urged to contribute to the procurement of those services so as to improve its provision.

School administrators should provide guidance and counselling programs in school timetables as well as in the school budgets.

School administrators should facilitate the implementation of decisions made during guidance and counseling. For instance, change in student's program, use of professional counsellors, the need for more participation in co-curriculum activities and setting up school guidance and counselling committee.

Student involvement in school guidance and counselling services was limited. As such it is recommended that the student body should seek for representation in conceiving and implementing guidance services at their schools. Students should also take advantage of the available services in their schools.

There is need to invite guest speakers who will provide the counselling services to the students in areas of concern.

3.5. Conclusion

In the third chapter, the investigator exposes the shortcomings encountered while undertaking that investigation like the negative attitudes of principals while the process of guidance and counselling is taking place and then some pedagogical considerations. In the suggestions for the improvements, the investigator suggests to provide the school counselors with all form of support starting from emotional support to financial one so that they can promote students' development and growth.

General Conclusion

General Conclusion

The implementation of guidance and counselling services has become a necessary fact in today's world. Thus, the research was designed to see the impact of using guidance and counselling services and to see the school counsellors' and learners' attitudes towards this use at Chikh Bouamam secondary school.

This study concludes that guidance and counselling is an important factor in secondary schools and was offered in some of them. Guidance and counselling services offered were educational, social, career and psychological guidance. Through this program comprehensive advice on students' careers was provided. There are less personal problems among the students in school and students were well disciplined with improved academic performance as a result of the counselling program. The students benefit mostly from guidance and counselling services especially in areas of learning, relationships, problem solving and discipline observance.

Furthermore, the findings clearly provide evidence that time allocation to counselling is insufficient, one could say that counselling and guidance is still not receiving any prominence. Lack of cooperation from administration is another serious challenge where schools lack resources and privacy. School counselling and guidance services seem to remain marginalized, not much was done to increase the role of these services. School counsellors argued that if they had more support from district and schools' principals, they would be able to do their work more effectively because they are the vehicles of support not only for the learner but also for the school as a whole.

Finally, the results showed that the use of school guidance and counselling services has positive effects on the learners' motivation, interaction, and performance. However, this program is facing a myriad of challenges which are hindering its effectiveness despite its potential. If such challenges were alleviated, the program would go a long way in alleviating learner problems and school strikes among others.

Therefore, all schools should have a school counsellor employed on site so that barriers that learners may encounter such as school dropout, learning obstacles could be eradicated in order to support students who are at risks.

A voice can bring a lot of impact and is the energy to propel someone's passion as well as providing an opportunity to rise above the rest and make a difference. Someone may get encouraged to be extraordinary and do commendable.

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Appendices

Appendix A: Students' questionnaire

Dear students

I am a post graduate student at the University of Dr. moulay Tahar Saida. I am carrying out a research on: the influence of guidance and counselling on students' discipline in public secondary schools in the Algerian context .The purpose of the study is to collect data onthe topic for further analysis and the information obtained is strictly for educational purposes.

Please respond to the questionnaire honestly and your response will beaccepted and treated with utmost confidentiality.

Thank you.

Yours faithfully

The questionnaire below is seeking information on the importance of guidance and counselling services in Chikh Bouamama. secondary school at el Abiodh Sidi el Chikh region. Please tick/ answer appropriately and be truthful as much as you can.

Section one: General information

Q1. Students' gender :

- a. Male
- b. Female

Q2. Students' age :

- a. 16-18
- b. 18-20

Q3. Your choice of study branch was:

- a. Personal
- b. Parental(family)

Section two: guidance and counselling services use and importance

Q4. How important is the use of guidance and counselling services in your school?

- a. Very important
- b. Important
- c. Less important

Why?.....

Q5. How do you find the integration of guidance and counselling sessions in the learning system?

- a. More beneficial
- b. Beneficial
- c. Less beneficial

Why?.....

Q6. How do you think your school take guidance and counselling services?

- a. More seriously
- b. Less seriously

Why?.....

Q7. You can describe the methods of guidance and counselling services used in your school as:

- a. Useful
- b. Interested
- c. Unworkable

Section three: students 'opinion towards guidance and counselling services in school

	Strongly agree	agree	neutral	Disagree	Strongly disagree
Q8: guidance and counselling help students to improve their social life and academic achievement					
Q9: the school counsellor should choose appropriate methods of guidance and counselling					
Q10: guidance and counselling can promote discipline in your school					
Q11:students can benefit most from guidance and counselling services in their learning .					
Q12: students can benefit most from guidance and counselling services in their relationships with their mates.					

Appendix B: Interview with the school counsellor

Guidance counselors are responsible for making students well rounded academically and socially, as well as being a source of confidence for a student who is struggling. This interview covers how a school counsellor understands the demands of the job, how he will relate to students and if he is able to problem solving and make appropriate judgment calls.

The purpose of this interview is to investigate how the counsellor of El Chikh Bouamama secondary school supports the teaching and learning system, in addition his impact on student's personal social and psychological life. Finally, it deals in a general way with the challenges that the school counsellors are facing during the process of counselling or after.

1. Question: How do you see the word "leader" fitting into your role as a counsellor?
2. Question: What does the job of a school counselor entail?
3. Question: Do you think that guidance and counselling services are essential in secondary schools?
4. In your opinion, has guidance and counselling program provided in your school helped in promoting the teaching and learning process?
5. Question: in your opinion, what is the impact of school counselling on students?
6. Question: What are the main obstacles that a school counsellor may encounter?

What would you do if...

- One of the students wants to drop out of high school?
- You suspect one of the student is abusing drugs?
- A student requests to change his branch of study because he does not like his teachers?