THE REALITY OF COUNSELING PRACTICE IN EDUCATIONAL INSTITUTIONS IN JORDAN

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Abstract

The study aimed to identify the reality of counseling practice in educational institutions in Jordan, and to achieve the purpose of the study, the descriptive approach was used, in addition to the use of a questionnaire consisting of (40) items distributed over (4) fields as a tool for the study, which was applied to a sample of (400). male and female students in public schools affiliated to the Jordanian Ministry of Education, in the first semester of the academic year (2022/2023); Where the study concluded that there is a positive counseling practice practiced by teachers of educational and psychological counseling in schools from the point of view of students, in addition to practicing counseling tasks in a positive way; However, the students are affected by these tasks little, due to the educational and psychological counseling teachers not having full powers.

Keywords: Counseling practice, educational institutions, teachers of educational, psychological and vocational counseling.

INTRODUCTION

Counseling, in general, is one of the services that are provided to individuals in cases of psychological suffering or with the aim of helping them to identify their potentials, tendencies, abilities and attitudes, and to understand the nature of the circumstances surrounding them in all its social, economic, cultural, and academic dimensions, which contributes to guiding them towards the right choice and the right decision. Counseling, without a doubt, in educational institutions is one of the means to achieve successful education and psychological health for students.

Undoubtedly, counseling intervention is an important necessity for adolescent students in educational institutions, as many studies indicate the importance of the role of counseling intervention through the presence of counseling and guidance specialists in various educational institutions, starting from the primary stage through the secondary stage, all the way to the university stage at its various levels.

The indicative practice relies on methods to be presented, namely:

First: The direct method in school psychological counseling:
It is the one that is face to face between the counselor and the mentor, and it is often used with individual cases that suffer from problems of the nature of effectiveness and need an investigation that increases self-awareness and acceptance and encourages the client to make decisions to face situations and crises.

Second: The consultative method in school psychological counseling:
And the guide does it by directing the guide to the facilities and institutions in the environment that can benefit from their services such as medical, social, recreational, and vocational services. And his ability to confront Crises, different situations, and decision-making. This method can be supported by

direct services provided by the psychological counselor to develop a positive self-concept of the counselor.

Third: The media method in school psychological counseling:

These are extension services that target large groups of citizens in order to address a widespread problem in a local community or even at the national level, such as the need to pay attention to raising children in a democratic and independent manner to raise the competence of young people in actual terms and encourage innovation, to develop their innovative capabilities, or the need to treat people with disabilities in the same way It is characterized by respect so that they reach an appropriate level of self-acceptance, which contributes to raising their level of adaptation and helps them to turn to life in order to enjoy mental health in addition to any problems.

Models of the indicative process and its stages:

The indicative process goes through a series of stages, each stage includes a set of procedures, and it has been developed in the form of models that describe this process. The following is an explanation of two models: Cormier and Hackney's model, and Hill and O'Brien's model.

 1. (Cormier & Hackney Model):

Cormier and Hackney presented a model for the stages of the counseling process, and this model consists of five stages:
1) building the mentoring relationship, 2) assessing the problem, 3) setting goals, 4) interventions, and 5) closing and follow-up.

The first stage: Building the counseling relationship:

The counseling relationship refers to the psychological climate that is generated from the interaction between the counselor and the counselor, provided that the counseling relationship is based on factors such as mutual respect, trust, and a sense of security and psychological comfort. Although there is no specific pattern for building the counseling relationship, there are some directives and skills such as social skills and the authenticity of the counselor.

The second stage: Evaluating the problem:

This stage includes collecting and classifying information related to the reason that brought the counselor to counseling. The evaluation at this stage depends on two things: the counselor's theoretical and philosophical point of view of human problems, as well as the counseling position with the counselor's understanding of this situation.

The third stage: Defining the objectives of guidance:

It is necessary to identify and evaluate the needs of the counselor from the first session and translate them into special goals that the counselor seeks to achieve accompanying the counselor, and they determine the direction in which the counseling process is going.

The fourth stage: Interventions:

It is intended for the activities and procedures that will achieve the goals of the counseling process. It is therefore an action plan or strategy followed by the counselor for the benefit of the counselor that allows achieving the indicative goals.

Fifth stage: Termination and follow-up:

In this stage, the counselor evaluates the extent to which the counseling goals are achieved, while determining the (psychological) benefits achieved by the counselor, while involving the counselor in developing a follow-up plan that represents the end of this stage. When referring the client to other bodies for follow-up, it is necessary to determine the need for referral, evaluate the possible sources of referral, then prepare the client for the referral, and coordinate its implementation.

As for the follow-up, it is the professional contact that occurs between the counselor and the mentor after the end of the counseling, as this communication is effective and beneficial, especially for those Counselors who think ending counseling is appropriate now, but who may experience anxiety in the

future. The counselor usually suggests a period ranging from three to six months after the end of the counseling to meet the counselor again to confirm his condition, and the phone call at this stage is a kind of follow-up because it provides information about the counselor's condition, noting that it is not always sufficient.

2-(Hill & O'Brien Model, 1999):

It is a three-stage model, which is a framework for using counseling skills in leading and guiding clients during the process of exploring interests and problems, reaching understanding and making changes in their lives. The following is an overview of its stages:

The first stage: The exploration stage :
At this stage, the counselor seeks to make the counselor a participant in the counseling process, enabling him to explore important ideas, feelings, and behaviors. This is done by building a relationship of intimacy and empathy between the counselor and the counselor. As well as encouraging him to talk about his problems and raise his feelings about his problems and pain.

The second stage: The insight stage:
At this stage, the counselor coordinates with the counselor to bring him to an understanding of himself, the reasons for his behavior, his thoughts, and his feelings, and make him aware of them and thus aware of himself and the world around him. The main goal at this stage is to build a new and healthy understanding of himself and the reality of what surrounds him.

The third stage: the implementation stage:
Begins to change thoughts, feelings or behavior. The counselor moves his client towards making decisions and exploring possible new behaviors that suit his new perception. The counselor may teach the counselor the skills he needs to bring about change in the reality of his life, evaluate these changes, and modify plans to achieve them.

School psychological guidance and counseling curricula
Specialists believe that achieving the goals of school psychological guidance and counseling is coordinated through the following three approaches:

The developmental approach: sometimes known as the construction strategy, and its importance is due to the fact that guidance and counseling services are provided mainly to ordinary people to achieve an increase in the efficiency of the individual and to support the compatible individual to the maximum extent possible by taking care of the manifestations of personal growth physically, mentally, socially and emotionally.

The preventive approach: It is sometimes known as the "psychological immunization" approach against mental problems, disorders, and diseases. The preventive approach takes care of the normal before it cares about patients in order to protect them from problems, disorders and mental illnesses through a primary level (trying to prevent the occurrence of the problem, disorder or disease by removing the causes) and a secondary level (trying early detection) and the third level (attempting to reduce the impact of disability, disorder or disease crises), in addition to this, this approach provides vital preventive measures: including general health and reproductive aspects, as well as psychological preventive measures: including care for normal psychological development, skill development and embarrassing periods, and socialization. Social preventive measures: It includes procedures for scientific studies and research, evaluation and follow-up processes, and scientific planning for preventive measures.

The therapeutic approach: includes the treatment of problems and disorderTAnd mental illness until a return to the state of compatibility and mental health, and he cares about theories of disorderTMental illness, its causes, diagnosis, treatment methods, and the provision of counselors, therapists, centers, clinics, and psychiatric hospitals.

Counseling services in the educational institution:

The school seeks to prepare the individual for the future life by discovering his potential and ability to provide an educational and scientific program for the purpose of developing these capabilities in a direction that makes the individual able to serve himself and his community. It also works to facilitate the students' natural growth in the linguistic, intellectual, social, physical and cognitive aspects, but they are exposed to forms of difficulties in school, some of whom are able to cope while others are unable to do so and suffer from poor compatibility.

The counselor works in the school to assist students in their healthy development in general, as counseling services affect the following aspects:

Counselors provide instructions and organize activities in order to help new students get acquainted and get acquainted with the teaching staff within the school, plans for physical education and extra-curricular activity, understand the general framework, curricula, academic subjects and other requirements, get acquainted with the nature of the school and the activities in it, and get to know new and old students and make them feel that they belong to the school. their new school.

Creating and keeping information records about the student's individual growth and educational development, and these records become useful in the student's guidance and guidance process.

- The school provides cultural and professional information for the purpose of enabling the student to choose the scientific and professional curriculum for social events.
- The school is active in the vicinity of vocational institutions in order to provide realistic vocational training for its students, in an effort to guide according to potentials and tendencies, and to prepare the student for the future world of work.
- Organizing recreational and sports school events, all of which serve guidance in terms of being an opportunity to practice professional tendencies and show some of the special potentials of students.

The Study Problem:

Psychologists agree that the adolescence period is characterized by a variety of health-physical, emotional, family, moral-value, social and mismatch problems. This makes the student need psychological assistance to solve the problems he faces, which makes the psychological intervention of the psychological counseling and vocational guidance specialist an urgent necessity in schools.

Counseling is a coordinated basis for training and experience, and those in charge of this task in schools deal with various and many educational problems that are related to all educational fields, as well as aspects that pertain to the student's personality.

The school field also occupies the first place in the list of problems that students suffer, followed by the social, personal, health and economic fields.

The aims of this research are as follows:

"The reality of counseling practice in educational institutions in Jordan"

"The reality of counseling practice in educational institutions in Jordan for the routing task"

"The reality of counseling practice in educational institutions in Jordan for the evaluation task"

"The reality of counseling practice in educational institutions in Jordan for the follow-up task"

"The reality of counseling practice in educational institutions in Jordan for the task of carrying out informational activities".

School guidance and counseling plays an important role in increasing the student's ability to adapt and succeed and avoid many of the problems that students face during their academic journey. Since many educational problems need counseling services: such as academic delay, growth problems, choosing the type of study and specialization, poor compatibility, repeated failure, frequent absences and

dropouts; Where this task is directed in providing these services in educational institutions to specialized educational counselors, as the current study seeks to explore the reality of counseling practice in Jordanian educational institutions; In detail, the sub-questions are as follows:

1. What is the reality of counseling practice in educational institutions in Jordan to the task of directing?

2. What is the reality of counseling practice in educational institutions in Jordan for the evaluation task?

3. What is the reality of counseling practice in educational institutions in Jordan for a follow-up mission?

4. What is the reality of counseling practice in educational institutions in Jordan for the task of carrying out media activities?

Terminological and procedural definitions:
1- Indicative practice:
Defined by the American Psychological Association (1981): as "those services provided by psychologists and counselors who use principles, methods, and procedures to facilitate effective human behavior throughout their entire lives, with the aim of helping persons to acquire or change personal and social skills, to improve compliance with the changing demands of life, and to enhance skills Dealing well with the environment.

Operational definition

It is a set of services aimed at helping people solve their psychological problems and make decisions that achieve their psychological, social, academic, and professional compatibility, in order to achieve their happiness and effectiveness in life. It is expressed in the total score that is obtained after applying the questionnaire that was built by the two researchers.

METHOD
Study Approach
The method is an applied step or a set of procedures that we follow to study a problem or a phenomenon in order to discover the facts that are related to it, answer a number of questions posed by it, and verify the validity or denial of its hypotheses, as the researcher is not considered free to choose the method he uses, but the nature of the studied phenomenon or The nature of the research subject matter determines the quality of the methodology used, and the methodology, whatever its type, means the method followed by the researcher to study the problem under study.

Since the subject of our study is reality Counseling practice in educational institutions, the approach that suits us is the descriptive approach because it "depends on studying the phenomenon as it exists in reality, describing it accurately, and expressing it quantitatively or qualitatively."

The Study Sample
The sample is to select and withdraw a group of individuals from the original community, then apply the study to this part of the community, and then try to generalize the results to the original community from which this sample was drawn.

Accordingly, the study sample consisted of (400) male and female students, and this sample was chosen by following the steps of the stratified random sample, given that each school represents a class of the original society.

Data Collection Tools
The researcher needs certain tools to collect the necessary data and information for his study, as the nature of the study problem, its hypotheses, and the objectives to be achieved are determined by the tools that the researcher should use without others. In it, giving an idea about the questionnaire and

motivating the students to answer in an explicit and objective manner, as we explained to them that the answer will only be used for the purposes of the study.

Where the Counseling Practice Scale was used, which was prepared by the two researchers, and this scale consisted of four dimensions, which are as follows: After Guidance (consisting of 10 paragraphs); After the evaluation (consisting of 10 paragraphs); and after follow-up (consisting of 10 paragraphs); And after practicing media activities (consisting of 10 items). They are matched by the following alternatives and their weights: always (5), often (4), sometimes (3), rarely (2), never (1).

The designed scale was characterized by satisfactory validity and reliability, and accordingly, it was reassuring to apply this tool on the study sample.

RESULTS

Presenting the result of the general question of the study, which states: "What is the reality of counseling practice in Jordanian educational institutions?"

In order to answer this question, the arithmetic mean, theoretical mean, and standard deviation were extracted for the answers of the study sample, which were as follows, as shown in Table (1):

Table 1. Shows the result of the general question.

	The number of sample members	SMA	Theoretical Mean	Std.Dev.
Indicative practice	400	138.22	78	4.45

It is clear from the above table that the arithmetic mean value of the counseling practice was estimated at 138.22 and a standard deviation of 4.45, which is higher than the theoretical mean, which was estimated at 78, which indicates a high level of counseling practice among the study sample. The number of individuals whose practice was higher than the theoretical average is estimated at 85% Which indicates that the majority of the sample practice well the counseling tasks formulated in the form of the prepared questionnaire.

Presentation of the result of the sub-questions of the study, which states: "What is the reality of counseling practice in Jordanian educational institutions for the tasks of guidance, evaluation, follow-up, and media?"

In order to answer these questions, the arithmetic mean, theoretical mean, and standard deviation were extracted for the answers of the study sample, which were as follows, as shown in Table (2):

Table 2. Shows the results of the sub-questions of the study.

	Mission	The number of sample members	SMA	Theoretical Mean	Std.Dev.
Indicative practice	Guidance	400	24.88	24	6.79
	Evaluation	400	23.55	21	4.10
	Follow-up	400	37.22	27	3.85
	Media	400	40.66	27	4.33

It is clear from the above table that the arithmetic mean value for the orientation task was estimated at 24.88 and a standard deviation of 6.79, which is higher than the theoretical mean, which was estimated at 24. The arithmetic mean value for the assessment task was estimated at 23.55, with a standard deviation of 4.10, which is also higher than the theoretical mean, which was estimated at 21. It also

shows that the arithmetic mean value for the follow-up task was estimated at 37.22, with a standard deviation of 3.85, which is also higher than the theoretical mean, which was estimated at 27, and the arithmetic mean value for the media task was estimated at 40.66, with a standard deviation of 4.33, which is also higher than the theoretical mean, which was estimated B 27, which also indicates a high level of all counseling tasks among the study sample.

Analyzing and Discussing the Results
Through the presentation, we conclude that the counseling practice is present in a strong manner and with all its elements in schools, and this indicates that teachers of psychological and educational counseling are achieving on the ground positive in their work as educational counselors.

As for field observation, this result does not agree with many widespread and increasing phenomena. Such as the phenomenon of smoking, drugs, failure, dropouts, and immoral manifestations prevalent in front of schools.... The results of the study are also not in line with the statements and observations of the teachers themselves, as they complain about the lack of tests and the lack of powers granted to them, as teachers constantly demand to grant more powers to counseling teachers. Education, the provision of tests, the involvement of the teacher in the various decisions related to the school, and they also demand the inclusion of information classes within the educational organization. All these demands contribute to the good conduct of the educational counselors' tasks.

However, the reason for obtaining this high level of extension practice may be an attempt to camouflage or the teacher's reluctance to express the actual level of extension practice for fear of being judged, although it is justified by the lack of a legal and professional framework for his work.

Recommendations and suggestions
1. Correcting the misconception about counseling and guidance services, such as believing that they are ready-made advice and plans that are provided to the counselor. Rather, it is a process that includes motivation, showing the true motives of the counselor, and helping him to understand himself and achieve himself in the light of realizing his capabilities.

2. Providing training for mentors, benefiting from the results of empirical research in the same field.

3. Expanding the provision of psychological counseling services to all stages of study, to include nursery, primary, intermediate, secondary and university on the grounds that they are not additional, but rather necessary services within educational institutions if these institutions and decision makers have the ambition to make the educational institution a major source of effective human capital.

4. Taking into account the changes taking place in the different societal systems (family, school) and society in general, so that cultural change and technological progress are taken into account, especially the means of communication and media.

5- Emphasizing the importance and role of the counselor in the educational process by defining detailed tasks for him and defining the objectives of these tasks for the educational institution according to a national vision for a successful educational policy.

The Limits of the Study:
The current study is determined by teachers of psychological counseling in the schools of the Jordanian Ministry of Education during the academic year (2022/2023).

Ethics and Conflict of Interest
The authors declare that the work is written with due consideration of ethical standards. The authors declare that they have no competing interests.

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