SCHOOL PSYCHOLOGISTS'/COUNSELORS' ROLE AND FUNCTIONS: AWARENESS OF A NEED FOR THEM BY PRINCIPALS, TEACHERS, AND PARENTS OF SIDON SCHOOLS-LEBANON

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Abstract

This study examined the awareness of a need for school psychologist's role and functions in Sidon city- Lebanon- as perceived by principals, teachers, and parents. Specifically, six areas of research questions were addressed: 1) awareness of a need; 2) Type of categories (consultant, diagnostician, therapist, educational programmer, and researcher) of school counselor's role and functions; 3) Referral agent to handle problems; 4) Place of existing school psychology services; 5) Level of education preferred for the school counselor; and 6) Licensure of school counselor.

Data for this study were obtained from Sidon city schools- Lebanon. A questionnaire containing items related to the key research questions was generated. The instrument, a 66-item questionnaire originally written in Arabic language, contained a combination of demographics, of Likert-type scale questions, and a checklist of type of problems for referral, and need of school psychologist. The investigator conducted follow-up interviews, one-on-one interviews and focus group interviews, with principals, teachers, and parents at the selected schools.

Totals, means and percentages were obtained. A series of t-test was calculated to compare levels of perceived need among and within different
groups. A high percentage (69%) of respondents perceived the need for school counselor's role and functions. No significant difference was found for the categories of school counselor as consultant, diagnostician, therapist, education programmer, and researcher between principals from both private and public schools. Compared to teachers, results revealed a significant difference between teachers of private and public schools for the categories consultant and education programmer, and a significant difference between parents of private and public as related to the categories of diagnostician and researcher. In addition, the investigator conducted follow-up interviews with principals, teachers, and parents and focus group interview with principals at selected schools. All consumer groups perceived the school psychologist as needed and has to offer school psychology services within the school. Data analysis was descriptive. Results were discussed in terms of available research and current school psychology practices in Lebanon.
This dissertation is dedicated
In memory of my brother in law

Dr. Abdullattif AbdulBasset ElZein

February, 1931- May 13, 1987

for his love of research and admiration for education.
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This work marks the end of a journey that was inspired and nurtured by many people. The following words are meant to acknowledge their invaluable contribution.

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Chapter I
Research Context

1.1 Introduction

The school counselor has, by tradition and training, been assigned the task of serving the developmental needs of all pupils. From the beginning there has been a link between school counseling and teaching (Humes and Hohenshil, 1987). Today school counselors must deal with a number of difficult social issues, such as an increased number of unsupervised children in two-working parents, violent behavior, poverty, and abuse. Other issues facing the school counselor are children with symptoms of boredom, low self-esteem, and lack of motivation.

Bardon (1983) mentioned that school psychology might be the only specialty that gives serious consideration at any one time to almost all current practices in psychology, education, and allied fields. For instance, it is involved in competency-based and criterion-referenced guidelines for training and practice. It is involved in assessment and intervention techniques borrowed from clinical psychology, counseling psychology, organizational psychology, in addition, many techniques and methods that defy easy categorization. In all its varieties, consultation approach, learning disabilities, assessment and remediation, curriculum development and modification, if anything is there to be tried, the school counselor will try.

School psychology (Nystul, 1999) is not alone in the degree to which it is being changed by considerations that are outside its own domain of expertise, and roles are more likely to be determined by outsiders. Virtually no
profession and its specialties are free from reevaluation of their functioning in a changing world.

This chapter begins by describing a brief overview of school psychology services as a prelude for understanding the variety of roles and challenges that school counselors have experienced and continue to face today in Lebanon. The aim of studying the need for school counselor's role and functions is identified, and the importance of the study is emphasized. A series of research questions are posed to guide this investigation by introducing the scope and design of the research, followed by thesis organization.

1.2 Background of the Study

The system of education in Lebanon has been evaluated, analyzed, and discussed thoroughly from 1993 onward, after twenty years of civil war. There seems to be great emphasis on planning (National Center for Educational and Research Development, 1999). The message is change and adaptation; however, this system did not reflect a clear-cut perception concerning school psychology or the school counselor's role and functions. Saigh (1984) reported that the Lebanese government did not offer direct financial assistance to support psychological services. Any school psychology services that occur within regular schools are almost exclusively carried out on a consultation basis.

Moreover, based on personal observations and interviews with private school principals and officials in the Ministry of Education, there seems to be lack of agreement among different schools to the expectations of school counselors' role and functions. In most schools, school psychology services are absent, or their objectives and effectiveness need to be clarified. More specifically, in most Lebanese schools, it is not clear yet whether school psychology services are needed, which functions are of more priority than others and in which settings these services are preferred.
This research started in the academic year 1999-2000 when the researcher, in a parental meeting in one of the schools, was discussing with the parents, teachers, and the principal the need for restructuring schools in the twenty-first century. The audience was interested in the topic, but showed an inclination to discuss the issue of the need for school psychology and how to manage the services in the schools as a form of restructuring. This situation gave the researcher the idea of narrowing the scope of the thesis from ‘restructuring schools’ to ‘awareness of a need for school psychology services’. To carry out this investigation, permission was taken from the respective schools. A brief outline of the purpose of the study was presented. All these actions were done to establish an ethical position with respect to this proposed research.

An extensive search of the literature was conducted using all available databases relevant to psychology, school counseling, and education. Very little data were found about how the role and functions of school counselors are perceived by school administrators, teachers, or parents. In Lebanon, most research studies, to date, and they are few, have focused on students and the effectiveness of school counseling services (Bibi, 1992; Saleh, 2000). However, two studies have examined responses from teachers (Kurani, 1964; Seraphim, 1991). A third study included analysis of school psychology in Lebanon (Saigh, 1984; 1989).

Individuals typically deliver school psychology services with graduate-level training in psychology and education. Some service providers possess a master or an educational specialist degree which are credentialed by the Lebanese government. Other service providers include psychologists holding the doctoral degree; they are licensed for the independent practice of psychology and hold specialty expertise in school psychology. In some cases, psychologists deliver psychological services in the schools with various types of specialty training such as counseling or developmental psychology.
The scope of school psychology services offered in the schools differs tremendously. Although literature on institutions, schools, and universities that have psychological services is not available, interviews with prominent educators provided some relevant information. Few private secondary schools provide counseling. In addition, universities such as the Lebanese American University (LAU), the American University of Beirut (AUB), and Al Jinan University in Tripoli have psychological and counseling centers. There is also an occupational counseling center at AUB that was established in 1983. Goals and objectives vary from one center to the other, but it seems to serve the needs of the institution where they are established more than the needs of the people served.

The psychological services are provided in a broad array of places (e.g., schools, workplace, health centers, social service as well as medical). The Community Development Center (CDC) in Bourj El Barajneh (Beirut Suburb) for example provides improvement of the local community’s socio-economic conditions and well being, and comprehensive integrated services including education, social, health, and community action programming while the Makassed Communal Health Care Bureau has a guidance and counseling program that offers maternal and child care program, home visits and counseling to needy patients, school health programs, and literacy program. As for the Hariri foundation programs, the services are more extensive, where the activities comprise educational, academic, and cultural programs (Welfare Report, 1998).

Some of the core psychological services, which are offered by psychologists in the schools, and in different levels, include the following: teacher consultation, workshops, assessment/ testing services, counseling, behavioral interventions, educational interventions, college counseling, social skills training, referral services, supervision (Hariri Foundation Report, 1997; Welfare Report, 1998). Nowadays, school psychology services are also expanding to meet special educational needs. A few numbers of schools are working on mainstreaming
students with special needs and trying to develop academic and counseling programs for these children (ElZein, 2002).

Among the relatively limited literature on school psychology services in Lebanon an MA thesis Kurani (1964) and an MA project Seraphim (1991) addressed the issue of the need for school counseling programs. The sample included a number of school administrators of secondary schools (private and public), and psychiatrists in Beirut. The majority was in favor of the existence of counseling program. Most of them were aware of the vital need of Lebanese adolescents in high schools for guidance and psychological help.

Bibi (1992) conducted a study on 500 Lebanese students to determine their perceptions regarding school psychology, and found that a high percentage of the respondents expressed a great need for school psychology.

Saleh (2000) evaluated the career guidance program in grade 9 at the American Community School (ACS) in Beirut. The students' opinions indicated dissatisfaction with the process of the present career guidance program. However, they affirmed that it should be used in the future and that it had some effect on clarifying career choices. They also implied a need for adding essential components to the program, clearly defining its purpose, grouping students according to their developmental patterns and involving teachers and parents.

School counselors have typically found themselves in the position of simultaneously fulfilling multiple roles and functions. This has left them open to criticism on several fronts. This, along a large-scale change in social trends as well as budgetary restrictions called for needs assessment. Assessing needs in a way that leads to define role and functions and most effective services became very significant.
Along these same lines, a similar priority of role and functions that are expected of the school counselor, but there is also a need to assess preference of place of psychological services and how much there is a need for school psychology services. For the purpose of this study, and as a starting point, static perception is researched only. First, to establish a base to build on and compare with later, and second, dynamic perception entails, among others, the opinion of the school counselor so as to study his/her actual behavior, which is supposed to be an end result of the interaction of perceptions of different definers of the role of the school counselor.

How today students deal with changes and how to promote their adjustment need to be looked at into. Within the students' environment, the counselor has the knowledge and skills to assist in attending to such needs. School personnel in general may identify students with behavioral and/or learning problems, notify their parents, and suggest that the services of a school counselor are needed.

1.3 Aim of the Study

The aim of the study is to determine need for school counselor role and functions in Sidon private and public schools from the perception of school principals, teachers, and parents. It will also attempt to determine and compare priorities of role and functions of the school counselor and preference of the place of existing psychological services, between and within the definer groups.

The primary focus of this study is on the assessment of awareness of a need for school psychology services among users of services as a process of helping students who are living in a society that is experiencing radical changes. The assessment of needs is an essential tool for program planning and evaluation.
Another purpose of the study is to determine the role and functions of the school counselor. The determiners of the role of the school counselor in the social structure of a school would seem to be school boards, administrators, teachers, students and the counselors themselves. Closely related to the role definers, but not actually in the immediate social structure of the school would be parents, community group and the counseling profession. All of these groups interact and influence one another in their definitions of school counselor's role.

1.4 Key Research Questions

Answers to the following research questions will be sought:

1. To what extent do principals, teachers, and parents perceive a need for school counselors' role and functions?

2. Is there a difference among principals, teachers, and parents concerning the type of categories of school counselors' role and functions?

3. Do principals, teachers, and parents perceive the school counselor as a referral agent to handle problems often encountered at schools?

4. Is there a difference in the place of existing school psychology services for the delivery of school psychology service among the definer groups?

5. What level of education would be preferred for the school counselor?

6. Would respondents approve that the government licenses a school counselor?
1.5 Significance and Need of the Study

The need for this study stems from the lack of agreement among different Lebanese schools to the expectations of school counselor's role and functions. In most schools, school psychology services are absent whereas in other schools such services are present but the expectations of the related practices differing across and within these schools. Moreover, in Lebanese schools, it is not clear yet whether school psychology services are needed, which functions are of more priority than others, and which place of existing psychological services are preferred (inside or outside schools settings). In the light of this, whether a new program needs to be conceptualized or whether a re-conceptualization of existing services are questioned, the major focus of any delivery of services should be on felt or expressed needs. Based on this, needs assessment concerning school counselor is an advantage at this point of time. The importance of this research lies in clarifying and identifying what school psychologists' stakeholders and service users want from a school psychology service. School psychology, in essence, is a core part of any educational system that aims at development and change.

This study is useful to the social structure of the school and to the parents and the community as well and has a possibility to help build a secure future for the children.

Three information resources were used to identify studies related to this research. First, researches conducted mostly in USA, UK, Canada, due to the lack of relevant literature on school psychology in Lebanon. Second, books and other potential studies were identified. Third, the available computer databases (ERIC) and (BRI) were thoroughly searched using numerous keywords (e.g., school counseling, guidance, career counseling, school counselor, educational psychologist, school psychologist, and school psychology services).
1.6 Scope and Design of the Research

Studies that focused on the development and desired role and functions of school counselor used survey research inquiring the developmental role of the school counselor, the practices, and the services prevailed in determining the importance of the need for the school counselor. Survey research is also used in this study to explore school counselor's role and functions as perceived by the Lebanese principals, teachers, and parents in Sidon city. Of farther interest is the awareness of the need for the role and functions of the school counselor.

The tools used in this research were questionnaire, semi-structured interview, and focused group interview. The researcher believes that the use of quantitative and qualitative methods to collect data is complementary, in finding out the role and functions of a school psychologist and needs assessment. By using both approaches in the study, the researcher gets richer details, and one method can corroborate or confirm the result of the other (Coolican, 1996).

Respondents who participated in the study were principals, teachers, and parents coming from Sidon private and public schools. The respondents were asked to complete the questionnaire and to/or undergo an interview, one-on-one interview or focus group interview, on the understanding that the purpose of this study was to explore the school counselor's role and try to make a balance in their work towards earlier intervention and support when a need is identified.
1.7 Thesis organization

The shape of the thesis will be presented in the following manner:
Chapter One, Introduction, introduces the aim of the study, its purpose and importance to educational development and change at the level of both private and public schools. Key research questions that the study is trying to answer through methodological research by using a questionnaire, a semi-structure interview, and focus group interview were listed. The chapter opens with a discussion of the status of school counselor in Lebanon, and the services presented in Lebanese schools.

Chapter Two, The Literature Review, presents an overview of the related literature pertaining to the historical perspective of school psychology, with the international events that dealt with the issue. The chapter also discusses the services that are offered by school psychologists, and the perceived usefulness of this branch. Later on, the study covers the role and functions of school counselor. It covers the school counselor as a diagnostician, a therapist, a consultant, a positive behavior supporter, an educational programmer, and a mental health provider and researcher.

Chapter Three, Methodology, discusses the methodology used to obtain information, the sample size of the questionnaire – the quantitative part of the study-, semi-structured interview and focus group interview – qualitative part. This chapter presents the complementary functions of qualitative and quantitative researches, their strengths and weaknesses, and the integration of these methodologies. Ethical consideration is also discussed. The piloting of the questionnaire and the interview is conducted to strengthen the validity of the study.

Chapter Four, Analysis of the Findings, analyzes the responses of the participants collected for the questionnaire, semi-structured interview and the focus group, of the investigated issues, according to the sequence followed in
conducting the study: a) analysis of the findings from the questionnaire in relation to need of school psychology, type of categories for school counselors' role and functions, school psychology services, and level of education. b) Analysis of the semi-structured interviews as to the general role of the school counselor and the level of education. c) Analysis of the focused group interview and the responses of the principals concerning counseling, direct and indirect services, and professional development in general. This chapter, also, provides some statistical description of the sample studied: Demographic and personal information, distribution of the participants among the schools (private and public), their distribution according to age, and years of experience.

Chapter Five, Discussion, discusses the awareness of a need for school counselors' role and functions with an agreement among all respondents that delivery of services has to be delivered within schools, with the need to introduce educators, teaching staff to the types of services. The chapter also discusses the type of counseling needed, professional development and licensure of the school counselor by the government. These findings were compared with other findings in the literature review.

The concluding chapter constitutes the summary of the study and further recommendations for future researches. This chapter also sheds light on the limitations of this study; basically the definers of the role are limited to administrators, teachers, and parents in Sidon city. Thus, it is recommended that further research be conducted to find the factors that affect the responses of the different definer groups with regard to different items on role and functions of school counselor, and most importantly to conduct a research on other definer groups such as counselors themselves and students in other areas of Lebanon to find out whether services of school psychology perceived to be as effective as they were perceived to be needed. The chapter presents points of challenge to future research and practice to test the perception of different
definer groups if school psychology was actually implemented within every school.
Chapter II

Literature Review

2.1 Introduction

The demands and trends of society directly affect the role and functions of the school counselors and the awareness of a need for them. Presently, it appears that the focus of the schools in Lebanon is on increasing problem-solving skills among students and improving educational achievement (Seraphim, 1991; Bibi, 1992; Saleh, 2000, and ElZein, 2002). Trends like this one are central to this study because they address the need for change in counselor's role and functions, and more importantly the awareness of this need among parents, teachers, and principals. Few attempts have been made, over the last 20 years, to identify the need, appropriateness, and relevance of school counseling programs in Lebanon; successful attempts have been made in Western countries (Patterson, 1966; Dinkmeyer and Caldwell, 1970; Tennyson et al., 1989; Hackney, 1990; Kelly and Gray, 2000). These and other studies cited in the following pages provided direction, understanding, and even clarification to the role and functions of the school counselor, and more importantly the understanding of an awareness of a need to those who are working with the counselors: principals, teachers, and parents.

The goal of this literature review is threefold. First, it gives a reason for need assessment and definition of the term school psychologist/ school counselor. Second, it provides a historical overview of the trends and practices affecting school counseling and the evolution of the role definition of school counselor and school counseling programs. Third, it reviews the most recent studies affecting the role and functions of school counselors. This is accomplished by reviewing two specific topic areas in the literature: 1) research that describes
the role and functions of the school counselor as perceived by principals, teachers, and parents, and 2) school psychology services.

2.2 Impact of war on the psychological adjustment of children and parents

The lasting impact of war on the psychological state of women and children is well documented. Many have post-traumatic stress as a consequence of witnessing or experiencing parental loss in war (Bryce et al., 1989). Political repression and state terror have also been shown to result in significant psychological sequelae (Munczek and Tuber, 1998; Lykes, 1994). Recently, a study of internally displaced children from the war in Bosnia showed that 94% had features of post-traumatic stress (Goldstein et al., 1997). A landmark survey by Unicef on the effect of war on children aged 8-18 years in Kabul indicated that 41% had lost one or more parents because of the conflict, and over half had witnessed torture or violent death. Over 90% of the children interviewed expressed the fear of dying in the conflict. A particularly gruesome practice of encouraging children to witness public amputations and executions has an enormous impact on impressionable minds. Over 80% of the children interviewed felt they could not cope with events and that life was not worth living. While such events can lead to considerable psychological trauma and distress, they may also inure a young mind to violence.

The impact of war on children has also attracted the attention of the studies in the community. Kinzie, et al. (1986) followed-up children who had experienced war trauma, four years after leaving Cambodia, and found that 50% had developed PTSD and mild, but prolonged depression. In a 15-year follow-up of 59 Cambodian young adults, Hubbard et al. (1995) established a prevalence of 24% for PTSD, and a lifetime prevalence of 59% for the same disorder. Nader et al. (1993), in a study of Kuwaiti children following the first Gulf war, found that 70% reported moderate to severe post-traumatic stress reactions. Weine et al. (1995) established PTSD in 25% and depression in 17% of a small sample of Bosnian adolescents who had moved after the war.
to America during the Yugoslavian war, and Ahmad (1992) found the same rate in displaced Kurdish children. Although depressive symptoms were equally elevated in Croatian children during the war, displaced (refugee) children reported more sadness and fear than local children, who had not moved from their home residence (Zivcic, 1993).

In addition to the prevalence of PTSD, mental health problems have been studied in war victims in relation to experienced traumas. In Israel, about 40% of kibbutz children presented with bereavement reactions of clinical significance, including behavioral problems and social impairment, three years after their father's death in war (Elizur and Kaffman, 1982). Those orphaned before the age of seven tended to have a narrower awareness and differentiation of their broader social environment (Lifshitz, 1976). In a study of 108 Palestinian children in the Gaza strip, Qouta, Punamaki and El Sarraj (1995a), found that the number of traumatic experiences was related to high levels of neuroticism, and impairment of attention, concentration and memory.

Some studies indicate that there may also be culturally-determined variations in the presentation of anxiety or trauma-related disorders. Abu Hein, (1993), for example, found a high rate (25%) of conversion fits in Palestinian children living in the Gaza strip and exposed to traumatic events during the war. Palestinian children living in the West Bank were also found to suffer predominantly from behavioral and psychosomatic problems (Baker, 1990). Behavioral problems were more severe within the refugee camps than in villages or cities. Somatising symptoms, on the other hand, were more severe within the refugee camps and villages. In another study from the Middle East, during the Lebanon civil war, Farhood et al. (1993) found considerable prevalence of somatising symptoms, such as headaches, in both male and female children.

Although the extent of trauma and its impact on PTSD was investigated, other possible mediating variables, such as family functioning, adult perceptions of
trauma or perceived parenting (Elizur and Kaffman, 1983; Laor et al., 1997; Qouta, Punamaki, and El Sarraj, 1997), and their interaction with trauma, were studied. Secondary adversities such as school and social network disruption are also important. For example, Farhood et al. (1993) found that Lebanese family members were confident that they could rely on social support to deal with problems of various natures during the war. A high level of social support, family cohesiveness and family communication has been found to protect children by mediating the effect of war trauma (Ziv and Israeli, 1973; Cohen and Dotan, 1976; Figley, 1983; lutfi, 1989).

Though post traumatic reactions are normal reactions to abnormal situations, action needs to be taken as early as possible to prevent the long-term suffering that can be anticipated for most trauma victims. Because young children are so much dependent on protection and help from others, practitioners have to address children themselves, their caregivers, and the community in which they live, if the need is successful recovery (UNICEF, 1995). The development and evaluation of treatment interventions for post-war child populations, where natural community groupings exist (Yule, 1994) can be school- and group-based. Galante and Foa (1986) demonstrated the effectiveness of school-based group treatment for at risk children following earthquake in Italy (seven hourly sessions for one week). Brief cognitive-behavioral treatment that aimed at improving children's locus of control and self-esteem has also been described (Baker, 1990). Presentation of comprehensive developmental school counseling programs provide prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's needs is essential in removing PTSD (Gupta, 1997).

In Lebanon the armed conflict and civil unrest, siege and occupation for twenty years made people feel like freezing or overwhelmed by intensive emotions during and immediately after the war. They were in constant fear that more terrible events may happen. They often contemplated possible faults in their actions and blamed themselves for the lack of activity and
assistance to others. Many of them developed strong guilt feelings. Though the initial reactions to recurrent traumatic experiences remain the same, with time people will develop certain expectations and preparations for traumas to happen. Besides making practical arrangements, they may establish a psychological self-protective wall against further vulnerability and mental destruction. Often they will suppress and numb their feelings, and/ or act their rage about helplessness and humiliation on others, or against themselves (Maksoud et al., 1993). As a result, an increase of aggressive behavior has often been observed among Lebanese children concentration problems in their daily activities, difficulties in relaxing, falling and staying asleep, diminished interest in activities as well as various physical symptoms like stomachaches and headaches (Farhoud et al., 1993).

Though post traumatic reactions are normal reactions to abnormal situations, action needs to be taken as early as possible to prevent the long-term suffering that can be anticipated for most trauma victims. Because young children are so much dependent on protection and help from others, we have to address children themselves, their caregivers, and the community in which they live, if we want successful recovery for it makes little sense to cure children of intrapersonal and intrapsychic problems only to return to the environment that created their problems in the first place. Here lies a need for school psychologist and school psychology programs to be able to influence and modify both the significant adults in children's lives and the children themselves and a need for the definition of school counselors' role and function as seen by the definer groups (principals, teachers, and parents) and how they are seen by the definer groups.
2.3 Need Assessment

A question the researcher was trying to answer in this study is the assessment of awareness of a need for school counselors' role and functions. The researcher in her work with principals, teachers, and parents noticed that something is lacking, and the reactions of the groups reflected an actual awareness that something is lacking.

By reviewing the literature, the researcher found that there seems to be a consensus that need assessment is an essential tool for program planning and evaluation (Collison, 1982). Because needs are perceived significantly different, a need assessment is an attempt to provide focus that has consent among constituent groups.

Dalton et al. (1996) defined need assessment as a systematic study to accurately describe gaps or discrepancies in performance that exist between what people are capable of doing now, what they should be capable of doing, and what they will be required to do in the future.

Depending on the result of the assessment, ongoing activities can be maintained, modified, or eliminated from the program, and new activities can be developed and implemented (Stiltner, 1978).

How are needs assessment done? There is no simple answer to this question. There are many types and forms of needs assessment. No one way is best. The appropriateness of any given form of needs assessment really depends on the type of training or education project being considered. Rouda and Kusy (1995) presented four steps to conducting a needs assessment: a) Perform a “gap” analysis to identify the current skills, knowledge, and abilities of the people, and the organizational needs and personal needs for human resource development activities. b) Identify the priorities and importance of possible
activities. c) Identify the causes of performance problems and/or opportunities
d) Identify possible solutions and growth opportunities.

Collison (1982) indicated that it would be preferable to determine needs first
and then design goals of the program. This, he said, could be addressed
through three main steps: (1) define the needs (establish a list of needs by
concerned members), (2) assess these needs (design a questionnaire and
conduct it verbally or in writing), (3) design a program to respond to the
needs.

Allan and Barber (1986) described need assessment approach on how would
counselors help teachers and students. Allan and Barber found that early work
of need assessment identified a broad-based group of functions for the role of
the school counselor. School counselors have typically found themselves in
the position of simultaneously fulfilling multiple roles and functions. This has
left them open to criticism on several fronts. This, along a large-scale change
in social trends as well as budgetary restrictions, called for need assessment.
Assessing needs in a way that leads to define role and functions became very
significant.

Along these same lines a similar priority of role and functions are expected of
the school counselor, but there is also a need to assess preference of place of
existing psychological services and how much there is a need for school
psychology services.
2.4 **School Psychology/School Counselor/School/Educational Psychologist**

2.4.1 **School Psychology**

Bardon and Bennett (1974) identify school psychology, as a 'psychological specialty that brings psychological knowledge, skills, and techniques to bear on the problems presented by the school' (p.8). School psychology is one of the professional areas of psychology, along with clinical psychology.

The early definition of the school psychologist by Walter (1925) states that he/she is the one who brings "to bear upon educational problems the knowledge and technique which have been developed by the science of psychology (p.167).

In February 1998, the Council of Representatives of APA ratified the recommendation by the Commission on Recognition of Specialists and Proficiencies in Professional Psychology (CRSPPP) to recognize school psychology as a specialty in professional psychology. This recognition means that those general psychological services that school psychologists share with other general practice professional specialties (clinical and counseling) are recognized, but more importantly, the distinctiveness of school psychology is articulated in its archival definition. Excerpts from the archival definition (APA, August, 1998) state that:

"School psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of Psychology with children, youth, families, learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological assessment, intervention, prevention, and health promotion, and program development and evaluation services with a special focus on the development processes of children and
youth within the context of schools, families, and other systems" (p.1).

School psychology is not defined by a setting, the school, but by services to learners of all ages and the schooling process. Excerpts from the archival definition state that:

"School psychology has evolved as a specialty area with core knowledge rooted in psychology and education. School psychologists have advanced knowledge of theories and empirical findings in developmental and social psychology, and developmental psychopathology within cultural contexts, and in the areas of learning and effective schools, and family and parenting processes. School psychologists conceptualize children's development from multiple theoretical perspectives and translate current scientific findings to alleviate cognitive, behavioral, social, and emotional problems encountered in schooling" (APA, 1999, pp.2-3).

2.4.2 School Psychologist

There are several perspectives from which a school psychologist can be viewed. For example, the school psychologist can be defined using demographic descriptions of practitioners, and by examining policies and standards which govern the work of the psychologist; or specific services provided by the school psychologist can be described. One general definition was expressed by Bardon and Bennett (1974): "school psychology differs from other psychological specialties in that it brings psychological knowledge, skill, and techniques to bear on the problems presented by the school as a total, unique place in which people living in the school" (p.8). A more specific definition from Fagan and Wise (1994) is as follows:
A school psychologist is a professional psychological practitioner whose general purpose is to bring a psychological perspective to bear on the problems of educators and the clients educators serve. This perspective is derived from broad base of training in educational and psychological foundations as well as specialty preparation, resulting in the provision of comprehensive psychological services of direct and indirect nature. (p.3)

The National Association of School Psychologist (NASP) defines school psychologists in terms of its policies and standards. Its Professional Conduct Manual (1992) states: "a school psychologist is a professional psychologist who has met all requirements for credentialing as stipulated in the appropriate NASP standards. The accreditation is based upon the completion of a school psychology training program which meets the criteria specified in the NASP (1994) Standards for Training and Field Placement Programs in School Psychology" (p.36). The training requirements to become a school psychologist are a minimum of 60 graduate semester hours including a year-long internship. This training emphasizes preparation in mental health, child development, school organization, learning, behavior and motivation.

School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School psychologists understand school systems, effective teaching and successful learning.

According to US Bureau of Labor Statistics (2002-03) school psychologists work in elementary and secondary schools or school district offices to resolve students' learning and behavior problems. They collaborate with teachers, parents, and school personnel to improve classroom management strategies or parenting skills, counter substance abuse, work with students with disabilities or gifted and talented students, and improve teaching and learning strategies.
They may evaluate the effectiveness of academic programs, behavior management procedures, and other services provided in the school setting. A doctoral degree is usually required for employment as a licensed clinical or counseling psychologist. To work as a school psychologist, one must be certified and/or licensed by the state in which services are provided. School psychologists also may be nationally certified by the National School Psychology Certification Board (NSPCB).

When joining NASP, psychologists agree to uphold the association's ethical standards for professional competency, professional relationships and responsibilities, and professional practices in public and private settings. Standards for psychological services speak to administrative agencies, employing agencies, delivery of comprehensive psychological services, and standards for school psychology training programs.

2.4.3 School Counselor

The American Counseling Association (1997) defines the school counselor as: "A professional counselor is a mental health professional who has obtained at least a Master's degree in a professional counseling specialty, such as mental health/community, marriage and family, substance abuse, geriatric, rehabilitation, school, or career/college counseling." (p.2) A professional counselor applies "mental health, psychological, and human development principles through cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, and/or career development, as well as pathology" (adapted from the American Counseling Association's formal definition of "professional counseling," 1997, p.2). Above all: "school counselors are student advocates who work cooperatively with other individuals and organizations to promote the academic, career, and personal/social development of children and youth. School counselors, as members of the educational team, consult and collaborate with teachers, administrators and families to assist students to be successful. They work on
behalf of students and their families to insure that all school programs facilitate the educational process and offer the opportunity for school success for each student. School counselors are an integral part of all school efforts to insure a safe learning environment and safeguard the human rights of all members of the school community." (p.3)

Professional school counselors in USA meet the state certification/licensure standards and abide by the laws of the states in which they are employed. To assure high quality practice, school counselors are committed to continued professional growth and personal development. They are proactively involved in professional organizations which foster and promote school counseling at the local, state and national levels. They uphold the ethical and professional standards of these associations and promote the development of the school counseling profession (USA Ministry of Labor, 1999).

Educational, vocational, and school counselors—in elementary, secondary, and postsecondary schools—help students evaluate their abilities, interests, talents, and personality characteristics in order to develop realistic academic and career goals. Counselors use interviews, counseling sessions, tests, or other methods when evaluating and advising students. They operate career information centers and career education programs. High school counselors advise on college majors, admission requirements, entrance exams, and financial aid and on trade or technical schools and apprenticeship programs. They help students develop job search skills such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni or students with career development and job hunting techniques (US Bureau of Labor Statistics, 2002-03).

Graduate-level counselor education programs in colleges and universities usually are in departments of education or psychology. Courses are grouped into eight core areas: Human growth and development, social and cultural diversity, relationships, group work, career development, assessment, research and program evaluation, and professional identity. In an accredited
program, 48 to 60 semester hours of graduate study, including a period of supervised clinical experience in counseling, are required for a master's degree.

All States require school counselors to hold State school counseling certification; however, certification requirements vary from State to State. Some States require public school counselors to have both counseling and teaching certificates. Depending on the State, a master's degree in counseling and 2 to 5 years of teaching experience could be required for a school counseling certificate (ASCA, 2000). They are specialists in human behavior and relationships that provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

2.4.4. Educational Psychologist

According to the Directory of Chartered Psychologists (2002/2003) the educational psychologists are concerned with the application of psychological theory, research, and techniques to help children or young people who may have learning, behavioral, social or emotional problems or difficulties. The work is usually conducted within an educational context. Some of the work is directly with individual children, which would involve an assessment of the child's presenting problem using different techniques, observation, and discussion. In addition, educational psychologists may provide in-service training for teachers and other professionals on issues such as behavior management, truancy, stress management and assessment. They may also expect to advise on educational provisions and policies and carry out research. EPs throughout Europe are involved in the assessment of children, parents and families and in giving guidance to schools (EFPPA, 1997).

In the United Kingdom the influence of the New Right's market philosophy towards education has pushed educational psychology services (EPS) to redefine their role. Educational psychologists are involved in the process of
giving help for children as well as to schools confronted with special educational needs. For mainstream pupils they are often working from a school counseling service, offering help either to innovate the school’s education or to reduce learning and behavioral problems of individual children (Marsh et al., 1997).

Training in educational psychology among European countries has no consistent pattern (EFPPA, 1997). In four countries, Finland, Germany, Iceland and Netherlands, there is no specific training route, although there is an expectation that EPs obtain certain qualifications and experience in developmental psychology. In Spain the training period is 5 years. France, England (not Scotland), Malta and Switzerland all require EPs to have worked as teachers.

Most educational psychologists in the UK are employed by local authorities and are based in the psychological services in the education departments. In Northern Ireland, the employers are the education and library boards. Other public sector employers would be in regional social services assessment centers, hospital-based pediatric assessment units or child psychiatric units. An area that is growing in UK is working as an independent, on a freelance basis, as a private consultant or within a specialized consultancy. On the other hand, Belgium, Finland, Germany, Spain, and Switzerland employment situation is poor and even there are a number of EPs who are currently unemployed (EFPPA, 1997).

Yet, certain issues are facing the profession of EPs. One of these issues, mentioned by the Task Force Report about psychologists in the educational system in Europe (EFPPA, 1997), focused on the effect on the work of EPs and the way they are employed. In Sweden, Denmark, the Netherlands, and Iceland EPs are faced with the changes in the school system and the decentralization of power that are influencing the work the EPs are able to
undertake. Another issue that EPs are facing is the recognition of EP's work by employers and other professional groups in France, Malta, Germany and the UK.

2.4.5. The School Counselor / Psychologist in Lebanon

The work of school counselors/school psychologist in the Lebanese context is somehow different than what is applicable in Western countries as related to functions. Holders of both of these posts perform the same functions most of the time. The school counselor performs the work of the school psychologist in certain situations. They assist people with personal, family, educational, mental health, and career decisions and problems. Their duties depend on the individuals they serve and on the settings in which they work.

School counselors at all levels help students understand and deal with social, behavioral, and personal problems. These counselors emphasize preventive and developmental counseling to provide students with the life skills needed to deal with problems before they occur, and to enhance personal, social, and academic growth. The work of the counselors is mostly related with students individually, and rarely with small groups, or with entire classes. They consult and work with parents, teachers, school administrators, (Saleh, 2000). School counselors work with all students, including those who are considered at-risk and those with special needs.

School counselors/psychologists in Lebanon work in elementary and secondary schools or have their own private offices to resolve students' learning and behavioral problems. They collaborate with teachers, parents, and administrators to improve the behavior of students. They may engage in evaluating the effectiveness of a program if the situation allows. What determines working conditions for the school counselor is experience and place of employment. School psychologists/counselors perform the same roles as related to assessment, consultation, and coordination (Saleh, 2000).
School counselors/psychologists receive degrees in education and psychology with master's degree emphasizing educational psychology in guidance and counseling. Training does not exist for school counselors/psychologists in Lebanon, nor doctorate studies. The profession of school counselor/psychologist is not licensed and this situation creates a problem for the general public who has no way of knowing whether the counselor who advises their children is fully qualified (Seraphim, 1991; Saleh, 2000).

Psychologists and professional counselors are essentially trained to do the same thing when it comes to assessment, counseling, psychotherapy, and consultation. According to Katz (1995) school counselors and school psychologists are in a unique position to take on a variety of roles that can play a significant part in the development of children's social competencies. In this study, the researcher will not distinguish between school counselors and school/educational psychologists' roles (as assessment specialist role, consultant role, and counselor/therapist role). The term school psychologist/counselor will be used interchangeably because the roles presented in this study can be appropriately implemented by either, depending on the individual school setting and the balance of types of services available from each specialty.

2.4.6. The Sociology of the School Counselor Profession

School psychology demographics have changed in significant ways during the past 30 years. These changes continue today and are likely to continue during the next 10 years. One of the clearest changes in school psychology during the past two decades has occurred in gender. There has been a strong trend toward increasing proportions of women as students, practitioners, primary program faculty, and graduate program directors.

Demographic data from a 1981 American national survey of the daily activities of school psychologist (Lacayo, Sherwood, and Morris, 1981) showed 54% of their sample returns to be female. The age group with the
highest percentage (22.4%) was the 30-34-year-old group, with the second highest (19.7%) being comprised of 26 to 29-year-olds group. Seventy five percent held master’s degrees, while 24% held doctorates. The mean number of years of experience was eight. A random sample of 1000 members of the National School Psychology Certification System in 1989 (NASP, 1989) found 38.2% were male and 60.1% were female. The median years of school psychology experience were 8.0. According to Reschly and Wilson (1992), most school psychologists (65%) are females with 8.9 years in the field being the median experience.

The gender composition of American students in school psychology was relatively even in the early 1970s although there were slightly more men in doctoral programs and slightly more women in master’s and specialist programs (Bardon and Walker, 1972). Gender compositions of students changed gradually and consistently from 1970 to the mid 1990s, the proportion of women growing by about 10% per decade (McMaster et al., 1989; Smith, 1995).

The practitioner of school counseling gender composition also has become increasingly female. The composition of the school psychology practitioner population changed from slightly greater proportions of males to females (60:40) in the early 1970s (Farling and Hoedt, 1971) to approximately equal proportions from about 1975 to 1980 (Reschly and Wilson, 1995) and then to increasing domination by women since the mid of 1980s. In the 1990s the male-female practitioner proportions changed from approximately 35:65 males to females (Reschly and Wilson, 1995) to the current ratio of about 30:70 males to females (Curtis et al., 1999). In view of the current composition of graduate students in school psychology, the prediction of continued gender domination by women in the practitioner population for at least another decade is safe.
The situation in Lebanon is not different from its counterparts. ElBanna (2003) in a study of practitioners in school psychology in Lebanon found out that the highest percentage of practitioners are females. Another observation noted by ElBanna (ibid) was that female counselors work at schools while males practice their work in private offices. Even in the current study, all studied schools have female school counselors (only 11 schools out of 31 apply school counseling). From what was presented, school psychology can be characterized as practiced by professionals most of whom are female, and the clear trend is the greater representation of women in this role, and it is highly likely to persist through the next decade.

2.4 Historical Perspective

School psychology was one of many child saving services originating in the period of 1890 to 1920. Lighten Witmer founded the first psychological clinic in the United States in 1896. His concepts of practice are widely accepted of both clinical and school psychology (French, 1984; Fagan, 1986; and Lambert, 1993).

The late 19th and early 20th centuries marked an era of social reform, many of which were directed at children, and the most important reform behind the need for school psychological services was compulsory schooling (Fagan, 1992). Moreover, special education classes, which were available in many urban and some rural cities in the United States, increased greatly by 1910 (Wallin, 1914 as cited in Fagan, 1992). Thus, the origins of school psychology were rooted in child study, clinical psychology, and special education (Newland, 1981; Fagan, 1992).

Review of developments of school psychology internationally confirms that its origin has ties to sciences and philosophy, psychology and education, and to practitioners and academics (Okland, 1993). As changes of lifestyles took
place (where family centered environments moved from an agricultural, small business life styles to more depersonalized urban and industrial environments), and significant social problems became prominent. To seek solutions for such social and educational problems, public and private agencies together with courts and schools, sought assistance from professionals prepared in behavioral science, and who relied heavily on accurate assessments and description of behaviors (Oakland 1993).

The guidance movement began in the early 1900s around the time of the Industrial Revolution, and over time evolved into the profession of counseling (Nugent, 1994). There was no recognized discipline of counseling during this early period, and counseling was not mentioned in the professional literature until 1931. Later, Frank Parson, who is often referred to as the "Father of Guidance", guided students in preparing for entering occupations in 1907 (Nugent, 1994).

After Parson's death in 1909, the idea of vocational counseling turned into guidance, and counselors began to limit their functions to distributing job information and offering vocational and occupational education as part of the school curriculum (Nugent, 1994).

Progressive education, introduced by philosopher John Dewey in the 1920s boosted the idea of counseling, not guidance, into the schools. Progressive education focused on the idea that it was the responsibility of the school to change the student's environment and to develop the total child, including moral, personal, and social development (Nugent, 1994). This concept was to be introduced by every teacher in the school.

The first counseling theories emerged as E.G. Williamson modified Parson's theory and employed it to working with students; this was a directive, counselor-centered approach. Later, leading into the 1940s a trend developed
toward working with psychological concerns of normal people. Unfortunately the late 1930s counselors were rapidly disappearing from schools, and the popularity of elementary counseling programs was delayed until the 1960s (Nugent, 1994).

In 1940s Carl Rogers began to challenge the counselor-centered approach and advocated a client-centered approach to working with clients (Bankart, 1997). His ideas were both widely accepted and harshly criticized. Rogers' popularity grew because of his emphasis on the holistic growth of the individual and because client-centered principles were taught in colleges and universities that provided certifications for counselors seeking employment in the school setting (Hackney, 1990).

In 1952, the American Psychological Association (APA) dropped the word guidance from its Division 17 and created counseling psychology programs to meet the psychological and vocational demands of post-World War I and II veterans. An additional event influencing the school guidance and counseling program was the National Defense Education Act passed in 1958 following the Soviet Union's launching of Sputnik I. The Act's primary purpose was to identify scientifically and academically talented students and promote their development. The Act also provided funds for upgrading school counseling programs and training counselors (Hays and Johnston, 1984).

The literature of the 1960s and the 1970s was replete with opinions and surveys regarding the most appropriate roles and functions of the school psychologists (Fagan et al., 1985; Fagan and Wise, 1994).

The 1970s were specifically characterized by an increase in emphasis upon special education placements and litigation. Fagan and Wise (1994) indicate the 1970s began with a surge of interest in school consultation and organization/ systems development but seemed to regress to traditional
assessment models as a function of P.L. 94-142. Equality for children with disabilities was federally mandated through the passage of this law, now known as the Individuals with Disabilities Education Act (IDEA).

Dwyer and Gorin (1996) propose that it has been the IDEA regulations which define the role of the school psychologist to entail assessment and evaluation, consultation, psychological counseling, and parent training. The authors go on to emphasize that most school psychological practice has focused solely on testing and monitoring the results of testing. "Too frequently the school psychologist has been limited to testing and sorting children and sharing these test results with parents and teachers to the exclusion of other more preventive and time and cost effective service delivery activities" (Dwyer and Gorin, 1996, p.508). Similar trends were noted by Smith in 1984 study wherein school psychologists reported spending about 70 percent of their time in assessment activities with handicapped children, 20 percent in consultation, and 10 percent in direct interventions with children.

With the increased influence of behavioral psychology methods in 1970, a new role for the educational psychologist was created in UK (Cooper, 1999). Cooper sees that the educational psychologist after 1970, turned out to be a person who possesses the ability to enable teachers to improve their skills of behavior management in classrooms and schools in order to handle the difficult children, and putting an end to the long courses of psychotherapy.

This movement to return special education to the mainstream has had implications for the role of the school psychologist. Pre-referral assessment, intervention, and prevention models have gained notoriety as have the allocation of funds to prevent children from eventually needing to be placed in special education (Fagan and Wise, 1994).
In 1986 the International School Psychological Association (ISPA), initiated an international survey to systematically collect information from all nations in which school psychology services were provided. The results of this survey from 54 nations revealed that these countries employed an average 323 school psychologists. However, the range is considerable: the United States had an estimated 25000 while China had fewer than 100 (Oakland and Cunningham, 1992).

Yet, psychology practice is uncommon or absent in Arab countries, so most psychologists there work in research, teaching or administrative jobs. According to Ahmed and Gielen (2000), there are 2700 to 2900 psychologists in the Arab World, and 108 psychology departments in Arab countries, 60 of which are located in Egypt. There are two psychology associations in the Arab world, both in Egypt: the Egyptian Psychological Associations and the Egyptian Association for psychology (Ahmed and Gielen, 2000). Apart from Egypt, there are no available studies or information pertaining to psychology practice or the models performed by school psychologists.

As for the situation of school counselors in Lebanon, earlier historical forces that created a need for counseling in the United States are currently active in Lebanon. Psychological testing, vocational career choice, and mental health concerns are currently paramount in defining what counseling is and what counselors do (Saleh, 2000). The period after the civil war, 1992 and on, was very active for counseling. It marked the beginning of professional counseling practice in schools, but it was limited and characterized by individual initiatives. The Ministry of Education does not have policies to employ counselors in schools as the case is in Western countries. Counselors are employed by private institutions and by principals of schools. Although the number of schools having counseling services and the number of counselors employed in schools have been increased every year, the rate of increase is very slow; even there is no statistical data about the number of individuals engaged in counseling and psychological activities (Saleh, 2000).
All the above proves that school psychology services although unevenly developed have developed internationally, they are strong in 20 countries, are emerging to a mature status in about 25 other countries, and are awaiting their birth in most (Oakland and Cunningham, 1992). The reasons for these uneven developments are thought to be related to differing national priorities, geographic distance, legislatively sanctioned use of the title, as well as economics, language and cultural differences (Russel, 1984).

The future of school psychologists seems particularly bright. Considerable increase is expected in the number of countries providing school psychology services or expanding existing services. Growth is expected in the number of school psychologists prepared particularly at the graduate level. The content of these services is expected to expand considerably to include greater emphasis on prevention, consultation, and research (Oakland and Cunningham, 1992).

In the light of the rising importance of school psychology internationally, and the role of a school psychologist, the following section will discuss the contemporary role and functions of a school counselor.

2.6 Contemporary Roles and Functions

Nearly all definitions of school psychologists reflect a consensus that the school psychologist is the cognitive, social, and behavioral scientist in the schools (Lambert, 1993; Oakland, 1993; Parr, 1993 and others). In general, school psychologists are expected to be familiar with applicable psychological theories and research and to utilize research findings in assessment, intervention, consultation, and evaluation (Lambert, 1993). The scope of the school psychologist services is expected to expand, even more, to include greater emphasis on preventive consultation, program development, curriculum design, and research (Oakland, 1993).
In reviewing the literature, it is noticeable that issues on the status of school psychologists, as science-practitioners are not addressed. Instead, research is more on the expanding functions, standards of training programs, and ethical and legal issues (Lambert, 1993). Questions concerning significant changes are needed, (Gutkin and Conoley, 1990), relationship between school psychologists and relevant third party adults (Gutkin and Curtis, 1990) are much more relevant. The unique position of psychologists in the schools involves them in the full range of school functions like testing, discipline, and scheduling (Parr, 1993). Thus, psychologists of the future are expected to be able to transmit a psychological perspective regarding children’s functioning, to those who share responsibility for the children in schools, the teacher administrator, and parents (Lambert, 1993).

Despite nearly 50 years of exhortations in the professional literature that school psychologists could and should assume a broader role than psychoeducational assessment, the balance of the evidence suggests that school psychologists continue to spend approximately 50% to 55% of their time in psychoeducational assessment activities (Reschly and Wilson, 1995; Reschly, 1998; Fagan and Wise, 2000). The remainder of the time is devoted to the roles of direct intervention (20%), problem solving consultation (17%), systems/organizational consultation (6%), and applied research/program evaluation (2%). Results from school psychologists’ ideal role preferences also are relatively stable and in the direction of reduced time in psychoeducational assessment (to 32%) and increased time in the other roles (direct intervention to 29%; systems/organizational consultation to 11%; and applied research/program evaluation to 6% (Reschly, 1998). While results of the annual report (2001/2002) of Bristol City Council revealed that the educational psychologists spend 13% of their time in school improvement, 25% in behavior services, and 62% in SEN services in relation to LEA functions.
In England, psychology is still a relatively young profession, and the role of the educational psychologist has undergone considerable development throughout this period (SOEID: MacKay, 1999). The essential functions of educational psychologists are established in educational psychology and detailed in literature and official documents. According to MacKay the performance indicators for education authority psychological services have defined three main levels of work: the level of the individual child or family, the level of the school or establishment, and the level of the local authority. In relation to each of these three levels of work educational psychologists have five core functions: consultation, assessment, intervention, training and research. Educational psychologists, in their practice, have moved from being a medical model towards a model which perceives difficulties to arise from the interaction of children with their environment, curriculum, teachers, and peers.

Although traditional roles will continue to be prominent, wider variations in roles can be expected to emerge during the next decade as the current alternative models are adopted more widely (Reschly, 1998). School psychologists will continue to devote more than one half of their time to students with at risk characteristics or disabilities, but what is done will change toward less standardized testing and more intervention-oriented assessment, greater involvement with direct interventions, and problem solving consultation (Gresham, 1999; Daly et al., 2000).

Many educators perceive greater challenges to school psychology than ever before. The changing demographics, the limited economic resources to support schooling, the continuing practical, and legal challenges to practice, all present unusual challenge to the school counselor (Lambert, 1993). Nowadays the nature and depth of psychological involvement has changed such that the psychologist is one member of the educational team which function is to get a clear picture of the psychological, educational status of the child and to help provide intervention where needed.
2.7 School Psychologist Services

The (APA) in September 1974 adopted the Specialty Guidelines that were based on the generic Standards for Provider of Psychological services (APA, 1981a). These Specialty Guidelines state the official policy of the Association regarding delivery of services by school psychologists. Services offered were identified as follows:

1. Psychological and psycho educational evaluation and assessment of the school functioning of children and young persons

2. Intervention to facilitate the functioning of individuals and groups, with concern of how schooling influences and is influenced by their cognitive, affective, and social development.

3. Intervention to facilitate the educational services and child care functions of school personnel, parents, and community agencies

4. Consultation and collaboration with school and/ or parents concerning specific school related problems of students and the professional problems of staff.

5. Program development services concerning mental health and educational needs of children and to help educate staff and parents.

6. Supervision of school psychological services.

Egyed (2000) contends that a school psychologist wears a variety of hats. She says that a school psychologist possesses skills necessary to do one or more of the following services to individuals ranging from birth to adulthood.

a. Conducts psychological and psycho educational evaluations and assessment of the intellectual/ behavioral/ social functioning of children and adolescents.

b. Conducts interventions to help facilitate better functioning of individuals or groups.

c. Provides interventions to facilitate child care functions and educational services of parents, community agencies, and school personnel.
d. Provides consultation and close collaboration with parents, community agencies, and school personnel

e. Conducts program development to individual schools, school systems, and community agencies; being a liaison with community, state, and federal agencies concerning the mental health and educational needs of children.

The tasks that are undertaken by school/educational psychologists in UK according to the Task Force report (EFPPA, 1999) held in Rome on psychologists in the educational system are as follows:

- Assessment of pupils with special educational needs and recommending resources and programs to meet these needs.
- Monitoring and reviewing the progress made by pupils with special needs.
- General advice to teachers on planning and implementing intervention programs.
- Providing in-service-training to school staff and other professional groups
- Counseling/consultation with parents and other professionals in relation to children's problems.
- Conducting small scale research projects.
- Consultation with schools on organizational development and the development of inclusive practices in education.

The Task Force emphasizes the importance of the accessibility of psychological services in the educational system with training requirements to be taken care of.

The role of the school psychologist within the Commonwealth of Virginia has been investigated by Murray in 1975 and Lovem in 1987. Murray (1975) investigated and analyzed school psychologists in the Commonwealth of Virginia based on a survey of the role expectations of three groups: school superintendents, school psychologists, and school psychologist trainers.
Murray's study indicated that school psychologists were actually functioning
ten functions in the following order: (1) diagnostic studies; (2) consultation
with teachers; (3) conferences with pupils and teachers; (4) special placements
for children; (5) consultation with administrators; (6) follow-up studies; (7)
curriculum development; (8) community service; (9) group testing; and (10)
research. He went on to report that school psychologists were spending the
largest portion of their time on diagnostics but were beginning to participate
more fully in the total activities of the school.

Lovern (1987) analyzed the role and function of school psychologists. His
research was limited to the perception of school psychologists within the
Commonwealth of Virginia based on responses obtained from modified
version of Murray's earlier instrument. Lovern's study indicated that school
psychologists were actually performing the identified functions in the
following order: (1) diagnostic studies; (2) consultant to teachers; (3)
conferences with pupils and parents; (4) consultant to administrators; (5)
follow-up studies; (6) special placements for children; (7) community
services; (8) curriculum development; (9) research; and (10) group testing.

Lovern's results indicated that the traditional role of diagnostician was
maintained. A comparison of Lovern's results (1987) and Murray's (1975), in
terms of the school psychologist's consultative role were essentially the same.
This indicates that practicing school psychologists perform diagnostic studies
more frequently than any other function. School psychological services
continue to be of utmost importance to children, the updated clarification of
the role of the school psychologist continues to have implications to this field.

Dwyer (1996) reports on the potential impact of health care reform on school
psychological services. Nationally, the Centers for disease Control and
Prevention have established an initiative to include school psychology in its
comprehensive school health initiative and recognized school psychologists as "health providers" in the schools. Dwyer (1996) goes on to report that although school psychology in some communities may have remained stagnant and narrowly focused upon eligibility assessments for special education and related services, and that the archaic and narrowly focused service delivery model, cannot continue in a changing environment where preventive service integration is the community vision.

Thus, the school psychologist's role, nationally, has evolved from that of direct services provider, which incorporates the more traditional diagnostic, consultative, and therapeutic functions, to one of indirect services provider, which tends to encompass the system-level consultative functions of policy development and overall evaluation of service delivery models (Franklin, 1995).

2.8 Differences in Perceptions of School Psychologist's Role and Functions

Soliciting the perceptions of principals, teachers, and parents regarding counselors' functions – what their roles and functions should be, what works well, how effective counseling services are, how counselors spend their time- is necessary component in understanding the gestalt of the school counselor and in trying to make a comparison between what is perceived by others as related to the Lebanese perception. In this section, prominent research supports the overall effectiveness of school counselors.

The report on the inspection of the educational psychology service in North Ireland in (2001) found evidence of significant strengths in the service. These strengths include: hard work and commitment of educational psychologists; support and advice provided to schools, parents, and teachers; involvement in multi-agency work, and good quality of the working relationship; cooperation
with other departments; and the good quality of the continuing professional
development. The report, also, found evidence of some specific weaknesses
and constraints: like, the aim and purpose of the service are not disseminated
effectively to schools; the written advice is sometimes misunderstood; poor
accommodation for the service; heavy workload; lack of personal
communication; and the limited co-operation between boards on establishing
common procedures and working practices.

The DFEE report (2000) on educational psychology services in England
recommends that services performed by educational psychologists require a
review of the career structure, services conditions, and salaries to be able to
deliver the quality of services identified by the stakeholders. This demand
came as a result of changes to the career structures within both teaching and
clinical psychology.

Senfit and Snider (1980) assessed the opinion of 400 elementary school
principals regarding 14 services provided by the school psychologist and the
availability and effectiveness of these services. Results revealed that the
majority of the principals who had utilized the services of a school
psychologist view the service as helpful. Moreover, results tended to suggest
that any changes in services offered by school psychologists should be made
in adding special skills, which carry with them a special understanding of the
educational process. The implications were that trainers should be
knowledgeable of the fact that school psychologists require continued sound
preparation in the skills of psychological testing, personality and emotional
assessment, consultation and screening if they are to provide services, which
meet the needs of school children.

Sutton and Fall (1995) showed that school counselor effectiveness was
influenced by school climate. In schools with effective counseling programs,
principals generally provided enthusiastic support for the programs and
encouragement to the counselors. Another common element was a clear understanding between counselors and administrators as to the goals of the school counseling programs. These conditions were generally not present in ineffective programs.

Hartshorne and Johnson (1985) surveyed principals to estimate the percentage of time the psychologist actually devotes to 11 activities and the time they, the administrators, would like to see devoted to these activities. The researchers reported that administrators in their sample clearly desired more involvement of their school psychologist’s time in counseling and less staffing, which is a sub function under the psychologist’s role as an educational programmer. As to the rank of function of the school psychologist, administrators put them in the following order: priority rank was psychological testing, staffing, consultation with administrators, and case follow up, program development, in-service training and lastly research. These results indicated that the role of the school psychologist as an educational programmer is not well appreciated by administrators.

Mcphee (1985) conducted a study to survey and compare attitudes and perceptions toward school counseling and student personnel programs as held by educators. Subjects comprised 275 teachers and administrators employed in public and private American junior and senior high schools. Results indicated that respondents had favorable attitudes towards the role of the school counselor, with the administrators as a separate group at all school levels expressing significantly more positive attitudes and perceptions than teachers. Results also showed significant differences between public and private school teachers' and administrators' attitudes and perceptions toward the counselor's role. Whereas, administrators at all school levels and types reported significantly more accurate knowledge and awareness of their role in the guidance program and awareness of the counselor's role than teachers, there were significant differences between teachers' and administrators responses. The three important functions in the view of these groups were personal and
social counseling, educational counseling, and vocational counseling. The least important functions in order of ranks were teacher-counselor consultation, administrator-counselor consultation, and research.

To survey perceived usefulness of school psychologist by teachers, Gibson (1965) conducted a study titled “Teacher Opinions of High School Guidance Program”. Results raised questions about excessive standardized testing, failure to understand theoretical foundations for career decision-making, and inadequate communications with teacher and other critical audiences. Gibson (1990) carried a similar descriptive research study where he used the same opinion-type questionnaire used for the 1965 study. One hundred eighty secondary school teachers completed the questionnaire compared to 205 participants in the original study. Comparing percentages, Gibson found that secondary school teachers were affirmative in their opinions that a school counselor should be identified with the teaching faculty. The biggest changes in teacher opinions between the 1965 and the 1990 study were their affirmative responses to items regarding the receipt of information of counseling program, identification of counseling staff with teaching faculty, in-service training for teachers, use of counselors as referral agents, availability of counseling records to all teachers, and organization of group activities based on pupil interests. Gibson concluded that secondary school teachers continue to believe that counseling and guidance programs make a positive contribution to the total program of their schools. He further confirmed that teachers have high respect for the skills and dedication of the counselor in their school. This was especially noted in those schools in which counselors interacted with every teacher on a one to one basis at least once per semester.

The manner in which teachers perceive the school psychologist is significant because of its effect on their relationship. In some situations, if a teacher is unaware of a service that is offered, he/she may not consider referring a child to the school psychologist. Many teachers may also hesitate to request a
needed consultation session due to unfamiliarity with that aspect of the school psychologist's role (Stenger et al., 1992). Consultation is just one service that the school psychologist can provide teachers. As the role of the school psychologist evolves, they will likely be involved in more intervention planning and other activities that can assist teachers. However, teachers must be aware that school psychologists can provide such assistance before they can benefit from it (Long, 1998).

Dean (1980) found that expectations and perceptions that the new teacher has prior to enter the profession would seem to be an important base in considering changes in perceptions which may occur with exposure to the realities of schools. Sixty-four graduate and undergraduate education majors attending various educational psychology courses served as subjects, all had three to five years of experience. A second group of subjects included 32-second semester juniors, just before student teaching experience. Results indicated that both groups of teachers agreed that the school psychologist was the appropriate referral agent of evaluation of emotional and learning problems. The role of vocational guidance was likewise agreed upon by the respondents. Further comparisons showed that experienced teachers saw the counselor as being a far more appropriate person to deal with family problems which affected school performance than the pre-service teachers, who saw the social worker as offering more assistance. There were agreement of more than 50% of the total respondents that the psychologist ranked third in importance in any given school after the principal and the nurse. The Psychologist was perceived by the majority of both groups to be an important member of the school service team, and both agreed about the kind of referrals appropriate for psychological services. Results also showed experienced teachers saw the school psychologist as an appropriate referral agent but referred with lower expectations of services than did the novice teacher.

Ford and Migles (1979) found virtually no relationship between years of experience and teachers' perceptions of school psychologists. The sample
included 57 teachers from all grades. Teachers were asked to rate importance of services performed by school psychologists. The general consensus of the subjects was that direct services that did not intrude too much on the teachers' territory and responsibilities were the most important tasks for the psychologist. However, Kahl and Fine (1978) reported findings that were opposite to these of Ford and Migles (1979). Results showed that as teacher experience increased, school psychologists were seen as providing adequate services, functioning consultatively, working with the community and being more useful to learning disabled and underachieving children. As the number of contacts with a school psychologist increases, effectiveness ratings also increased.

Ginter et al., (1990) conducted a study that surveyed 313 teachers in terms of their perception of elementary school counselors' role and function. The results show that teachers view elementary school counselors as functioning primarily with the dual role of helper and consultant. The helper role entails activities such as individual and group counseling, assessment, interpreting tests, and conducting guidance activities. The consultant role involves providing technical advice and expertise to school staff and parents. The authors conclude that there appears to be congruence between how teachers and elementary school counselors view their role and function.

In a similar vein, Stiltner (1978) surveyed teachers, parents and students regarding how counselors could help them. Teachers wanted consultation regarding helping students learn academic and behavioral skills, resolve conflicts, develop better self concepts, and understand feelings. Whereas, parents wanted to know what to do when other children cause problems, how feelings affect behavior, what their children do best and how to help their children feel more satisfied with what they do. Students in Grade 1 through 6, wanted help with friendship, and study skills; they expressed a low interest in
receiving assistance in getting along with parents and teachers, understanding themselves, and talking about feelings.

Parents provided feedback on areas of improvement needed in the school counselor's role. Research appears to indicate that educators and school psychologists who are interested in promoting the development of children should focus their attention on helping educators and families to collaborate more effectively (Henderson, 1994). Parent involvement in education has been shown to have a significant effect on the achievement of elementary and middle school students (Epstein, 1991; Henderson, 1994). Further as parent involvement increases, students' attitudes toward schoolwork improve (Kellaghan et al., 1993).

School psychologists are increasingly being called upon to provide leadership within schools to develop effective strategies for promoting family-school partnerships (Christenson, 1995; Ysseldyke et al. 1997). Their professional training within the areas of assessment, consultation, and child development make them valuable experts who can assist school personnel in developing strategies to promote these partnerships.

Hughey, Gysbers, and Starr (1993) surveyed the attitudes of students, teachers, and parents regarding the Missouri Comprehensive guidance program. Results indicate that school psychologists were perceived as caring individuals that students could freely go to for assistance for career and college planning and for individual or group counseling. In addition, students, parents, and teachers believed that schools should hire additional school counselors. Paisley and Borders (1995) contend that school counselors have had difficulty implementing comprehensive development school – counseling programs because they do not clearly understand the concept and have difficulty translating these ideas into practice. Paisly and Benshoff (1996) identify the knowledge and skills necessary to implement a comprehensive development school – counseling program. Knowledge necessary for program
implementation includes being well grounded in developmental theory; being familiar with programs such as peer helping programs, which have successfully fostered development; and being aware of emerging strategies such as person-to-environment fit (Paisely and DeAngelis, 1995). Skills to promote program implementation include using developmental theory in assessment to determine appropriate interventions and skills in consultation with parents and teachers. Other new strategies include dilemma discussion to help students explore difficult situations and the reasoning they use relative to their choices.

Christenson et al. (1997) investigated the match between parents’ and school psychologists’ perspectives on parent involvement activities. The researchers reported a high degree of similarity in the rank orders of the activities between the two groups, indicating that the activities parents reported they would be most likely to use were also the activities school psychologists ranked as being most feasible to implement within their schools during the next 5 years. The activity, “provide information on how schools function,” received the highest rating by both parents and school psychologists. In addition, Christenson et al. (1997) found that activities rated as most desired by parents and most feasible to implement by school psychologists were activities that involved dissemination of information to parents either indirectly or through face-to-face meetings.

Trying to find out about the clarity on the role of the educational psychologist, Kelly and Gray, (2000) noted that parents wanted more information about what educational psychologists can do, and how they can access the psychologist support. Such a non clear idea about the role of the educational psychologist made the parents in the beginning to be reluctant to allow their children being seen by the psychologist. Yet, parents declared that they wanted early intervention and immediate involvement from the side of the psychologist when their children are identified as having problems. Even the
parents appreciated home visits and time spent with them explaining their child's needs and how they might help their child at home.

These results are encouraging to all studies and to this present research because they provide additional support for findings that indicate parents want to be involved in their children’s education (Dauber and Epstein, 1993). Additionally, they highlight the importance of matching parent needs with what school personnel believe is feasible to provide. However, many important questions concerning the role of school psychologists in promoting family-school partnership remain unanswered.

Results of Pelco et al. (2000) about the perspectives and practices in family-school partnerships indicate that school psychologists are supportive of the general concept of family-school partnerships and believe it is important for them to actively be involved in such partnerships in their work as school psychologists. The results also indicate that school psychologist's reports are currently engaging in a range of family-school partnership activities, particularly those which promote the school psychologist’s role as a direct resource to and educator of families.

2.9 School Psychologist's Role and Functions

The role of most school psychologists involves a combination of roles. This section will present some of the roles that are relevant to the present study. These roles are the school psychologist as positive behavior supporter, diagnostician, therapist, consultant, educational programmer, mental health provider, and researcher.
2.9.1 School Psychologist as Positive Behavior Supporter

The first goal of school is to educate children. However, a consensus exists that schools will be effective learning environments only if strategies are in place to build and maintain appropriate social behavior (Dwyer et al., 1998; Sugai et al., 2000). The common theme across these studies recommendations is that schools must be safe, predictable, and socially stable settings. The call is not just for minor policy change or simple redesign of existing procedures, but for a radical restructuring of the role schools play in teaching and demanding appropriate social behavior (Walker et al., 1996). School psychologists have the opportunity to lead efforts to redesign behavior support in schools in part, because practical solutions exist, and these solutions come from the field of psychology (Walker and Epstein, 2001).

Research conducted over the past 15 years has demonstrated the effectiveness of strategies that foster positive behavior for individual students and for the entire schools (Walker et al., 1995; Carr et al, 1999). Implementing effective behavior support at the school-wide level involves defining, teaching, monitoring and rewarding appropriate student behavior in addition to traditional redirection and punishment of inappropriate behavior. Behavior support for individual students is most effective when individualized functional behavioral assessment is used to pinpoint the most appropriate intervention and sufficient resources are targeted to ensure that the support actually alters the behavioral trajectory of the child (Carr et al, 1999; Walker et al., 1995).

Vernon (1990) describes how the principles of rational-emotive education (REE) and emotional education program based on rational-emotive therapy can be utilized in working with school-age children who present a variety of problems. Most importantly, the school psychologist is in the unique position of being able to introduce teachers to the principles of rational emotive therapy
and the specific classroom applications. School psychologists are often trained in fundamental behavioral theory. They understand the behavioral mechanisms that guide the strategies for both individual and school-wide behavior support. This conceptual knowledge will be of tremendous value as school teams struggle to design new discipline and behavior support systems (Sugai and Horner, 1999; Todd et al. 1999).

2.9.2 The school psychologist as a diagnostician

During the 1990s, much has been written about the need for school psychologists to expand their skills (Kramer and Epps, 1991). Determination and maintenance of eligibility for special education had been the dominant activity in the traditional role of the school psychologist which requires two thirds of his time (Reschly and Connolly, 1990). Fagan (1985d), explained that because the acceptable role of early practitioners was testing and because the schools were eager to have tests to assist in the classification of students, the predominant role of the school psychologists developed along those lines. School psychologists spend 40% to 60% of their time in assessment activities (Gutkin and Conoley, 1990) and most of the assessment time was invested with elementary children (Goh et al., 1981).

Hutton, Dubes, and Muir (1992) conducted a study to update the information reported by Goh et al. (1981). The sample consisted of 389 members of NASP (National Association of School Psychologists) who responded to a survey of assessment practices. In general, respondents reported that they spend about one-half of their time in assessment activities, and that the percentage of time spent in these activities varied according to levels of training; those with doctoral degree spent less time than those with a master's degree or advanced training. This study limited the ratings of assessment to instruments or tests so that comparison could be made to the Goh et al. data.
According to Kamphaus and Frick (1996), diagnostic systems continue to be widely used for a variety of reasons. First, they remain the most well developed procedure for determining the need for services. Classification schemes may also be used for related goals such as determining the intensity of treatments. Formal diagnostic systems will probably continue to be used for placement decision until decision-making systems with better validity, reliability, and practicality are designed.

According to Hohenshil (1994), school counselors are becoming increasingly aware of the need to move beyond the developmental model because more students with severe learning, behavioral, and emotional difficulties are remaining in the public schools rather than dropping out or being placed in residential settings. In addition, knowledge of diagnostic criteria assists school counselors in knowing when to refer to other mental health professionals and helps them interact more effectively with those professionals in community mental health settings to which students and their families may be referred.

In discussing inclusion and integration, research addressed the question of in what ways the school psychologists are supporting inclusion and how they might promote more inclusive practices (Hardman, 1998). Consultative methods of working are central to the role of educational psychologists in promoting more inclusive practices. March et al (1997, p.305) review the impact of legislation on the role of school psychologists in promoting inclusion across Europe, and describe the effect of 'statement inflation' in UK:

"The increase of statutory work for educational psychologists in the United Kingdom has led to a lowering in job satisfaction and perhaps some deskilling.... School psychologists are likely to be maximally effective when employed as consultants and not...required to function as 'gatekeepers' to scarce resources."
2.9.3 *The School Psychologist as a Therapist*

Treatment planning requires accurate diagnosis because the intervention techniques selected to reduce the symptoms should correspond to the particular developmental problem (Hohenshil, 1993b). The treatment technique should follow the course outlined in the treatment plan. The counseling techniques, frequency of counseling, and the type or orientation of the counselor are important factors.

To investigate the role and functions of school psychologist as a therapist, Gilmore and Chandy (1973), conducted a structured interview to reveal teachers’ perceptions regarding the roles and functions of school psychologists and psychometrists. It was found that inexperienced teachers expected that the school psychologists provide recommendations only more often than experienced teachers. Those with a moderate amount of teaching experience expect recommendations more often than do either the inexperienced or experienced teachers. Conversely, teachers with a moderate experience expect the psychologist to actually conduct treatment less often than do experienced teachers. Grouped according to the frequency to which they have utilized psychological personnel, it was found that teachers differ in their responses to only one variable set namely, diagnostic activities. The main factor distinguishing groups is whether they have or have not had contact with psychologists. Teachers who had no contact with psychologists expected the latter to study cumulative records, discuss problems with the teacher, observe the child in the class, and talk with the child’s parents more than do teachers who have worked with psychological personnel.

The above findings were similar to those of Baker (1965). Baker contended: “Results suggested that a teacher’s willingness to carry out recommendations and a psychologist’s willingness to make specific recommendations was directly proportional to the quality of face-to-face relationship existing
between these two professionals. The frequency of contact between the teacher and the school psychologist, and their ability to convey an understanding of each other’s functions and situational limitations seems to be a very important determinant of effective service” (p.41). In some situations, if the teacher is unaware of a service that is offered, he/she may not consider referring a child to the school psychologist. Many teachers may also hesitate to request needed consultation session due to unfamiliarity with that aspect of the school psychologist’s role (Stenger et al., 1992). Consultation is just one service that the school psychologist can provide for teachers; as the role of the school psychologist evolves, they will likely be involved in more intervention planning and other activities that can assist teachers. However, teachers must be aware that school psychologists can provide such assistance before they can benefit from it (Long, 1998).

2.9.4 School Psychologist as a Consultant

Dougherty (1995) defines consultation as “a process in which a human service professional assists a consultee with a work relates problem with a client system, with the goal of helping both consultee and the client system in some specified way” (p.9). The individual who functions as a consultee will vary according to the situation and may be a parent or teacher requesting assistance on how to provide effective discipline for a child so the child can function better at home or school.

As presented, the role of the school psychologist as a consultant in assessment is well established and is a frequent research topic. For example, a review of the ERIC database from 1987 to 1994 revealed 64 entries for assessment and school psychology and 622 entries for assessment and counseling. Similar results were obtained for a review of Psychological Abstracts Database with 146 entries for assessment and school psychology and 924 entries for assessment and counseling. Many investigations have found that consultation
is an effective and efficient means of providing services in the schools (Ponti et al., 1988). Consistent with previous research carried by Smith (1984), Costenbader et al., (1992) found that school psychologists continue to spend the largest portion of their consultation time working with teachers and on cases involving children. Their study investigated the interaction of four factors that are related to the delivery of consultation services in the schools. These were pre service training, current practices, psychologists' perceptions of consultative skills, and real and ideal levels of involvement in consultation. Results indicated that the average psychologist spends between 11 and 20% of his/her typical work week in consultation activities, but more than two thirds desired to actually spend more than 40% of their typical work week in consultation. School psychologists continue to spend the largest portion of their consultation time working with teachers and on cases involving children who possess, or are suspected of possessing, a handicapping condition.

Consultation is seen as an important aspect of educational psychology services work (Kelly and Gray, 2000). Consultation is seen by UK schools' respondents as a key in helping to achieve a balance and a shift in the work of educational psychologist. In their research report, (Kelly and Gray, 2000) revealed that the educational psychologist had engaged in consultation and problem solving work with the SEN coordinator. The support received varied between secondary and primary schools. 50% of the secondary schools respondents mentioned that they received consultation more than once in a term as compared to 30% of primary schools.

Data concerning within school contacts indicates that one fifth of a school psychologist's day is spent in interacting with other school personnel. The listing of those consulted included about 30 different persons (Carlson and Sincavage, 1987); teacher and staff consultation made up 18% of a school psychologist's day and parent consultation took up 7%. This same study suggested that about one fifth of the psychologist's time is spent in interacting with families, and as commonly reported most of the contacts are with
mothers only. Furthermore, it appears that conference and in-service training make up one third of the contacts.

Another survey done by Smith et al. (1992) indicated that the typical school psychologist devoted 53% of his/her time to assessment with the assessment of intellectual ability being the primary focus. The techniques used emphasize structured, standardized formats with an emphasis on quantitative rather than qualitative approaches.

Roberts and Rust (1994) present the results of an analysis of the roles and functions of 52 school psychologists from Iowa and Tennessee. Findings indicated that school psychologists from both states preferred an expanded role of consultation and intervention which consisted of referral, assessment, and placement of children in special education programs.

Hertz-Lazarowitz and Od-Cohen (1992) describe an experimental change program designed to improve the social climate of fourth, fifth, and sixth grade classrooms in a small town in northern Israel. The school psychologist served as the system facilitator and change agent. Results lend support to the efficacy of the school psychologist's consultative role in analyzing classroom dynamics and student-teacher patterns of interaction and making recommendations for change on a large scale, school-wide basis.

In a national survey, Lacayo et al., (1981) questioned 335 school psychologists, asking them to record their activities on a specific school day. It was found that about 20% of the psychologist's time was spent giving tests. When combined with the time spent examining and writing reports, assessment takes up nearly 40% of the day.

One key role for the school counselor (Murro and Kottman, 1995) is that of consultant to teachers, administrators, and parents. The acquisition of
consulting skills is a vital aspect of all university preparation programs. In fact, developmental guidance goals can only be reached if some guidance services are delivered to consumers (children) indirectly. The consultation process is a way of achieving these goals through an indirect approach.

2.9.5 School Psychologist as an Educational Programmer

More schools are recognizing that teaching all children to read and behave requires applying proven instructional techniques and intervening early when problems arise. More schools are using school psychological consultation and problem-solving team meetings, building on children's strengths and the strengths of the important adults surrounding that child. In-service training, classroom modeling and coaching, and the evaluation of interventions are becoming more commonplace practices for school psychologist (Dwyer, 2000).

Others say that the profession is not moving or is moving too slowly (Ysseldyke, 2000; Rosenfield, 2000). Some school systems seem to rigidly reinforce this narrow role for school psychologists as sorters and testers. These same systems frown upon curriculum-based assessment or other proven psychological services. Some continue to discourage school psychologists from writing their services into IEPs, in direct violation of the law. Too many systems see no role for school psychologists in school reform.

A change is needed in school counselor role (Allen, 1994). School counselors must move out of the counseling offices into the community. The school counselor is the most appropriate educator to facilitate a culture with collaboration in the local school community. The school counselor (Allen, 1994) as a facilitator of team building, a resource broker of services, an information processor, and a promoter of positive student outcomes, the school counselor as change agent develops and nurtures collaborative
relationships by facilitating change through programs of prevention and intervention for all students.

2.9.6 School Psychologist as a Mental Health Provider

In 1998, the center of Mental Health Services (Mental Health in United States) reported that the national prevalence for Serious Emotional Disturbance is between 9 and 13 percent for juveniles between the ages of 9 and 17. At this prevalence rate an elementary school of 600 students would have between 54 and 102 students in need of psychological/mental health services. Even if assigned fulltime to the school, the school psychologist would be overwhelmed by the need and the caseload.

The school psychologist responds to the mental health needs of children in a school setting in a number of ways:

1) Traditionally through child assessments and treatment, as well as consultation with parents and teachers; 2) as a member of an intervention team that includes school staff, community agencies and family providing coordinated and integrated services for a specific student; 3) as facilitator of a systems of Care approach (Stephens and Arnette, 2000).

On the basis of reports written in the United Kingdom about professional competence regarding mental health service provision in the UK, Indoe (1998) discusses mental health of youth and the role of educational psychologists in providing mental health services. He notes difficulties in establishing prevalence rates of mental health problems among children, as current estimates range from 7 to 25% in part due to the plethora of definitions of mental health. A mental health survey planned for 1999 is expected to help clarify the prevalence of mental health needs among youth. In addition, several critical incidents in recent years (e.g., Lokerbie disaster, murder and attempt murder
of students) have brought further attention to the need for mental health services for youth. Despite the recognized need, mental health is a low joint priority of health, education, and social service agencies. Furthermore, educational psychologists have failed to play an active role in addressing mental health needs of youth, instead restricting their practice to assessment of learning difficulties (Indoe, 1998).

Cooper et al. (1994), presents the Warnock report DES, 1978 as having an influence in presenting the psychologists as the foremost individuals in helping teachers to deal with emotional and behavioral problems of the children in schools. Moreover, they see the counseling program as one that operates as a service for pupils and the appointment of professional school counselor was to help teachers who lack the expertise in dealing with children who have emotional problems. "The counseling program epitomizes the shift away from coercive approaches to pupil non-conformity and a move towards a recognition of the complex and individual needs of the pupils" (Cooper et al. 1994, p. 168).

Involvement in health care, particularly in mental health care, is a realistic possibility for school psychologists (Nastasi et al., 1998). Nevertheless, in spite of the recognition of need and the changes that some practitioners have accomplished, school psychology is very far from realizing its potential for participation in health care (Curtis and Stollar, 1999). How we reach that potential depends upon our capacity to redefine or extend current models of practice, research, and training.

### 2.9.7 School Psychologist as a Researcher

When investigated, several surveys indicated that the scientist role is overwhelmingly neglected in school psychology practices. McKee et al., (1987), surveyed 210 school psychologists and found that they ranked
research activities as the least important areas of practice. Emphasis on the
delivery of effective services to individuals is consistent with current concern
for outcomes in school psychology (Reschly, 1988a, 1988b), and the primary
role within the role research is related to focus on the practitioner as a program
evaluator. Thus, focusing on an outcome criterion makes the design,
implementation, and evaluation of effective educational programs and
interventions the major goal of school psychologist. The spirit of these reform
proposals implies a need to consider a scientist approach. Bardon (1987) said
that research can be seen as a continuum from basic research at one end and
evaluating outcomes of a particular intervention for a particular child at
another, which makes it important to see how all can contribute to
understanding and improving education for children. Reschly (1988a)
highlighted need for accountability in calls for school psychology reform,
which directly enhances the use of the research approach.

School psychologists are the most involved in research and therefore are of
special concern (Philips, 1998). Unfortunately, only a few of them will venture
to bring their research findings to the attention of policymakers. This may
reflect a lack of support by academic institutions or lack of motivation,
perhaps because this is seen as an inappropriate activity for school
psychologists in their roles. It may also reflect a lack of skill in the use of
available venues for disseminating research. Nonetheless, such dissemination
by school psychologists is a critical aspect of applying science to practice.

Smith (1984), in a nationwide survey sent questionnaires to collect
information on activities done by school psychologists, and population served.
877 school psychologists were surveyed, and were asked to indicate the
percentage of time spent with students at different educational levels, the
amount of time devoted to specific professional activities: assessment,
intervention, consultation and research, Results indicated that the average
school psychologist spends 54% of his time in assessment activities. Research
activities account only for 1% of the respondents’ time.
Farell and Lunt (1994), in proposing radical change in the current system of training in the UK, set out a core curriculum for educational psychologists training courses. One of the seven areas listed was: 'Research and evaluation: including research design and analysis, evaluation methodologies, quantitative and qualitative research methods'. They proposed that all applied psychologists should possess expert knowledge in this area. Without exception, all of the EPs who took part in the survey conducted by Webster and Beveridge (1997) acknowledged the potential importance of research within their role, but the majority thought that their professional training had been inadequate to equip them with the skills required.

2.10. School counselor Effectiveness

The issues of school counselor effectiveness and accountability in education have become increasingly important as school reform initiatives have challenged school counselors to link their school counseling programs and their interventions to student success and academic achievement. Calls have arisen for professional school counselors to take responsibility and demonstrate the effectiveness of their interventions to students, teachers, administrators, and parents (Dahir, 2001; Fairchild, 1993; Green & Keys, 2001; Johnson, 2000).

A clear need exists for research on school counselors and their interventions, but it is unclear who is responsible for conducting this research. It has been suggested that school counselors should accept the challenge to provide the needed accountability data (Johnson, 2000; Paisley & McMahon 2001; Otwell & Mullis, 1997) and through advocacy, public relations, and marketing, the profession could be strengthened; however, this is dependent on accountability efforts including measuring student outcomes and conducting action research.
While preliminary research is encouraging, in general the claims of school behavioral health are not supported by data. Some critics focus on negative aspects of school behavioral health. They claim that behavioral health is being forced upon students and can cite many examples of counseling and treatment administered to children without parental consent. Although the lack of outcome research regarding school counselors and school counseling programs is well documented, perusal of the extant professional literature indicates that school counselors have been negligent in evaluating, documenting, and communicating evidence of their effectiveness (Paisley & Borders, 1995; Rhyne-Winkler & Wooten, 1996; Myrick, 1997; Whiston & Sexton, 1998; Green & Keys, 2001; Lusky & Hayes, 2001).

School counselors have been slow to accept responsibility for researching their skills and the effectiveness of school counseling programs (Myrick, 1990, 1997; Paisley & McMahon, 2001). Reasons for this lack of research by school counselors vary from a lack of knowledge regarding assessment practices to ethical considerations regarding confidentiality issues. Time constraints, lack of funds, and lack of confidence to conduct a thorough assessment are other possible reasons (Fairchild, 1993; Fairchild & Zins, 1986; Myrick, 1997). It has been suggested that the most significant barrier for school counselors in conducting outcome research is the lack of familiarity with research strategies and methods (Fairchild; Fairchild & Seeley, 1995; Lusky & Hayes; Myrick, 1997; Whiston & Sexton).

School counselors often find themselves in work situations that are devoid of many of the expected and necessary support system. There may be only one counselor in the school or district, little importance to the role of counselor, responsibility for multiple schools, lack of counselor supervision and requirements to perform many unrelated school counseling tasks (Sutton, 1984; Carlson, 1989; Ponzo, 1989b). EPs (EFPPA, 1997) report ongoing problems about the restrictions which employers sometimes impose on the work of EPs and about role ambiguity both within and outside the profession.
Some EPs expressed concern that the overlap between their work and other professional groups can cause confusion, misunderstanding and resentment.

In UK and indeed in many other countries, educational psychologists find themselves unsure about the nature of their psychological contribution. The changing employment and legislative contexts in the UK continue to cause the profession to reappraise its role (Lindsay and Lunt, 1993) and indeed the nature of its training. In many countries educational psychologists have a central role in the special education system, where instead of focusing on factors influencing students' learning they are required to test children for special education programmes and provision. There is therefore a tension for practitioner educational psychologists over their role, and the contribution of psychology within an education service which may appear not to value this discipline.

School counselors must be able and willing to provide evidence of their effectiveness to students, teachers, administrators, and parents (Fairchild, 1993). Myrick (1990) also questioned whether the school counselor's intervention makes a difference. The application of basic operant research principles can provide the school counselor with a systematic way to make known how their interventions impact students. A simple, easy-to-use research method is focusing on one student and analyzing the information to assist both the counselor and student. School counselors can easily take advantage of the single-subject research paradigm to conduct outcome research and answer questions regarding the effectiveness of school counselors' interventions (Rhyne-Winkler & Wooten, 1996).

Outcome research supporting the work of school counselors is increasingly being demanded as the public desires to know how public education funds are spent on school counseling services and whether those services are effective (Burnham & Jackson, 2000; Looney, 1998; Lusky & Hayes, 2001; Rhyne-et al., 1996). The addition of new school counseling positions, services, and continuation of school counseling programs in public and private education...
has prompted efforts to justify funding and retention of school counselors as necessary components of the educational system (Whiston & Sexton 1998).

Licensing is another factor of interest that has to do with the effectiveness of school counselors' role. In many EFPPA countries the profession of school/educational psychology is not licensed although some are working towards this. In those countries where the profession remains unlicensed, it is possible for people without recognized training and qualification to work as EPs and the general public has no way of knowing whether the psychologists who advise them are fully qualified. The Task Force (EFPPA, 1997) considers that licensing is an essential step towards establishing the credibility of the profession and for ensuring the highest possible ethical standards of professional practice.

Okland and Cunningham (1992) investigated the status of school psychology within fifty-four developed and developing countries. The researchers summarized external and internal areas that impede the delivery of school psychology services. The external areas to school psychology that may jeopardize the delivery of school psychology services are: lack of money to properly fund services, conflicts with competing professional groups, the low status of psychology, other professional groups taking jobs from school psychologists, the lack of economic stability, the lack of public support for education, the low status of education, and the lack of political stability. While internal areas that impede the delivery of school psychology services are: lack of research and evaluation, lack of professional leadership, lack of professional standards governing professional services, lowering standards for selecting and preparing professionals, professional burnout, more able professionals leaving the profession, and leadership conflict within the profession.

In addition, results of the aforementioned study presented other conditions that are faced by the school psychologists. These conditions are: insufficient
time to conduct studies, low pay compared to other professionals (physicians, lawyers...), inability to meet high self-expectations, few opportunities for professional advancement, accorded low status by educators, experiencing unimportant job-related distractions.

School counselors are being encouraged to describe and define their work through the use of outcome data (Borders; Sears & Granello, 2002). Whiston (2002) also suggested that without sufficient evidence or documentation of the positive interventions of school counselors, the profession is in jeopardy.

2.1.1 Place of existing School Psychology Services

This section discusses the school psychological services presented in Western countries, the current training and practice in school psychology services, and how these services may enhance the recognition and status of the profession.

School psychological services are provided in a broad array of settings (e.g., schools, workplace, school-based and school-linked health centers, as well as medical, social services, or correctional facilities) (APA, 2001).

Talley and Short, (1995) identified four models of service delivery for education and health initiatives in USA. While others have discussed sub models, they believe that the four basic models noted below serve as a useful framework for viewing the delivery of psychological services in schools.

"School-based Services": They are typically provided on school grounds, by school district employees, and are paid for by school funds (Peak and Hauser, 1994). This model represents traditional service delivery. A familiar version of this would be the structure of a typical school psychological services program within a district.
"School-linked Services": They are provided on or near school grounds by staffs who are not employed by the district and who are paid with non-school funds. Examples of this model are school health.

"Community-linked Services": This third model is one rarely discussed in the literature: community-linked services. Services that connect schools and communities in this fashion employ school personnel who are paid with school district funds to deliver services within the community. Examples of this are job placement programs where teachers and students work at business locations to task analyze jobs and coach students for optimal performance, as well as many special education placement programs.

"Community-based Services": They are community funded (Jason, 1982). They employ staff who report to community entities, who are paid with non-school money, and who work at settings other than the schools.

The review of provision of educational psychology service in Scotland (2003) mentioned that almost all psychological services are managed by a principal psychologist. Few of the principal psychologists have wider departmental responsibilities extending beyond the management of psychological services. A range of accommodation is provided for services. Till the 1970 services were located in separate accommodation and custom-built centers were provided. Nowadays, a psychological service is located within primary or secondary schools or in multi-purpose buildings housing a number of education services. In some cases, the principal psychologist or service is located within council or education headquarters, and in larger services there are generally several centers.
A school psychological service unit is the functional unit through which school psychological services are provided; any such unit has at least one professional school psychologist associated with it (APA, 1981a).

Such unit provides school psychology services to individuals, a school system, a district, a community agency, or corporations that contract together to employ providers of school psychology service. It usually is composed of one or more professional school psychologists and in most instances, supporting psychological services staff. It may operate as an independent professional service to schools or as a functional component of an administrative organizational unit, such as a state department of education, a public or private school system, or community mental health agency. One or more professional school psychologists providing school psychological services in an interdisciplinary setting constitute a school psychological service unit. These professional psychologists may also offer services in private practice, in a school psychological consulting firm, or in a college – or university – based facility or program that contracts to offer school psychological services to individuals, groups, school system, districts, or corporations (APA, 1981a).

A re-conceptualization of the service delivery model used by school psychologists is crucial if the field is to achieve an enhanced and expanded impact on the lives of children (Conoley and Gutkin, 1986a). Bardon (1987) suggested that the process used by practicing school psychologists to communicate their knowledge is at least as important as the content of the knowledge that is communicated. Therefore a crucial aspect of service is whether its dimension is a direct or an indirect delivery or whether it is best combined. Although there are minor discrepancies among the results of various studies, typical practicing school psychologists appear to spend approximately 60% of their time on activities related to assessment, 25% on consultation, 10% on direct intervention, 3% on in-service, and 2% on research/program evaluation functions (Smith, 1984). Of these five functions, four can be characterized along the direct-indirect service delivery continuum.
with little difficulty. Clearly consultation, in-service, research/program evaluation activities could be viewed as in-direct services. The remedial interventions are best characterized as direct services. Categorizing the assessment functions is a difficult problem (Gutkin and Conoley, 1990). Assessment activities do lead to services for children, but they are not in and of themselves services to children. They are an intermediate step in a total service delivery model (Gutkin and Curtis, 1990), and are best characterized as a means to an end rather than an end of themselves.

From the perspective of the school psychologist, the services that result from assessment activities are almost indirect in nature, and because interventions that result from school psychologist assessment activities are usually implemented by persons other than the school psychologist, thus by definition, are indirect services. By placing assessment in the indirect-service category, along with consultation, in-service and research/program evaluation, it becomes evident that typical school psychologists spend approximately 90% of their time on in-direct services (Gutkin and Curtis, 1990).

Tuma (1989) argued that it is better for school psychology services to be an indirect service because needs of the children have reached staggering proportions; there are not enough psychologists to meet the need if treatment is to be delivered via direct contact between the psychologist and children. Indirect service is the logical alternative if the hope is to serve more than a minority who need help. Perhaps of even greater importance is the finding that meaningful and wide-spread preventive outcomes can be attained using paraprofessional personnel (Gutkin and Curtis, 1990). Since the primary environment within which children function are the home and school settings, school psychologists will have to exert meaningful improvements in the lives of children. Indirect rather than direct services are best designed to accomplish this end (Saxe et al., 1988).
2.12 Level of Education and Licensure

School psychologists have a degree from a university providing an organized, sequential school psychology program in a department of psychology or educational psychology, in a school of education, or an administrative unit in a professional school.

Universities in UK provide professional training in educational psychology, comprising both academic teaching and practical components, and are accredited by BPS. Sixteen educational psychology programs are accredited and offer training leading to eligibility for registration as a Chartered Educational Psychologist. Fourteen of the programs are in England, Wales, and Northern Ireland, and offer one-year full-time courses leading to Mater's degree (generally an MSc, but in some cases an Med or an MA).

In countries that have professional associations of psychology or school psychology, the level of the degree (i.e., undergraduate, masters, doctoral degrees) and the nature of their preparation and work qualify persons for membership within the association (EFPPA Task Force Report, 1997; APA, 2001). In UK and Denmark for example, there are two associations, one that has trade union responsibilities, and one, which is purely a professional association. In the US, there are for example, the APA and NASP. The school psychology program is accredited in those countries where accreditation is possible.

School psychology programs embody the following characteristics. Organizational and program development services are provided to schools, school districts, agencies, as well as other organizations and administrative units at local, regional, national, and international levels. Services may include assessment and evaluation, interventions, coordination, program planning, curriculum and instructional development and evaluation, and consultation. Typical goals include promoting and strengthening the coordination,
administration, planning, and evaluation of services within one unit or between two or more units responsible for serving infants, children, youth, or adults. Organizational and program development services provided by school psychologists typically focus on educational, psychological, and social issues. In a practical form, the key tasks performed by educational psychologists in Europe are involvement in the assessment of children who have learning and behavior problems, in counseling children, parents and families and in giving guidance to schools. The majority are involved in running in-service courses and working with schools to bring about institutional change. Most are also involved in offering career guidance and in carrying out research projects (EFPPA Task Force Report, 1997; APA, 2001).

School psychologists along with those responsible for financial, administrative, and programmatic influence on school psychological services are accountable for the delivery of school psychological services in an effective and efficient manner. Accountability involves self-evaluations together with evaluations at the programmatic and institutional levels. Evaluations involve the providers and consumers of services, including professional, paraprofessional, and clerical staff, students, parents, and persons within the community. A primary goal of the accountability process is to help ensure the effective and efficient delivery of school psychological services.

2.13 Summary

Presently, in Lebanon, no research has been conducted with respect to school counselors' role and functions within private and public schools, where, the school counselor is located in the school and has school psychology service unit within the school. Therefore, it is essential to initiate research of school counselors' role and functions within the Lebanese schools and find out about the typical school counselor and the preferred school psychology services so
that to keep up to date with modern trends and to compete as a model of excellence on a global scale.

School counselors should play a great role in the education of our children. They should do more than simply administer and score tests designed to categorize children into various educational programs. An accompanying theme of the more recent literature is that children would better be served if the school counselors' role were broadened to encompass more consultative, therapeutic, in-service training, and system-level program evaluation activities. However, several questions need to be investigated concerning the different categories of role and functions and type of services, which will be investigated later in the thesis.

Although it varies by position, it is safe to assume that the role of most school psychologists involves a combination of some or all of the following activities: administering, scoring, and interpreting psychometric instruments; conducting kindergarten screening; consulting with parents, teachers, staff, administrators, or members of the community; counseling students or parents; developing and evaluating curriculum; developing and implementing behavior modification programs; developing and passing legislation for children with special needs; following up cases; identifying, planning, and executing appropriate research activities in the school; initiating and leading parent education groups; leading in-service training; observing in the classroom; performing strictly administrative duties; providing mental health consultation; providing services to preschool children and their parents; serving as a drug education consultant; speaking for parent groups, and community service organizations; writing reports (Kaplan et al., 1977; Medway, 1977; Hughes, 1979; Senfit and Snider, 1980; Harthshorne and Johnson, 1985; Thomas et al., 1992; Fagan and Wise, 1994).
Finally a school psychologist can be defined by functions. Many studies have been conducted on the functions of the school psychologist (Lacayo et al., 1981; Smith, 1984; Watkins et al., 1991; and Cheramine and Sutter, 1993). The three most frequently performed functions are found to be assessment, consultation, and intervention. According to the NASP's (1992a) Standards for the provision of school psychological services, "consultation, psychological and psycho-educational assessment, direct service, supervision, research, and program planning and evaluation are the services provided by the school psychologist (p.44-45).

This chapter reviewed the changes in the role and function of school psychologists. School psychology has developed greatly in many parts of the world. It has in many ways reflected the need of the society it is serving or more correctly, it has to reflect the needs of the society it is serving. Role and functions have developed to include different roles that a school psychologist is capable of offering, be it a consultant, a therapist, a diagnostician, an educational programmer, or a researcher, again depending on the society it is relating to. Definers within the social structure of the school psychologist, whether immediate or not, gave different importance to the roles performed by the school psychologist, problems handled by a school psychologist and whether these services better be directly or indirectly offered. Needs assessment have been one of the best means to evaluate school psychology services to be conceptualized, or to be re-conceptualized.

Results of the reviewed research suggested that users of the service's perceptions may vary from country to country and that these perceptions may evolve different directions, depending possibly on the quality of psychological services rendered. In part, this reflects the diversity of viewpoints in the literature of what school psychologist's role is and ought to be. More importantly, the differences between groups suggest that perceptions of the psychologist change as a result of the definers' experiences, the role they perform, and the result of interaction as they work with school psychologists.
It is important to attempt to recognize existing services of school psychology in Lebanon, and whether it has developed in accordance to what is taking place abroad. It is even more important to define the type of school psychologist role and functions that significant definers perceive to be needed in Lebanese schools. It is crucial that definer groups be aware of the need, define, clarify, and better communicate the actual functions of the school counselor. From this information, the researcher constructed a questionnaire with the aim to establish a model of school counselor's role and functions preferred by the Lebanese schools. To do this, the present model must be identified and explored and the opinions and ideas of the definer groups of private and public schools must be discussed. Wilson and Rotter stated, "Change is the challenge of the day; to rely on yesterday's answers is to become stagnant and outdated professionally" (1982, p. 354).
Chapter III

Research Design and Methodology

3.1. Introduction

This chapter presents in detail the methodology used to gather information, the size of the sample in the questionnaire, the semi-structured interview, and the focus group interview. The sample was made up of principals and teachers who work in the private and public schools of Sidon city, and parents who have children in these represented schools. The gathered information will be analyzed in a subsequent chapter (Chapter four), followed by a discussion and then a conclusion. From the latter, recommendations are drawn to improve the current view.

3.2. Key Research Questions

This study attempted to answer six key questions (Figure 3.1) reflecting the research objectives. Answering these questions will reveal the awareness of a need for school counselor, the priority of role and functions, and the place of existing psychological services. The Key research questions that addressed the purpose of this research emerged both from the parents' meeting and from a review of the literature.
## Figure 3.1: Objectives and Key Research Questions

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Research questions</th>
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<tbody>
<tr>
<td>1. To examine the awareness of a need for school counselors.</td>
<td>1. To what extent do principals, teachers and parents perceive a need for school counselors' role and functions?</td>
</tr>
</tbody>
</table>
| 2. To determine and compare priorities of role and functions of school counselors. | 2. Is there a difference among principals, teachers, and parents concerning the type of categories of school counselor’s role and functions?  
3. Do principals, teachers, and parents perceive the school counselor as a referral agent to handle problems often encountered at schools? |
| 3. To determine preference of the place of existing psychological services. | 4. Is there a difference in the place of existing school psychological services for the delivery of school psychology services among the definer group? |
| 4. To determine the level of school counselors’ education and licensure. | 5. What level of education would be preferred for the school counselor?  
6. Would respondents approve that the government licenses a school counselor? |
3.3 Research Design

Points 1 to 6 could quite easily be obtained using a positivist approach as identified by Johnson (1994 p. 6-8). Quantitative data could be obtained from Sidon schools using a survey approach. However, one of the disadvantages of a survey approach is that the coverage will be shallow, whereas an interpretive approach according to Johnson (1994) is interested in the complexities of human decision making and behavior and is more likely to yield the rich data needed to examine perception and awareness of the need.

During recent years, social science researchers have become more aware of the array of quantitative and qualitative paradigms and methods. Choices are determined based on their own philosophy and assumptions as well as their research problem, recognizing there are clearly no correct or incorrect answers. Patton (1990) viewed the underlying values of research to stretch across a continuum. He believed that scholars can be most effective when they utilize the continuum at any point that best answers the research question.

Positivism assumed that there was one reality and the researcher's role was to explain, predict or control. This approach offered breadth because it allowed the researcher to collect data from many subjects on a number of well defined questions. Positivism strived to be unbiased, reliable and rational and thus appealed to many researchers. There are multiple realities within the world; consequently, the positivist approach may lack depth and richness (Lincoln and Guba, 1985; Patton, 1990; Strauss and Corbin, 1990; Glesne and Peshkin, 1992). Underlying the apparent objective, research approach of positivism were assumptions that reflect the researcher's biases. Hidden biases may be more dangerous than explicitly stated ones. Patton (1990) stated, "Distance does not guarantee objectivity; it merely guarantees distance" (p. 480).
Positivism by stressing on established procedures to get more precise and generalizable results is de-emphasizing individual judgment (Coolican, 1996). The ideals of such research call for procedures that are public, use precise definitions, use objective-seeking methods for data collection and analysis, are replicable so that findings can be confirmed or disconfirmed, and are systematic and cumulative.

Postpositivist research was an interactive process in which the researcher and the participant learned from each other. It resulted in realistic understanding, interpreted through the social and cultural context of their lives (Lincoln and Guba, 1985). In-depth, detailed, rich data was produced based on the individual's personal perspectives and experiences. Postpositivist inquiry was based on an inductive reasoning process where the research design process evolved, one in which the questions to be asked and the data to be collected emerged in the process of doing the research. Qualitative researchers were quick to point out that the qualitative paradigm must tolerate and even enjoy ambiguity (Marshall and Rossman, 1999; Creswell, 1998). Qualitative research allowed the researcher to attempt to make sense out of the experiences and interaction happening among counselors and definer groups, rather than soliciting and discovering facts and assuming an unrecognized role (Glesne and Peshkin, 1992; Krueger, 1994).

The postpositivist paradigm valued and encouraged different approaches, encouraging insights that extended beyond the realm of measurable, discoverable facts. In the world of quantitative research, studies designed to explain, predict and control are prominent. Lincoln and Guba's (1985) naturalistic inquiry expanded research purposes to include understanding, emancipation, and deconstruction. This post positivist paradigm valued different approaches in yielding insights that extended beyond measurable, discoverable facts.
This study used an exploratory descriptive quantitative and qualitative research design that examined the awareness of a need for school counselor’s role and function and identified the qualities of school psychology services that existed in Sidon schools. This research design was valuable for dealing with education issues focusing on the quality of psychology services offered at schools and the role and functions perceived by educators and parents.

3.3.1 Triangulation

The methodological concept introduced in this research is triangulation. The rationale behind triangulation and linking both qualitative and quantitative methods is presented below by several conceptual issues:

At the operational level, the use of quantitative methods is more focused, researchers deal directly with the manipulation of empirical variables, prediction and testing (Coolican, 1996). In the qualitative research many variables are studied in order to find out the way, things are and how and why they came to be that way. While when using quantitative method, the concentration is on a small number of variables in order to investigate the relationships. The qualitative method is used in this study, since the interest is to study phenomena as they are, in natural settings, and to describe findings of how and why people find that there is a need for the role and function of school counselor.

Coolican (1996) sees that both techniques can be employed together in a simultaneous way in one study. This link clarifies what is happening and leads to a better understanding of the situation under study. In addition, by combining both methods the advantages of one method will overcome the disadvantages of the other. Similarly, Firestone (1987) suggests that quantitative studies persuade the reader through de-emphasizing individual judgment and stressing the use of established procedures, leading to more precise and generalizable results. On the other hand, qualitative research
persuades through depiction and strategic comparison across cases, thereby overcoming the abstraction in quantitative study.

Miles and Huberman (1994) consider triangulation as a means to enhance validity, and Burgess (1993) points out the advantage of having different set of data obtained by multiple methods because the differences themselves would give better understanding of the situation studied its different levels and aspects. Moreover, the term suggested by Richardson (1996), “crystallization” instead of “triangulation” reflects the post modernistic approach to validity better because it implies that there are more than “three sides” from which to approach the world. “The image of the crystal as the analogy of the validity, or better reality, gives a powerful image of an entity, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multi-dimensionalities and angels of approach” (p.522). Silverman, (1993), admitting the benefits of generating data in multiple ways, warns against “using data to adjudicate between accounts” ignoring the context found character of social interaction. Thus, he concludes that triangulation, as a form of validation in qualitative research, in general is inappropriate except at the stage when the researcher answers “why” and not “how.” Regardless of so many differences of opinions, the present researcher believes that triangulation is a necessary, but not exclusive or ultimate, methodological approach which may increase the validity of the study, especially if the methods used have “different biases, different strengths, so they can complement each other” (Miles and Huberman, 1994, p.267).

In this study, a questionnaire, a semi-structured interview, and a focus group interview will be used to discover what is occurring at present concerning school psychology in Lebanon, and what the needs are. Quantitative data can help with qualitative side of the study during design by finding a representative sample and locating deviant cases. It can help during data collection by supplying background data getting overlooked information (Firestone, 1987). During analysis, quantitative data can help by showing the
generality of specific observation, and verifying or casting new light on qualitative findings. On the other side, qualitative data can help the quantitative side of the study during design by aiding with conceptual development and instrumentation (Kumar, 1999). They can help during data collection by making access and data collection easier. During analysis, they can help by validating, interpreting, clarifying, and illustrating quantitative findings. Linking qualitative and quantitative methods involves the questionnaire, the semi-structured interview and the focus group interview that try to find out about the:

- Need for school psychology.
- Priorities of the role and functions of the school counselor.
- Preference of definer groups of settings of psychological services.

Hammersley (1992a, in Silverman, 2001, p.37) says "...We are not faced, then, with a stark choice between words and numbers, or even between precise and imprecise data; but rather with a range from more to less precise data. Further more, our decisions about what level of precision is appropriate in relation to any particular claim should depend on the nature of what we are trying to describe, on the likely accuracy of our descriptions, on our purposes, and on the resources available to us; not on ideological commitment to one methodological paradigm or another."

### 3.4 Validity and Reliability

Whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is to be reliable and valid. Validity is the degree to which an instrument measures what it is intended to measure and consequently, permits appropriate interpretation of scores. “Validity is defined as the degree to which the researcher has measured what he has set out to measure.” (Smith, 1991, p. 21) According to Kumar (1999), there are two approaches to establish the validity of a research instrument: the
establishment of a logical link between the objectives of the study and the questions used in an instrument, and the use of statistical analysis to demonstrate this link.

In this section the researcher will present validity and reliability of the quantitative method followed by the validity and reliability of the qualitative method.

3.4.1 Quantitative Validity and Reliability

Measurement error had a potential of being a threat to internal validity of this study. In an attempt to control this threat, content validity of the instrument (questionnaire) was assessed by experts to determine if the instrument adequately measured the objectives of the research study. According to Dillman (1978; 2000), the questionnaire should be submitted to three types of people: trained professionals; potential "users" of the data; and persons drawn from the same population as those who were surveyed. The piloting of the questionnaire was conducted in two phases:

The first phase, five doctors, four principals, and three school counselors reviewed the questionnaire. The school counselors who were part of the review process were not asked to participate in the actual study. Their responses were used only to gain feedback about the questionnaire. In the case of review by principals, in order to avoid bias, it was necessary to receive feedback from representatives of schools (private and public).

The second phase, twelve respondents, six teachers reviewed the questionnaire and six parents filled it out. Their responses were used to detect time needed, clarity of the questions, and need of additional questions. As a result, few more items were deleted, and many others were made clearer and more specific.
A preliminary questionnaire was developed to operationalize statements that reflect problems and functions that the school counselor dealt with and performed. The questionnaire had all the items arranged at random without categories. The group in the first phase was asked to indicate what each item measures and to group the items under categories (Appendix A). They were also encouraged to suggest additional items or revise existing items.

Responses of the professionals reflected an agreement in categorizations except for a few items. As a result, a number of items were deleted. The final number of the items of the questionnaire was 66 (Appendix B).

The final questionnaire that was developed consisted of three parts and represented the key research questions:

Part I gathered background data such as age, gender, occupation, professional training, number of years of experience, and level of teaching.

Part II consisted of the final number of problems that the school counselor handles, and function statements that are descriptive of the roles that the school counselor performs.

Part III gathered related information on need for school psychology services, the school counselor certificate, licensure, and place of existing services.

Virtually, any needs assessment effort will produce information (Johnson et al. 1982). For information to become evidence, it must be perceived as valid and credible by those it is intended to inform or persuade. Since the intention of the researcher is to assess awareness of a need for school counselors' role and functions, a commonly used scale in educational research is the Likert Scale (Fraenkel and Wallen, 2000). The 5-point Likert scale signifies strong agreement or approval (Bourque and Clark, 1994). For this study the Likert scale was used whereby respondents were asked to indicate their opinion on a
1 to 5 scale (where 1 = not needed, 2 = somehow needed, 3 = needed, 4 = very needed, 5 = extremely needed). Likert type is a scale in itself. It usually permits five alternative responses of each item. The existence of five gradations of responses for each item permits the respondent to indicate not only the direction of his attitude but also its degree. Thus, a more refined measure of attitude can be obtained (Nunnally, 1967).

If the survey yielded a low response rate external validity would be compromised and the study would have not been representative of the population and statements about the role and functions of the school psychologist could not be made. Thus, the following steps were taken to ensure high response rate. The cover letter was printed and endorsed by the investigator (Appendix E). The survey (Appendix B) was delivered to the principals of the schools, a post card reminder (Appendix F) in one week, and a second mailing two weeks after the post card reminder. Each mailing included a questionnaire in booklet format and a self-addressed-stamped envelop. In addition, the survey was piloted for reliability and understanding.

According to Suskie (1996), a reliable survey will obtain consistent responses. Over time, respondent's answers may change. Suskie (1996) further notes, "The purpose of a questionnaire study is often to collect information to help us facilitate change" (p. 55). This is the case in this study.

Piloting the questionnaire helped in improving the validity and reliability of the study. Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. A factual question, which may produce one type of answer on one occasion but a different answer on another, is equally unreliable (Miles and Huberman, 1994). To avoid questions being unreliable, the investigator asked herself reasonable questions when checking items on the questionnaire or interview schedule, as "would two interviewers using this procedure get similar results?" "Can the process be
created under varying circumstances, at different locations using different coders?" In the quantitative study, the researcher developed an instrument that was based on studies in the literature (Glimore and Chandy, 1973; Kaplan et al., 1977; Senfit and Snider, 1980; Dean, 1980; Kornick, 1984; McPhee, 1985; Hutchinson and Bottorf, 1986; Seraphim, 1991; Cheramine and Sutter, 1993) investigating the same research questions before execution of the study and then administers it. Each subject is given a score, and the scores are then analyzed collectively.

A first step in ensuring reliability is to make the questionnaire as long enough to adequately address the subject matter. According to Mueller (1986), questionnaires with as few as 20 to 22 will have satisfactory reliability (often above +/- .80) if the items are well constructed. Survey items on the questionnaire used in this research totaled 66 items.

3.4.2 Qualitative Validity and Reliability

Qualitative researchers' claim of validity can sometimes be a contentious issue. Validity is the degree to which a method or procedure actually measures that which it purports to measure (Krueger, 1994). In qualitative research, validity is based in the relationship between the researcher and the respondent. According to Mariampolski (1984), it is the researcher's capacity to probe, challenge, and seek truthful responses that allows qualitative approaches to yield insightful results.

Validity designates that quality of research results which leads one to accept them as indisputable facts. Following Campbell and Stanley (1963), researchers distinguish internal validity and external validity. In ensuring internal validity, the researcher used triangulation of data. Data was collected through multiple sources that included interviews and documentation. To insure external validity, the researcher provided rich, detailed descriptions so that anyone interested in transferability will have a solid framework for
comparison (Merriam, 1988). "Because of the many and varied ways in which individuals differ from each other and because these differences change over time, comprehensive and definitive experiments in the social sciences are not possible...the most we can ever realistically hope to achieve in educational research is not prediction and control but rather only temporary understanding" (Cziko, 1993, p. 10).

Cziko's point is important because transferability allows for temporary understanding. Instead of applying research results to every situation that may occur in the future, researchers can apply a similar method to another, similar situation, observe the new results, apply a modified version to another situation, and so on. Transferring the results of research performed by others can help develop and modify these practices. However, it is critical to take into account differences between situations and modify the research process accordingly.

The researcher provided a detailed account of the focus of the study, the informant's position, and basis of selection, and the context from which data was gathered. In addition, the researcher used triangulation to collect data and analysis of data, which strengthened reliability, internal validity, as well as the detailed reporting of data collection and analysis strategies to provide a clear and accurate picture of the methods used in this study. To check for the content validity, the researcher presented the interview questions to a number of judges. Wolcott (1994) suggested a few procedural steps to be followed to improve the quality of a qualitatively based study. These included items like: "talk little listen a lot.... record accurately...begin writing early...be candid...seek feedback..." (P. 348-356)

The interview questions were derived mainly from the literature. Some questions discussed the understanding of the role of school counselor, the preferred services, how the interviewee interprets the function of the school counselor (Appendix, G). These questions were pilot tested for content
validity and clarity with two psychologists and a counselor. According to Yin (1989), pilot tests help investigators refine their data with respect to both the content and the procedures to be followed. Asking those who read the questions whether or not the questions were likely to serve the purpose of research checked validity.

3.5 Arabic Translation

Since Arabic is the native language in Lebanon, and since it is common across respondents especially that parents are to be included in the study, there appeared a definite need for an Arabic version of this questionnaire. Two different persons translated the English version into Arabic. Then the Arabic translation was further given to an expert in both languages, to compare and develop professionally. The developed version was then given to another expert to translate it back to English. The translation of the questionnaire was intended to enhance return rate, to increase the validity of the study and the response, and to remove any possibility of a reluctance of subjects. When this was finalized, the Arabic version was administered to the same piloting sample of teachers and parents, who responded to the English version.

Moreover, the fact that the interviews were conducted in a different language (Arabic) than the one used to report the study created a burden on the study of confirmability- “Data can be tracked to their sources, and that the logic used to assemble the interpretation into structurally coherent whole” (Guba and Lincoln, 1989, p. 243). The researcher was forced to reconstruct the participants’ constructions twice, once to conceptualize categories and once again to translate them into English.
3.6 Ethical Considerations

When conducting research, the social scientist has to consider the ethical issues, how to resolve them, and how to look at the conditions under which s/he is working (Kumar, 1999). Ethical issues as maintaining confidentiality, seeking consent, right to privacy and knowledge, anonymity, providing incentives, seeking sensitive information, minimum risk, and frank discussion were fully taken into consideration throughout the whole research.

Permission to conduct the research was asked from the ministry of education for official schools, and permission was asked from principals of private schools in order to have access and acceptance by establishing the researchers’ ethical position with respect to the proposed research (Cohen and Manion, 1994). All participants were informed about the purpose of the research with an agreement to allow them to modify or amend any statement in the interview if they deemed it necessary. Agreement by the subjects to participate in the research after the details of the study were made clear to them. In addition, to the explanation of the procedure, the participants were informed about the purpose of the study and how the results will benefit them, and were assured that the information collected will be kept confidential, and their identity will remain anonymous. The anonymity of the participants is preserved in this research by referring to them on the bases of their number and the type of school. According to Cohen and Manion (1994), preserving confidence means: “although researchers know who has provided the information given, they will in no way make the connection known publicly” (p, 367).

A letter requesting permission to survey the awareness of a need for school counselors (Appendix C), a copy of the questionnaire (Appendix B) and a stamped post card (Appendix F) were sent to the definer groups (principals, teachers, and parents), along with a cover letter (Appendix E) was sent to each
school. The cover letter described usefulness of the study, emphasizing the importance of responding and reassured participants of the confidentiality of responses (Dillman, 1978). In addition, a small token reward for participation (a dried flower) was placed in an envelope. One week later, a post card reminder was sent (Appendix F). It served as a thank you to those who had already responded and as a follow up reminder for those who had not. Each school was visited three times to collect the questionnaires.

3.7 Sampling

According to Miles and Huberman (1994) quantitative researchers tend to work with large samples in their search for statistical significance, while qualitative researchers usually work with small samples of people, nested in their context and studied in depth.

3.7.1 Questionnaire Sampling

Choosing to use a sample is the first in a series of compromises that a researcher is bound to make as part of the research process (Gorard, 2001). Finding all the members can be time consuming and expensive. For that reason, researchers often select a sample to study (Cohen and Manion, 1994). In choosing a sample, the researcher has to put in mind that the sample has to be representative of a wider population, large and with a high participation rate (Fraenkel and Wallen, 2000). Probability sampling was used in the collection of the participants for the questionnaire. In a probability sample, or unbiased sample, each individual has exactly the same chance as every other individual of being selected (Bernard, 2000). The sample is composed of all the principals currently working in private and public schools of Sidon city (n=39), random sampling of teachers working in these schools (n=1287), and two-stage random sampling of parents who have children in the 39 schools.
The sampling frame was the Ministry of Education. A list of names of the schools was obtained from the “Ministry of Education.” The total number of schools considered for this study was 39; it is the number of schools in Sidon city. All schools have Arabic and either English or French as the language of instruction.

Names of principals and teachers along with personal data such as years spent in administration or teaching and educational level were obtained through the courtesy of school administrators. This provided a pool of 1326 males and females, principals, and teachers. The demographic characteristic of the whole population is represented in table 3-1 below.

**Table 3-1: Classification of Questionnaire Respondents (Principals and Teachers)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Total</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>20</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>316</td>
<td>213</td>
<td>529</td>
</tr>
<tr>
<td>Female</td>
<td>355</td>
<td>403</td>
<td>758</td>
</tr>
<tr>
<td>Total</td>
<td>671</td>
<td>616</td>
<td>1287</td>
</tr>
</tbody>
</table>

With the permission of the principals of schools, (private and public) the investigator took the list of names of teachers and parents. Selection of members was applied in the following manner:

1- For principals, selection was purposive where all the principals were selected for the survey.

2- For teachers, from all the educational levels private and public (n=1287), the researcher randomly selected 100 teachers from private schools and 100
teachers from public schools. The names of these teachers were obtained and listed alphabetically. One list was for the private schools and another for the public schools. The researcher then numbered the names on the list, and by using a table of random numbers selected 200 teachers for the sample.

3- For parents, and since it was difficult to reach all the parents of the 39 schools, the researcher used two-stage random sampling. The researcher randomly selected 8 schools (4 private and 4 public), and from within each of these schools a class was selected at random, and from within the class 25 names of the parents were randomly selected (4×25 +4×25 = 200) in which every member of the population has an equal chance of being selected (Cohen and Manion, 1994).

3.7.2 One-On-One Interview Sampling

The grounded theory methodology provides the guiding procedures for selecting participants’ interviews. In this methodology, participant selection is purposeful. Purposive sampling is a non probability sampling technique in which an experienced individual selects the sample based upon the judgment about some appropriate characteristic required for the sample members. Glaser and Strauss (1967) named this approach to participant selection “theoretical sampling” and defined it as “the process of data collection whereby the analyst jointly collects, codes, and analyzes…. data and decides what data to collect next and where to find them, in order to develop theory as it emerges” (p.45).

The interview participants, 47 in number, in this study were chosen from among the private and public school principals, teachers, and parents who shared in the questionnaire (n=313). The 47 public and private school principals (7 principals), teachers (22 teachers), and parents (18 parents), were selected for individual in-depth interviews of which 21 participant were from the public schools and 26 participants were from the private schools. This
sample is a subset of the quantitative sample. The number of participants was selected for interviewing in a manner that ensured the utmost diversity among them.

Table 3-2: Classification of Semi-Structured Interview Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th>Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Public</td>
<td>Private</td>
</tr>
<tr>
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<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

3.7.3 **Focus Group Sampling**

The seven principals, who were interviewed in the first part of the interview, were selected for a focus group interview session following the individual interviews. The researcher chose the principals who were previously interviewed, because they have in their respective schools, counselors who offer full time or part time counseling, they can reflect their ideas and experience about school counseling and how it is applied, and how they observe the role and functions of the school counselor.

Decisions to select the participants for the group interview were also based on the nature of the results emerging from the analysis of data collection previously from the individual interviews and the questionnaire. At this stage of data collection, sampling becomes more deliberate and specific, like in
discriminate sampling, as the categories become well developed and ready to be tested.

3.8 **Construction and Use of Instruments**

The tools used in this research were a questionnaire, semi-structured interview, and focused group interview. In order to find out the awareness of the need for school psychologist role and functions in principals, teachers and parents, participants were asked to respond to the questionnaire, a subset of the participants shared in the one-on-one interview, and seven principals shared in the focus group interview. The following section will present the construction of instrumentations as related to the questionnaire, semi-structured interview, and focus group.

3.8.1 **The questionnaire:**

The most important aspect of a research project is the construction of a research instrument (Kumar, 1999), because anything the researcher says by way of findings or conclusions is based on the type of information the researcher collects, and the data collected is entirely dependent upon the research instrument. According to Gorad (2001), a researcher has to consider the overall design of his/her questionnaire instrument before writing actual questions. The investigator has to take care of the order of the items, the sections, and be familiar with different types of questions.

The use of a questionnaire has some definite advantages over other methods of collecting data. In comparison to using an interview procedure, a questionnaire is much more efficient in that it requires less time than in an interview, is less expensive, and permits collection of data from much larger sample (Tuckman, 1972; 1999). Moreover, questionnaires are a good way of collecting information quickly and relatively cheaply as long as subjects are sufficiently literate and
as long as the research is sufficiently disciplined to abandon questions that are superfluous to the main task (Kumar, 1999).

As a data collection instrument, the questionnaire is easy to administer, as there is no one to explain the meaning of the questions to respondents. It provides direct responses of both factual and attitudinal information. Thought must be given to how responses will be analyzed at the design stage, and not after the questionnaires have been returned (Gay, 1996).

In order to research how definer groups (principals, teachers, and parents) perceive the school counselor's role and functions the researcher constructed a preliminary set of items (100 items) that reflect all types of role and functions that the school counselor performs. Role statements for school counselor were derived from several sources. First, the statements were based mostly on the literature review (Kaplan et al., 1977; Glimore and Chandy, 1973; Senfit and Snider, 1980; Dean, 1980; Kornick, 1984; McPhee, 1985; Hutchinson and Bottorf, 1986; Seraphim, 1991; Cheramine and Sutter, 1993), and the views collected from experienced professionals Second, the American School Counseling Association (ASCA) role statement, which was developed by professionals in school counseling (ASCA, 1990), assists individuals who train counselors. Third, statements were added from the interviews done with professionals in school counseling. After piloting the questionnaire, as mentioned before, certain items were deleted by the professionals. Reasons given by professionals related to the deletion of items have to do with sentences that are not under the responsibility of school counselor (treat children with traumatic states) the word 'treat' is understood in the Arabic language as undergoing observation and medication. Other items that were deleted have to do with repetition but give the same meaning in another item (e.g. interpret student data for use in school wide planning for change) or (e.g. coordinate resources to improve student achievement) or that some items cannot be applied in our country (e.g. assess and interpret students needs, with
sensitivity toward cultural differences). Out of 100 items (Appendix I) the final questionnaire consisted of 66 items with three parts and varying subsections (see appendix B) using a Likert scale and multiple choice questions. The questionnaire was divided into three parts with subsections. The parts reflected the key research questions.

Part I presented the demographic data and contained items 1-6.

Part II was divided into two sections: Section A reflects functions performed by the school counselor divided into five categories that represent school counselor as consultant, diagnostician, therapist, education programmer, and researcher (items 7-50). Section B represents the list of problems often encountered at school. The respondents have to check 12 problems (academic underachievement, academic overachievement, gifted students, delinquency problems, social withdrawal, aggressive behavior, hyperactivity, lack of concentration, anxiety, fear of phobia, mental retardation, and physical handicapped) and decide whether these problems should be handled by school counselor, teacher, or principal (items 51-62).

Part III gathered information on need for school psychology services, school counselor certificate, licensure and place of existing services (items 63-66).

One of the main purposes of scaling is to develop a uni-dimensional scale on which individuals or variables can be given scores. Their scores on the particular scale can then be related to other measures of interest. According to Bernard (2000) the most common rating system, using five response categories, is the Likert scale. For this study the 5 point Likert scale was used in one part of the questionnaire whereby respondents were asked to indicate their opinion on a 1 to five scale (where 1 = not needed at all, 2 = somehow needed, 3 = needed, 4 = very needed, 5 = extremely needed). According to Bourque and Clark (1994), the 5 point Likert scale always signifies strong agreement or approval. Respondents were presented with a list of statements
describing the school counselor's role and functions and are instructed to respond to each statement in terms of their degree of need or no need.

Every response is given a point value, and the scores of the respondents were determined by adding the point values of every item in such a way that valid and reliable differences among respondents can be represented (using SPSS). The items related to school counselor's role and function were measured using a five point Likert scale. A factor analysis via SPSS was conducted to screen out the dependent variables. The researcher ended up with five dependent variables (Appendix H). School counselor as a consultant was measured with five items - 15, 23, 39, 40, and 47- (e.g. to consult with parents concerning their children's behavior, assessment and or intervention). School counselor as a diagnostician was measured with twelve items- 8, 12, 16, 22, 28, 30, 34, 37, 41, 43, 46, and 50- (e.g. to interview students to collect information on psychological problems or related issues). School counselor as a therapist was measured with fourteen items- 7, 11, 13, 17, 18, 20, 21, 25, 26, 27, 29, 32, 42, and 45- (e.g. to plan and implement a program to change the behavioral attitude of an individual student or group of students). School counselor as an educational programmer was measured with nine items- 9, 14, 24, 31, 36, 38, 44, 48, and 49- (e.g. to assist in curriculum programming with the teacher for specific students). School counselor as a researcher was measured with four items- 10, 19, 33, and 35- (e.g. to identify areas related to student's problems for research purpose).

In order to verify the division of the subscales, Cronbach's alpha reliability measures were computed for each subscale. Alpha was found to be higher than 0.80 in four subscales and .60 in the fifth subscale. These results substantiated the use of the different subscales. The reliability coefficients for all the variables of Likert scale type questions were satisfactory. The results of standardized item alpha= 0.8794 showed an overall reliability of the questionnaire since the questionnaire was created by the investigator.
The same questionnaire was used across all respondents. Two items in the demographic part, # 5 that refers to years of experience, and # 6 that refers to level of teaching, were specified to be filled up by teachers and principals only since these reflect on teaching practices (Appendix B).

The questionnaire was piloted as mentioned before. The key questions were represented. The questionnaire reflected the functions performed by school counselor, the problems that should be handled by school counselor, the school psychology services offered and level of education and licensure.

Taking all these points into consideration and as a general guideline, the researcher tried to present the questionnaire as attractive and brief, and easy to respond to as possible. The content and the format were carefully planned. All items that were included are directly related to the objectives of the study, (Appendix, B) with structured items. The list of alternatives attempted to include all possible responses. In addition, to facilitate responses, this form of structured item facilitated data analysis. A potential disadvantage is the possibility that the subject’s true response is not listed among the alternatives and here comes the role of the interviews in a certain extent.

Another decision to be made by the researcher was how to distribute the questionnaire and what to do about non-response. Munn and Drever (1990) advocate personally distributing questionnaires to get the best possible return rate. The investigator distributed the questionnaires to all the schools (n=39). Each principal was met and asked to distribute a specific number of questionnaires, to teachers, and parents that were chosen across all levels.

3.8.2 Interviews

The rationale for the use of the semi-structured interview and focus group along with the questionnaire is to investigate motives and feelings and probe reactions and expressions in respondents that the questionnaire could not do.
As Tuckman (1972; 1999) describes it, as providing access to what is inside a person's head, it makes it possible to measure what a person knows, what a person likes or dislikes, and what a person thinks. In Cohen and Manion (1994) terms, the interview is one that is initiated by the interviewer for specific purpose of obtaining research, relevant information and focused by him/her on content specified by research objectives of systematic description, prediction, or explanation.

In this section, the researcher will present the one-on-one interview, instructions, and then focus group construction.

3.8.2.1 One-on-One Interview

The intention behind using semi-structured interview is to allow the respondent to raise issues and questions related to school psychology as the interview progresses. The flexibility of the semi-structured interview helped to determine the personal significance of the need for school psychology and to bring out affective and value-laden aspects of the subject's responses. This idea goes with what Zeisel (1957) believes that the semi-structured interview permits the subject's definition of the interviewing situation to receive full and detailed expression and elicits the personal and social context of beliefs and feelings. In the semi-structured interview, the subject's responses were highly specific and concrete rather than diffuse and general, and spontaneous rather than forced.

In addition to probing areas of interest as they arise during the interview, Kumar (1999) contends that an interviewer is encouraged to observe the setting in which the interview is conducted, which may have enormous bearing upon the responses. In other words, behavior occurs in a context and more complete understanding of the behavior, which requires understanding of the context in which it occurs. Through this, researchers can obtain a holistic, in-depth understanding of the phenomenon under study (Kumar, 1999).

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On the other hand, although the interview is time consuming, and generally involves smaller sample, yet, it is most appropriate since it asks questions that cannot effectively be structured into multiple-choice format, such as questions of a personal nature. In the interview, the interviewer adapted the situation to each subject by establishing rapport and trust relationship. The interviewer obtained data that subjects would not give on a questionnaire. Moreover, the interviewer followed up on incomplete or unclear responses by asking additional probing questions (Gilham, 2000).

The interview lasted an average of 30 minutes and utilized a mixture of closed and open ended questions and many prompts and probes; the first encouraged broad coverage while the latter explored answers in depth (Cohen and Manion, 1994) for the collection of the personal account data. The interview was conducted in the friendliest way possible and in a conversational manner during which notes were recorded for future reference and analysis.

The individual interviews were completed over a period of eight weeks with an average of four interviews a week, with only one interview a day. In a few cases two interviews were scheduled for the same day. Since not all respondents are English literate, the Arabic language was used as a mean of communication.

3.8.2.2 Communication during the Interview:

Before the first formal question was asked, a time was spent in establishing rapport and putting the interview at ease. An atmosphere of trust, cooperation, and mutual respect was established. The interviewer informed the interviewee about the nature of the job, the interviewee was asked about his/her general situation. The purpose of the study was explained to the interviewee and was assured a strict confidentiality of responses. As the interview proceeded, the interviewer explained the purpose of any question whose relevance to the
purpose of the study was unclear to the subject. During the interview, the interviewer was aware of the reactions of the subject, trying to avoid any threatening line of questioning. Moreover, if the subject was carried away with a question and got off track, the interviewer gently got the subject back to target. In all, the interviewer avoided words or actions that may make the subject unhappy or feel threatened.

To ensure exact wording of responses and to minimize distortion, the responses made during the interview were tape recorded after taking the permission of the interviewee. The interviewer in setting up and conducting the interview had in mind as Tuckman (1999) suggests, that at all times, an interviewer must remember that he is a data collection instrument and try not to let his own biases, opinions, or curiosity affect his behavior. It is important that the interviewer should not deviate from his format and interview schedule although many schedules will permit some flexibility in choice of the questions, but not at the sacrifice of courtesy.

3.8.3 Focus Group Interview

The Focus Group Interview (FGI) is a qualitative research method suitable for uncovering information about school counseling services offered in Sidon schools, opinions and thoughts. This methodology had several advantages applicable to this study. First, the FGI assisted the researcher in generating research questions when little known about the topic being researched. Secondly, questions regarding new programs or proposals could be investigated in a relatively quick and cost effective manner (Krueger, 1994).

As for the focus group, it seemed clear that relatively unstructured interview would be a more appropriate method of getting the need information than would a standardized series of questions (Fraenkel and Wallen, 2000). Accordingly, the interviewer met the focus group and encouraged them to talk freely about need for school psychology. The interviewer had not set questions
to ask. The only topics in mind were (need for school psychology, categories, referral, diagnosis, type of counseling services and professional development). The researcher briefly introduced the study, explained there was no right or wrong answers, and then asked the interviewees to recount the story of how they started school counseling in their schools, in addition, the researcher reserved time to probe and ask questions of clarification.

The researcher's technique of focus group interviewing draws upon Gamson's (1992) "peer group conversations" that modified traditional focus group methodology, as reviewed by Morgan (1988; 1997). Focus group interviews allowed the researcher to observe large amount of interaction on a specific topic of interest in a limited amount of time. The interview lasted two hours and was tape-recorded after taking the permission of the group. Yet, an additional benefit of focus group was illustrated by comparing and contrasting what transpired in this study when the researcher used another qualitative method, individual interviewing, to what transpired when the focus group was used. This is not to privilege the focus group method over individual interviewing, but rather to illustrate how focus group method can sometimes be advantageous over other methods.

It is to be noted that both participants in one-on-one interview and focus group were asked to complete a demographic questionnaire including questions about their background, experience, and educational level. Their teaching experience is between 5 and 10 years.

3.9 Data Analysis Techniques Used

After presenting the overall strategy, site and sample selection, and data collection methods, the researcher presented how the data were recorded, managed and analyzed starting by the quantitative data, followed by the semi-structured interview and then the focus group interview.
3.9.1 Quantitative Data Analysis

Quantitative data were analyzed by using the SPSS. The procedures performed for this investigation were as follows:

First, descriptive information regarding the sample was needed. This was accomplished by grouping participants according to gender, level of education, age, and years of experience. Second, descriptive statistics were calculated on all responses where means, totals, and percentages were obtained to answer research questions. Then, t-test was used to see whether a difference between the means of the definer groups is significant, with t-test put at p<.05 level of significance. The researcher chose to conduct a factor analysis to insure that the instrument used for this study is valid and to find out how much the categories in the questionnaire are related to each other and are significant in measuring the variables of role and functions of school counselor as will be discussed below. The regression test was used to build a model that predicts the factors that are most likely to be associated with explaining the variability of the dependent variables chosen for the study.

The following criteria will be used to answer the research questions:

Need for School Counselor:
A need for a function is perceived if the respondent’s mean score on the scale is 3 or more. Definer groups are said to perceive a need for the functions, if 60% of the respondents perceive this need across all items.

Role and Functions of School Counselor:
a) A difference in perception of school counselor role and functions among respondents was determined by the statistical significance of a t-test value at p <0.05.
b) A difference in perceived need for each category of school counselor role and functions among and within respondents was determined by the statistical significance of a t-test value at $p < 0.05$ for every category of role and functions and within every definer group.

School counselor as Referral Agent:
a) A school counselor was perceived as a referral agent, if a respondent refers 7 out of 12 problems listed in the questionnaire, to the school counselor. Definer groups were said to perceive a need for the school counselor as a referral agent, to handle problems encountered at schools, if 60% of the respondents referred 7 out of 12 problems to a school counselor.

b) Differences in the perceptions of the school counselor as a referral agent were reflected by the percentage of respondents of each group. Percentages were compared to determine differences among definer groups.

Setting of School Psychology Services:
a) Preference of the setting for the delivery of school psychology services was reflected by the percentage of respondents who identified each of the 3 settings (within the school, on contract base, outside the school).

b) Differences in the presence of setting for delivery of school psychology services, among the three definer groups, were reflected by the percentages of the respondents from each definer group choosing each one of the three settings. Percentages were compared to determine differences in preferences.

Level of Education:
Level of education preferred for the school counselor was reflected by the percentage of respondents under each of the specified levels, namely: BA, MA, or Ph.D. Level of education. Percentages were compared to determine preferred level of education.
Licensure:
Licensure was also reflected by percentages of respondents under each of two options: to be licensed by the government, or not to be licensed.

3.9.2 Qualitative Data Analysis
3.9.2.1 One-On-One Interview Data Analysis

No consensus exits for the analysis of the forms of qualitative data. Bogdan and Biklen, 1992; Miles and Huberman, 1994; Wolcott, 1994 advocate many similar processes, as well as a few different processes in the analytic phase of qualitative research.

The three authors recommend a general review of all information in the form of jotting down notes in the margins of the text. Then the researcher looks closely at the words used by participants in the study, reduces the data, and then creates displays of information such as diagrams, tables or graphs. Another approach to reducing the data is to develop codes or categories and to sort text or visual images into categories (Wolcott, 1994).

In this study the researcher started by organizing the data through reading and rereading the written texts from the tapes and double-checked the accuracy of the translated terms so as to be familiar with the data. During the reading process, the researcher listed on note cards the data available; to make them retrievable and clean up what seemed overwhelming and unmanageable.

Category construction began with reading the first interview transcript. Reading down through the transcript, the researcher jotted down notes, comments in the margins. "The notes serve to isolate the initially most striking, if not ultimately most important aspects of the data" (LeCompte 1993, p.236). After working through the entire transcript, the investigator went back over the marginal notes and comments and tried to group those comments and notes that seem to go together. Scanning went exactly the same
through all transcripts, keeping in mind the list of groupings that were extracted from the first transcript, checking to see if they were also present in the second set. In addition, the researcher made a separate list of comments, terms, and notes and compared this list with the one derived from the first transcript. These two lists were merged into one master list of concepts derived from both sets of data. This master list constituted a primitive outline or classification system reflecting the recurring regularities or patterns in the study. These categories were abstractions derived from the data, not the data themselves. To paraphrase Glaser and Straus (1967), these categories have a life of their own apart from the data from which they came. Categories are conceptual elements that cover or span many individual examples of the category.

The third stage performed was drawing conclusions. In this stage the researcher followed Cooper and McIntyre's (1996) analysis model. Reading the first research question related to the need of school counselor and then reading the first transcript of the principals, color coded relevant concepts and themes and wrote memos in the margin summarizing answers. The researcher repeated this step with the transcripts of the remaining principals and then the same with the teachers' and parents' transcripts.

The same method was repeated with the second key research questions, where categories of the role and functions of the school counselor were highlighted and compared with the key research question and literature review.

The researcher followed the same method with the remaining key research questions to trace type of school psychology services, referral, level of education, and licensure.

The researcher also noted some new ideas that emerged from the careful data examination. The "constant comparative method" helped clarify what data can
go into which category by defining the characteristics of the category and criteria by which data can be added to them (Glaser and Strauss, 1967).

3.9.3 Focus Group Data Analysis

The group interviews were analyzed. With the ideas about items related to need of school psychology, a conceptually clustered matrix with its rows and columns was arranged to bring together items that belong together.

The analysis of the interviews data followed the analysis approach of the grounded theory methodology as outlined by Strauss and Corbin (1998). The analysis of data in the grounded theory research methodology is based on the constant comparative model of analysis. The constant comparative method consists of two basic analytic procedures that are in play as the data are collected, coded, and analyzed. The first pertains to the making of comparisons and the other to the making of questions (Strauss and Corbin, 1998).

Coding the raw data depended on three stages: open coding- analytic process through which concepts are identified and their properties and dimensions are discovered in data-, axial coding- the process of relating categories to their subcategories-, and selective coding- integrating and refining the theory (Strauss and Corbin, 1998).

The format of the matrix is organized in a way that displays all of the relevant responses of the interviewees. It also allows the investigator to make a comparison between the responses and between the interviewees. Moreover, by looking at the matrix you can see how the data is analyzed.

The format is a simple interviewee by- variable matrix. On one sheet, the format includes the focus group and all their responses to the research
questions. The interview questions were organized into domains and categories of need of school psychology (Miles and Huberman, 1994).

Analyses of responses from the interviews and the questionnaire are presented in the following chapter.
Chapter IV

Analysis of Findings

4.1 Synopsis of this Chapter

The purpose of this research is to determine the need for school psychology services, priorities of role and functions of the school psychologist, and the preference of settings of psychological services in Sidon city schools and surrounding as seen by principals, teachers, and parents.

This chapter presents the results that emerged from the analysis of the data. The chapter is divided into three major parts:

I) Analysis of the findings from the questionnaire. The demographic characteristics of the participants are presented first, followed by analysis of the second part of the questionnaire, then the third part.

II) Analysis of the semi-structure interviews. The demographic characteristics of the interviewees are first presented, then the principals’ points of view concerning the need for school psychology services, followed by teachers and finally the parents’ views.

III) Analysis of the focused group interview. The demographic characteristics of the focus group are first presented, then the focus group points of view concerning the need for school psychology services and how it is applied in their respected schools.
4.2 Part I- *Analysis of Findings (Quantitative)*

Analysis of the findings and answering the key questions asked in chapter one will be based upon the three parts of the questionnaire and its related items. The demographic data of respondents are taken from part I (items 1-6) of the questionnaire. The observed need for school psychology role and functions, and categories of school psychology role and functions are based on part II section A (items 7-50) of the questionnaire. Findings about the agent who has to handle problems encountered at school, (school counselor, principal, or teacher) are based on part II section B (items 51-62) of the questionnaire. The last part of the results, information of school psychology services, education and licensure is based on Part III (items 63-66) of the questionnaire.

4.2.1 *The Participants*

The profile of the participants in this study can be described as follows: 49% of the participants are from public schools. Of different ages: One young parent reported that she is 18 years old, and one principal wrote that his actual age is 67 years old. The male/ female range is well represented although there were more females than males. Teachers were distributed along age, years of experience, and level of teaching, and most principals had more than 9 years of experience, one of them was a priest, and one was a nun. Parents were also represented; few of them had no education. Although parents were not expected to fill the cells under ‘years of experience’ and ‘level of teaching’, it was noted that a number of parents were teachers themselves. This profile is similar to that described in other studies (Caroll, 1993; Coll and Freeman, 1997).

The sample is composed of school principals, teachers, and parents from Sidon city private and public schools. The data gathered from the 313 questionnaires were computer analyzed using the SPSS program. The demographic characteristics of the three groups are presented in Table 4-1.
Table 4-1: Demographic Characteristics (Gender, Age, Professional Training, Years of Experience, and Level of Teaching) classified by Definer Groups (Principals, Teachers, and Parents).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Parents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>11</td>
<td>19</td>
<td>20</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>7</td>
<td>65</td>
<td>53</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>2</td>
<td>2</td>
<td>21</td>
<td>20</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>30-39</td>
<td>1</td>
<td>5</td>
<td>33</td>
<td>28</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>40-49</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>17</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>50 and&gt;</td>
<td>7</td>
<td>4</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Professional Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>18</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
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<td>2</td>
<td>6</td>
<td>32</td>
<td>22</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>MA</td>
<td>4</td>
<td>6</td>
<td>19</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>5</td>
<td>18</td>
<td>22</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 and&gt;</td>
<td>10</td>
<td>16</td>
<td>55</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>1</td>
<td>1</td>
<td>27</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>2</td>
<td>2</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>8</td>
<td>34</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The demographic data of all respondents is presented in Table 4-1. The respondents were principals, teachers, and parents, coming from both, private and public schools. Regarding the kind of school, 49.84% of the respondents
were from public schools and 50.80% were from private schools. As for the principals, all principals of the chosen schools, private and public, shared in filling out the questionnaires (31 principals).

As for teachers, the distribution of the respondents according to their age is presented in table 4-1. To illustrate, 65.3% of the teachers are between ages 20 and 39, and 53.2% have a BA or MA, with 64.1% having an experience of nine years and above which corresponds to 100 out of 157 respondents. Items on "years of experience" and "level of education" for parents are not represented in the Table since these variables were not requested from the parents.

The response rate was quite good. Out of 440 distributed questionnaires 322 were returned, i.e. 73.18% this included 31 principals (100%), 160 teachers (80%), and 131 parents (65.5%) from private and public schools. Professional surveys done in the United States following Dillman's method achieve an average return rate of around 73%. The mail survey followed Dillman's (1978) total design methodology. This method consists of an initial mailing, a post card reminder in one week, and a second mailing two weeks after the post card reminder. Each mailing includes a questionnaire in booklet format and a self-addressed-stamped envelope.

A number of the questionnaires were not included because they were not properly filled up and the final number that was considered for the study was 313 respondents: 31 principals, 157 teachers, and 125 parents. The final return rate for discussion was 71.13%. The nonresponse rate may be due to a number of reasons. It may be lack of interest in the topic surveyed, forgetfulness, and unwillingness to be surveyed (Frankell and Wallen 2000), or to some socio-cultural factors, taking into consideration that the highest non response rate was amongst parents (65.5%).
4.2.2 Need for School Psychology

The first key question to be answered in this section was: Do definer groups (principals, teachers and parents) perceive a need for school psychology role and functions? Would the perceived need and categories for school psychology role and functions differ among and within the three definer groups?

The first part of the research question was addressed by participants' responses on Likert ranking scale questions in the form of questionnaire (items 7-50 in the questionnaire) and which reflect perceived need (see Appendix B) were computed. Items were given the value of a scale ranging from 1 to 5, where ticking number 1 stands for not needed at all and number 5 extremely needed. Means were calculated for every item on each category of school psychology role and functions. Means were then calculated for every respondent in the total sample (see Appendix H).

Frequencies and percentages of respondents in the total sample (N= 313) who obtained a mean score of 3 and above on need for school psychology role and functions were calculated. 69% of all respondents perceived a need for school psychology role (Table 4-2). Based on the criterion set for answering first part of research question # 1, respondents perceived a need for school psychologist role and functions since 69% of the total sample obtained a mean of 3 and above.
Table 4-2: Perceived Need for School Psychology Role and Functions by Definer Group.

<table>
<thead>
<tr>
<th>Definer Group</th>
<th>N</th>
<th>Perceived Need</th>
<th>Perceived no Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Private</td>
<td>18</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Principals</td>
<td>13</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Teachers</td>
<td>73</td>
<td>46</td>
<td>27</td>
</tr>
<tr>
<td>Public</td>
<td>84</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>106</td>
<td>51</td>
</tr>
<tr>
<td>Parents</td>
<td>68</td>
<td>57</td>
<td>11</td>
</tr>
<tr>
<td>Public</td>
<td>57</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>92</td>
<td>33</td>
</tr>
<tr>
<td>All</td>
<td>313</td>
<td>216</td>
<td>97</td>
</tr>
<tr>
<td>X</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses were further analyzed and frequencies and percentages of respondents, who perceive a need for school psychology role and functions, within every definer group were obtained separately. These frequencies and percentages are also shown in Table 4-2. Results indicated that 56.08% of the principals, 67.52% of the teachers, and 73.60% of the parents perceived a need for school psychology role and functions. A mean value revealed that there was no significant difference between the levels of perceived need of principals, teachers, and parents (X=3.31, df=2, p> 0.05). It was concluded that the perception of school psychology role and functions is homogeneous across definer groups.
Responses were further analyzed and frequencies and percentages of public and private schools' respondents were checked to find if the need for school psychology role and functions differs between schools. These frequencies and percentages are also shown in Table 4-2. The percentages revealed that there is a need for school psychology role and functions. A mean value revealed that there was no significant difference between the levels of perceived need of public and private schools (x=3.30, df=2, p>0.05).

4.2.3 **Type of Categories of School Psychologist Role and functions**

In trying to answer the second research question: Would the perceived need and categories for school psychology role and functions differ among and within the three definer groups? The following results were found:

Responses on the second part of the questionnaire, section A (items 7-50, see Appendix B), were further grouped under categories of role and functions, and then computed to analyze the results. Table 4-3 shows the mean scores of different definer groups on items of school psychology role and functions clustered by category of role and functions.
Table 4-3: Means of Definer Groups (Principals, Teachers, and Parents) on Categories of School Psychology Role and functions.

<table>
<thead>
<tr>
<th>Category of Role and functions</th>
<th>Definer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principals</td>
</tr>
<tr>
<td></td>
<td>Private Mean</td>
</tr>
<tr>
<td>Consultant</td>
<td>3.1</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>3.2</td>
</tr>
<tr>
<td>Therapist</td>
<td>3.1</td>
</tr>
<tr>
<td>Educational Programmer</td>
<td>2.7</td>
</tr>
<tr>
<td>Researcher</td>
<td>3.5</td>
</tr>
</tbody>
</table>

A series of t-test values were conducted to find out if there was a significant difference in the levels of perception of the three definer groups (principals, teachers, and parents) with respect to each category of school counselor's role and function – consultant, diagnostician, therapist, educational programmer, and researcher.

The dependent variables designed to find out the importance of the awareness of a need for school counselor's role and functions are consultant, diagnostician, therapist, education programmer, and researcher. To find out the factors that are most likely to be associated with the mentioned dependent variables, a regression analysis was conducted using the above mentioned dependent variables and three variables (principals, teachers, and parents) were taken as independent variables.
The results of the total groups (principals, teachers, and parents) are presented in table 4-4.

### Table 4-4: Model Summary Total Groups.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>consultant</td>
<td>1</td>
<td>.374</td>
<td>.140</td>
<td>.137</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1</td>
<td>.469</td>
<td>.220</td>
<td>.217</td>
</tr>
<tr>
<td>Therapist</td>
<td>1</td>
<td>.541</td>
<td>.292</td>
<td>.290</td>
</tr>
<tr>
<td>Education Programmer</td>
<td>1</td>
<td>.465</td>
<td>.216</td>
<td>.214</td>
</tr>
<tr>
<td>Researcher</td>
<td>1</td>
<td>.018</td>
<td>.007</td>
<td>.003</td>
</tr>
</tbody>
</table>
### ANOVA

<table>
<thead>
<tr>
<th>Dependant Variable</th>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>1 Regression</td>
<td>4.186</td>
<td>1</td>
<td>4.186</td>
<td>50.716</td>
<td>.000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>25.672</td>
<td>311</td>
<td>8.255E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>29.858</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1 Regression</td>
<td>3.746</td>
<td>1</td>
<td>3.746</td>
<td>87.656</td>
<td>000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>13.292</td>
<td>311</td>
<td>4.274E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17.038</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapist</td>
<td>1 Regression</td>
<td>2.773</td>
<td>1</td>
<td>2.773</td>
<td>128.442</td>
<td>000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>6.714</td>
<td>311</td>
<td>2.159E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9.487</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Programmer</td>
<td>1 Regression</td>
<td>4.218</td>
<td>1</td>
<td>4.218</td>
<td>85.931</td>
<td>000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>15.266</td>
<td>311</td>
<td>4.909E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>19.484</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
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<td>.647</td>
<td>1</td>
<td>.647</td>
<td>2.068</td>
<td>.151a</td>
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<tr>
<td></td>
<td>Residual</td>
<td>97.267</td>
<td>311</td>
<td>.313</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>97.923</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a: Predictors: constant
The factors that proved to be significant in relation to the total group were consultant, diagnostician, therapist, and education programmer, while no significant difference was found for the variable researcher. The regression equation proved significant at 0.05 significant level with F-value of 50.716 and significance of .000 for the consultant; F-value 87.656 and significance of .000 for diagnostician; F-value of 128.442 and significance of .000 for therapist; and for education programmer F-value 85.931 of .000 for significance.

The coefficient of determination $R^2$ for the regression analysis of the variable consultant is .140, the diagnostician is .220, the therapist is .292, and the education programmer is .216, meaning that 14%, 22%, 29.2%, and 21.6% of the
variation in the dependent variables is explained by variations in the independent variables (principals, teachers, and parents) that are significant in the determination of the dependent variables, which are consultant, diagnostician, therapist, and education programmer. An $R^2$ of .140, .220, .292, and .216 is considered to be acceptable level for the regression to be significant as long as the study is for attitudinal purposes. 86%, 78%, 70.8%, and 78.4% of the explanation cannot be attributed to the regression analysis but to other factors beyond the scope of this study. Thus further research is needed to verify the significance of the result.

Another series of t-test was conducted between the levels of perceived need for the five categories of school counselor role and functions within each definer group (principals, teachers, and parents). The results of the principals (private and public) are presented in Table 4-5.

Table 4-5 Model Summary Principals

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>.101</td>
<td>.010</td>
<td>-.024</td>
<td>.4258</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>.057</td>
<td>.003</td>
<td>-.031</td>
<td>.2937</td>
</tr>
<tr>
<td>Therapist</td>
<td>.114</td>
<td>.013</td>
<td>-.021</td>
<td>.2498</td>
</tr>
<tr>
<td>Education Programmer</td>
<td>.005</td>
<td>.000</td>
<td>-.034</td>
<td>.3188</td>
</tr>
<tr>
<td>Researcher</td>
<td>.265</td>
<td>.070</td>
<td>.038</td>
<td>1.4713</td>
</tr>
</tbody>
</table>
### ANOVA

<table>
<thead>
<tr>
<th>Dependant Variable</th>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
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<td>5.404E-02</td>
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<td>.589a</td>
</tr>
<tr>
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<td>29</td>
<td>.181</td>
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</tr>
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<td></td>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1 Regression</td>
<td>8.039E-03</td>
<td>1</td>
<td>8.039E-03</td>
<td>.093</td>
<td>.762a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
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<td>29</td>
<td>8.628E-02</td>
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</tr>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Therapist</td>
<td>1 Regression</td>
<td>2.381E-02</td>
<td>1</td>
<td>2.381E-02</td>
<td>.382</td>
<td>.542a</td>
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<td>6.241E-02</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1 Regression</td>
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<td>1</td>
<td>6.127E-05</td>
<td>.001</td>
<td>.981a</td>
</tr>
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<td>Programmer</td>
<td>Residual</td>
<td>2.948</td>
<td>29</td>
<td>.102</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>1 Regression</td>
<td>4.731</td>
<td>1</td>
<td>4.731</td>
<td>2.18</td>
<td>.150a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>62.781</td>
<td>29</td>
<td>2.165</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>67.512</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Predictors: constant, Private*
Coefficients

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Model</th>
<th>B</th>
<th>Standa rd Error</th>
<th>Beta</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>1 Constant Private</td>
<td>3.015</td>
<td>8.462E-02</td>
<td>.118</td>
<td>.155</td>
<td>25.536</td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1 Constant Private</td>
<td>3.210</td>
<td>3.263E-02</td>
<td>.081</td>
<td>.107</td>
<td>39.399</td>
</tr>
<tr>
<td>Therapist</td>
<td>1 Constant Private</td>
<td>3.055</td>
<td>5.617E-02</td>
<td>.069</td>
<td>.019</td>
<td>44.090</td>
</tr>
<tr>
<td>Education Programmer</td>
<td>1 Constant Private</td>
<td>2.701</td>
<td>2.849E-03</td>
<td>.088</td>
<td>.116</td>
<td>30.544</td>
</tr>
<tr>
<td>Researcher</td>
<td>1 Constant Private</td>
<td>3.250</td>
<td>.792</td>
<td>.408</td>
<td>.563</td>
<td>7.964</td>
</tr>
</tbody>
</table>

* significant at 0.05 significance level

No factors proved to be significant in relation to the definer group principals (private and public). The regression equation did not prove to be significant for all the variables at 0.05 significant levels. The coefficient of determination $R^2$ for the regression analysis of the variable consultant is .010, the diagnostician is .003, the therapist is .013, the education programmer is .000, and the researcher is .070, meaning that 10%, 3%, 13%, 0%, and 7% of the variation in the dependent variables is explained by variations in the independent variable (principals) that are not significant in the determination of the dependent variables, which are consultant, diagnostician, therapist, education programmer, and researcher. This proves that regardless of the type of school, whether private or public there is an agreement between the principals of the schools that the five categories
(consultant, diagnostician, therapist, education programmer, and researcher) are needed as a form of school counselor's role and functions.

Results pertaining to teachers (private and public) factor analysis of the variables revealed the following as shown in Table 4-6.

Table 4-6 Model Summary (Teachers)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>.213a</td>
<td>.045</td>
<td>.039</td>
<td>.2226</td>
</tr>
<tr>
<td>Diagnostian</td>
<td>.015a</td>
<td>.000</td>
<td>-.006</td>
<td>.1076</td>
</tr>
<tr>
<td>Therapist</td>
<td>.065a</td>
<td>.004</td>
<td>-.002</td>
<td>.1279</td>
</tr>
<tr>
<td>Education</td>
<td>.597a</td>
<td>.356</td>
<td>.325</td>
<td>.1199</td>
</tr>
<tr>
<td>Programmer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>.058a</td>
<td>.003</td>
<td>-.003</td>
<td>.2815</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Private
<table>
<thead>
<tr>
<th>Dependant Variable</th>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>1 Regression</td>
<td>.366</td>
<td>1</td>
<td>.366</td>
<td>7.385</td>
<td>.007a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>7.677</td>
<td>155</td>
<td>4.953E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8.043</td>
<td>156</td>
<td>4.953E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1 Regression</td>
<td>3.895E-04</td>
<td>1</td>
<td>3.895E-04</td>
<td>.034</td>
<td>.855a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>1.749</td>
<td>155</td>
<td>1.157E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1.749</td>
<td>156</td>
<td>1.157E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapist</td>
<td>1 Regression</td>
<td>1.088E-02</td>
<td>1</td>
<td>1.088E-02</td>
<td>.665</td>
<td>.416</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2.536</td>
<td>155</td>
<td>1.636E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2.547</td>
<td>156</td>
<td>1.636E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1 Regression</td>
<td>1.233</td>
<td>1</td>
<td>1.233</td>
<td>85.727</td>
<td>.000a</td>
</tr>
<tr>
<td>Programmer</td>
<td>Residual</td>
<td>2.229</td>
<td>155</td>
<td>1.438E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.461</td>
<td>156</td>
<td>1.438E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>1 Regression</td>
<td>4.155E-02</td>
<td>1</td>
<td>4.155E-02</td>
<td>.524</td>
<td>.470</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>12.281</td>
<td>155</td>
<td>7.923E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12.322</td>
<td>156</td>
<td>7.923E-02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (constant), Private
The factors that proved to be significant in relation to the teachers (private and public) were consultant, and education programmer, while no significant difference was found for the variables diagnostician, therapist, and researcher. The regression equation proved significant at 0.05 significant levels with $F$-value of 7.385 and significance of .007 for the consultant; $F$-value 85.727 and significance of .000 for education programmer.

The coefficient of determination $R^2$ for the regression analysis of the variable consultant is .045, and the education programmer is .356, meaning that 4.5%, and 35.6% of the variation in the dependent variables is explained by variations in the independent variables (teachers) that are significant in the determination.
of the dependent variables, which are consultant and education programmer. School counselor as diagnostician, therapist and researcher is seen by both groups of teachers as needed with no different variation, while the need for school counselor as a consultant and education programmer is seen differently between private and public schools teachers. This can be interpreted from the point of view that consultation and education programs are applied and needed differently in both types of schools.

As for parents the results revealed the following information as shown in Table 4-7

Table 4-7: Model Summary (Parents)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>consultant</td>
<td>1</td>
<td>.003a</td>
<td>.000</td>
<td>-.008</td>
</tr>
<tr>
<td>Diagnostian</td>
<td>1</td>
<td>.218a</td>
<td>.047</td>
<td>.040</td>
</tr>
<tr>
<td>Therapist</td>
<td>1</td>
<td>.027a</td>
<td>.001</td>
<td>-.007</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>.104a</td>
<td>.011</td>
<td>.003</td>
</tr>
<tr>
<td>Programmer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>1</td>
<td>.185a</td>
<td>.034</td>
<td>.026</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Private
<table>
<thead>
<tr>
<th>Dependant Variable</th>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>1 Regression</td>
<td>1.256E-04</td>
<td>1</td>
<td>1.256E04</td>
<td>.001</td>
<td>.972a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>12.287</td>
<td>123</td>
<td>9.989E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12.287</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostician</td>
<td>1 Regression</td>
<td>.379</td>
<td>1</td>
<td>.379</td>
<td>6.129</td>
<td>.015a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>7.601</td>
<td>123</td>
<td>6.180E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7.980</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapist</td>
<td>1 Regression</td>
<td>1.569E-03</td>
<td>1</td>
<td>1.569E-03</td>
<td>.093</td>
<td>.761a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2.080</td>
<td>123</td>
<td>1.691E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2.081</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1 Regression</td>
<td>9.064E-02</td>
<td>1</td>
<td>9.064E-02</td>
<td>1.351</td>
<td>.247a</td>
</tr>
<tr>
<td>Programmer</td>
<td>Residual</td>
<td>8.255</td>
<td>123</td>
<td>6.711E-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8.345</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>1 Regression</td>
<td>.490</td>
<td>1</td>
<td>.490</td>
<td>4.345</td>
<td>.039a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>13.873</td>
<td>123</td>
<td>.113</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14.363</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (constant), Private
The factors that proved to be significant in relation to the parents (private and public) were diagnostician and researcher while no significant difference was found for the variables consultant, therapist, and education programmer. The regression equation proved significant at 0.05 significant levels with F-value of 6.129 and significance of .015 for the diagnostician; F-value of 4.345 and significance of .039 for researcher.

The coefficient of determination R² for the regression analysis of the variable diagnostician is .047, and the researcher is .026, meaning that 4.7%, and 2.6% of the variation in the dependent variables is explained by variations in the independent variables (parents) that are significant in the determination of the dependent variables, which are diagnostician and researcher. School counselor as diagnostician and researcher is seen by both groups of parents as needed with
different variation, while the need for school counselor as a consultant, education programmer, and therapist is seen as needed in the same way from the side of parents (private and public schools). This can be interpreted from the point of view that the understanding of the role of school counselor as diagnostician and researcher is interpreted differently by parents from both types of schools.

4.2.4 School Counselor as a Referral Agent

The key question # 3 as referral agent explored whether all definer groups perceive the school counselor as a referral agent to handle problems encountered at school? Would the perception of school counselor as a referral agent differ among the definer groups?

Results pertaining to the key question whether the definer group perceive the school counselor as a referral agent to handle problems often encountered at schools, were derived from responses on the second part, Section B of the Questionnaire, problems encountered and referral were analyzed (items 51-62, see Appendix B). The frequencies and percentages of definers’ responses on these items were computed. Results of the frequencies and percentages of those who perceived the school counselor as a referral agent are shown in Table 4-8.
Table 4-8: Perception of the School Counselor as a Referral Agent by Definer Groups.

<table>
<thead>
<tr>
<th>Definer Group</th>
<th>N</th>
<th>Perceived Need</th>
<th>Perceived no Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>18</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Public</td>
<td>13</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>73</td>
<td>57</td>
<td>16</td>
</tr>
<tr>
<td>Public</td>
<td>84</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>121</td>
<td>36</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>68</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>Public</td>
<td>57</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>98</td>
<td>27</td>
</tr>
<tr>
<td>All</td>
<td>313</td>
<td>245</td>
<td>68</td>
</tr>
</tbody>
</table>

Results indicated that 78.27% of all respondents perceived that problems encountered at school have to be handled by a school counselor. Separating the sample into definer groups (principals, teachers, and parents), it was observed that a high percentage of the principals, teachers and parents perceive the school counselor as a referral agent for the problems encountered at schools (Table 4-8).

Based on the criterion set for answering research question # 3, it is concluded that 78.27% of the respondents would refer more than half of the problems encountered at school to a school counselor. Separating the sample into definer groups, this was true across all definer groups, principals, teachers, and
parents, but, it was observed that principals had the highest percentage in considering the school counselor as a referral agent, next were the parents, and last were the teachers.

4.2.5 School Psychology Services

In analyzing the key question #4, would all definer groups prefer one setting rather than another for the delivery of school psychology service? Would this preference differ among the definer groups? The following results were found.

Responses on the third part of the questionnaire for item 64 only, information on school psychology services, were given the following numbers; 1 for services within the school, 2 for services on a contract base with the school, and 3 for services from outside the school. Frequencies and percentages for each definer group under each setting were obtained. These results are shown in Table 4-9.

Table 4-9: Frequencies and Percentages of Responses on Each Setting of School Psychology Services by Definer Group.

<table>
<thead>
<tr>
<th>Definer Group</th>
<th>Number</th>
<th>Within School</th>
<th>On Contract Bases</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number</td>
<td>number</td>
<td>number</td>
<td>number</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>Percentage</td>
<td>Percentage</td>
<td>Percentage</td>
</tr>
<tr>
<td>Principals</td>
<td>31</td>
<td>24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>157</td>
<td>121</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Parents</td>
<td>125</td>
<td>92</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>237</td>
<td>55</td>
<td>17</td>
</tr>
</tbody>
</table>

Results indicated that 75.7% of the respondents from the total sample (313) prefer school psychology services within the school, rather than on a contract
base or outside the school. When the sample was categorized into separate definer groups similar results were observed, where principals, teachers, and parents indicated that they would prefer school psychology to be within the school. No significant differences were reported between the definer groups concerning the setting of school psychology services.

Based on the criteria set for research question #4, results indicated that all respondents and each definer group separately preferred to have school psychology services delivered within the schools rather than on contract base or outside the school.

### 4.2.6 Level of Education

In analyzing the key question #5, what level of education would be preferred for the school counselor? Would respondents approve that a school counselor be licensed by the government? The following results were found:

Responses on the third part of the questionnaire for item 65 only were analyzed and frequencies and percentages of the responses were obtained. The results are shown in Table 4-10.

**Table 4-10: Frequencies and Percentages of Responses on Level of Education.**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Category</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td>BA</td>
<td>47</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>146</td>
<td>46.6</td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td>106</td>
<td>33.9</td>
</tr>
</tbody>
</table>
Frequencies and percentages indicated that 15% of the total sample of respondents prefers a BA level for a school counselor, whereas 33.9% prefer a Ph.D. level and 46.6% prefer to have an MA level. Differences between the different definer groups were not collected. It was concluded that the greatest proportion of respondents (46%) wanted the school counselor to have a MA level of education.

Data was further analyzed to find out whether the respondents would approve that the government license a school counselor. The results are shown in Table 4-11.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure</td>
<td>Licensed</td>
<td>223</td>
<td>71.2</td>
</tr>
<tr>
<td></td>
<td>Not Licensed</td>
<td>87</td>
<td>27.8</td>
</tr>
</tbody>
</table>

Frequencies and percentages indicated that 71.2% of the total sample of respondents wants the school counselor to be licensed by the government, whereas 27.8% do not want the school counselor to be licensed by the government.

4.3 Part II- Analysis of Findings (Qualitative- One-on-One Interviews)

As stated in chapter three, the sample in the interview is composed of school principals, teachers, and parents from Sidon city private and public schools (21 public and 26 private). The interviewees were selected from the respondents who shared in the questionnaire. The participants were selected
for the interview in a manner that ensured the utmost diversity among them. The breakdown of the sample by kind of school, professional training, years of experience, and gender are given in table 4-12.

Table 4-12: Demographic Characteristics of the Interviewees (Gender, Kind of School, Professional Training, and Years of Experience), Classified by Definer Groups.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principals School</th>
<th>Teachers School</th>
<th>Parents School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Professional Training</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
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4.3.1 Individual Interviews:

The order of the views in this part is presented in a way that reflects the reaction of principals first followed by teachers and then parents on the points of role of the counselor and importance of the need, type of services offered by the school counselor as educator, consultant, diagnostician, coordinator and researcher.

4.3.1.2 General Role of the School Counselor

When the interviewees were asked how they see the role of a school counselor responses varied, but a general agreement among the respondents was that a school counselor could assist the student, teacher, or parent in development, empowerment, and maintaining desired changes.

A principal sees the school counselor:

"I see the school counselor today a proficient individual with skills appropriate for students with disabilities, who understands the emotional, social and behavioral needs of these students."

A public principal who sees the work of a school counselor on a wider basis reiterates frustration due to the inability of having a school counselor:

"You know as a public school we do not have a school counselor as what the word means. We have only supervisors who have the responsibility to follow up the work of the teachers only and give advices. If we are in need of counseling, we might ask the help of some persons without going back to the education department in the government. I wish we had a school counselor. But to answer your question, I see the counselor as an active interactive individual, who knows what approaches and techniques to use with every child, has the ability to help teachers create a responsive atmosphere in their classrooms by assisting them in the implementation of counseling ideas with students."

A third principal suggests an in-service training for his teachers in counseling to over come the inability of creating a post of a counselor in his school:
“Our school can not afford to have a full time counselor, and if we appoint one, the counselor will not be able to interact with all students and offer them counseling personally. I find it a better way if the government offers programs where teachers undergo some form of training on guidance, activities and skills of interaction that can stimulate student participation. If teachers have an organized program where they can follow and modify as they see fit to students then they are more likely to go into it.”

Expanding upon the roles of school counselor, a private school principal pointed out:

“I see a school counselor a person who provides services to children, youth and families in schools at all levels. He/She should be able to help students with learning or behavior problems, learning disabilities, and cognitive deficits. In addition, he/she has to be skilled in providing guidance sessions and work with many students, which are a necessity in our school, and take into consideration all students regardless of their disabilities.”

When it comes to teachers’ responses, it was found that 20 teachers out of 22 revealed a desire for more assistance especially when it comes to solve school problems or teaching children with learning disabilities.

Teachers know that the school counselor can provide a real service to children by helping teachers become more skilled in understanding the different needs of students. 14 teachers see that school counselors can inform teachers and parents on how to work effectively with students and be aware of guidance program. The responses reveal such a need.

One of these responses by a teacher reflects the school counselor role is to offer counseling programs:

“The school counselor has to help students at all levels of education. He/she has to offer academic and career counseling, and teach basic decision-making skills. In addition, he/she has to offer consultation to parents, teachers, and principals to allow better interaction with each other.”

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Another teacher sees that taking care of the student is not only the responsibility of the school counselor, but it is all individuals’ responsibility that takes care of the child:

“I do not see that counseling is the domain of the counselor only. Every professional in school should have a role in the guidance process. But still a school counselor can play a role in a way that he/she can be aware of the educational programs offered at school in order to organize and manage the counseling program and adapt it to the needs of the students, and handle any parent conference with confidence.”

Another teacher admits that a school counselor is important but he/she has to be given the freedom to work:

“I feel that counselors are good members in the school, but he/she can not do every thing without the consent of the principal. Principals believe that they are the source of guidance. They want to be helpful but their role as an authority prevents them from developing the kind of relationship that counselors are trained to create.”

Another response by a teacher:

“School counselors should be able to provide intensive individual counseling for children who have learning disabilities, and should have the ability to refer children who have mental problems.”

Parents see the school counselor as having a professional experience to be a good help. Parents are concerned about what can be done for their child’s problems, and reflected a parental need for personal help or counseling.

From the side of parents (n=6), a school counselor is seen as:

“The counselor is the one who must be most actively involved in helping parents acquire parenting skills. By this the parents will learn how to improve their relationship with their children.”

Another parent sees the school counselor:

“ The role of the school counselor as a consultant because a counselor can not reach every student and offer counseling on a
regular basis, so the counselor offers consultation to teachers, principals, and parents who in their turn can help the children."

A third idea mentioned by one of the parents:

"A school counselor may not be able to solve the problems parents face with their children but may be able to help them work through certain issues and come to conclusions about changes they can make in their own behavior."

In a question, how a school counselor contributes to the national education, a private school principal reaction was:

"...Counselors can play an important role in implementing the new educational goals put by the Lebanese government. They can help students at risk, assist students to make appropriate career choices, and what is important is to focus on students’ learning and achievement to a higher degree..."

Another principal sees the school counselor:

"We need a school counselor in our school to determine and implement interventions for the increasing number of our students with problems, especially after the war. They have to offer guidance and counseling and coordinate with teachers concerning behavioral and academic programs that can be managed in the classroom."

A general agreement among a large number of interviewees was to stress the importance of a guidance program to help in the contribution to the national program.

The guidance program that is demanded by the interviewees is a program that represents how education is visualized. A principal represented this reaction:

"...A program that provides support for educational priorities and requires a new level of collaboration by administrators, teachers and parents..."
The importance of the contribution of the school counselor to the national education was emphasized by one of the interviewed teachers whose argument was:

"... By adopting a clear guidance program to help students achieve educational excellence and collaborating with school professionals and out school parents, counselors can become a strong force for attainment of the educational goals set by the government..."

Another teacher views the contribution of the counselor as:

"... When putting guidance program, counselors have to encourage collaboration of others- teachers, principals, parents-, because the program in this case will facilitate student adjustment to the new curriculum, and enable the student to achieve better academic performance..."

One parent reacted in a way:

"...We want schools to adopt a comprehensive guidance program that focuses on students behavioral outcomes, offer coordinated guidance services and pay attention to all students’ developmental needs whether in counseling or career guidance..."

Another parental reaction was:

"... The guidance program set by administrators and school counselors should involve the parents and any member of the community that has a contact with the student. What I mean by this is that the school counselor must meet all the guidance needs of the students and enhance the guidance services that students receive...."

The interviewees see that changes are required in the Lebanese present educational system, change in how communities respond to education, and especially change in how education is visualized. More than anything else, it requires a new level of collaboration by significant individuals and groups and a full commitment by the community. At this level, the counselor can play an important role in making how education is envisaged and the manner in which it is delivered.
4.3.1.3 Role of an Educator

In explaining the role of the counselor as an educator, the interviewees see the school counselor a person who supports the entire school community by providing the latest information that affects the cognitive, behavioral, and educational well-being of all students.

When asked about the role of the school counselor under the category of an educator, a principal from a private school was quoted saying:

“Some of our teachers although they have degrees, yet they have problems with classroom management and this is where I find the role of the school counselor should be. He/she has to train the teachers in the proper use of classroom management and by this the school counselor will be able later to spend the time on other more important functions.”

Another principal reflects on the idea that a school counselor is necessary to help teachers as well as students to develop different skills effectively:

“I believe that a school counselor is a must in the school to prepare teachers in guidance and interpersonal skills, so that they can effectively facilitate class discussion that helps students think about personal problems and explore alternative courses of action.”

A principal of a public school for boys sees the educational role as:

“Our students come from lower middle to low socioeconomic status families. Our teachers are facing a problem of how to control and communicate with these adolescents, and here comes the role of the school counselor to work with teachers and with the students and their families to give them tools for managing their emotional symptoms, coping with stress, and developing more adaptive patterns of behavior.”

The school counselor is seen by teachers as a helper for them to cope with classroom problems, both educational and disciplinary. It is a cooperative effort where a large number of teachers (n=17) demanded in-service training to be able to help in solving students’ problems and managing their class.
A public school teacher's opinion was that:

"As a teacher I find it sometimes difficult to offer information to my students who have difficulties in learning or to students with behavioral problems, so if we have a counselor in our school we would have sought his/her help in information related to learning and information processing, emotional disorders, and behavioral difficulties. And by acquiring these skills it will be easier for us as teachers to handle the classroom in a better way."

Another teacher stressed the importance of in-service training as a functional role of the school counselor:

"If the school makes contacts with school counselors to offer a workshop regarding behavior management techniques, by this we will be able to manage our classroom better and in addition we can convey these skills later to the parents of these children."

One parent sees the importance of a school counselor and finds that the responsibility lies on the school with its administration to help the students who are not interested in education in these days.

"Our children nowadays are disregarding their academic responsibilities. We as parents we are not skilled in convincing or developing the skills in our children. This situation demands the presence of school counselors to help young people to be competent and have a positive self-esteem, and realize academic success. The counselors have to be leading these adolescents. In addition they should collaborate with administrators and teachers to implement programs that help youngsters develop a reasonable work."

Another parent sees the role of the counselor as an educator, a person who prepares the adolescents to the world of work:

"Our children are facing the economical, political and social changes that are happening in the country. This situation has impoverished our children with the skills of how to enter the world work. Here we are in need of school counselors to promote career development. It is important that they have to learn the skills that will help them achieve gainful employment"
4.3.1.4 School Counselor as a Consultant

39 out of the 47 interviewed see that the school counselor, within the consultation model, has to work collaboratively with parents, teachers, and administrators to positively influence the learning of all students. In addition to these reactions, principals stressed on the point that counselors have to teach counseling skills to a large number of people in order to meet the heavy demands of the act of teaching and learning, and be a liaison between school and community.

In response to such a point a principal answered:
"Our school lacks strategies and skills to use it in the teaching-learning situation. I find that the school counselor can collaborate with teachers and parents to develop individualized behavior management and instructional strategies."

A principal highlighted the importance of financing as a hindrance of not getting counselor’s consultation:

"As you know, we are a private non-profit school; this means that our children come from poor families who do not have the skills how to interact with their children, in addition to abuse. I think here lies the importance of the presence of a school counselor to offer counseling, social skills training, behavior management and other interventions, but the problem lies in financing."

While teachers have other addition to what generally came out. Teachers think of the counselor as the one who assists others to think through problems, and to develop skills that make them more effective in working with students.

A discussion with a teacher identified the role of a school counselor as a consultant as:

"A person who can help students to become more effective in working with others, who can think through problems, acquire more knowledge and skill, and become more objective and self confident. This type of intervention can take place in individual or group conferences, or through staff development activities."
A teacher perceives a school counselor as trusted professional:

"We need a school counselor to play a role in helping us evaluate students' performance, our implemented ideas and collaboration with parents and the community."

Another teacher sees consultation as some form of coordination between the principal and the school counselor:

"I see consultation as one of collaboration between counselor and principal, who work as a team to understand, analyze and resolve problems encountered in the school."

As to parents (n=8), in addition to what was generally revealed, they see consultation as a process of working with a second party directly to indirectly help a third party, the student, with emphasis on the importance of the university program's quality.

One of the parents stressed the need for universities to develop consultant role in school counselors:

"I see one key role for the school counselor is that of consultant to teachers, principals and parents. Universities should include in their programs a course about consulting skills."

Another parent sees the role as a bridge between the parents and educators:

"The school counselor has to make bridges in order to establish relationship between the schools in general and parents to maintain safe environment leading to better learning."

The interviewees see consultation as a process of managing various indirect services, which benefit students, and be a liaison between school and community agencies. Given the complexity of students' problems and the number of factors affecting them, the school counselor through consultation and collaboration can identify and access other resources within and outside school.
4.3.1.5 School Counselor as a Diagnostician

As regards the role of the school counselor as a diagnostician, all interviewees in one way or another agreed that a school counselor has to be proficient in utilizing a variety of assessment tools and techniques in order to best determine a student’s intellectual or emotional function. S/he has to be able to assess cognitive, developmental needs or social emotional problems, be trained in behavior observation and good at establishing interviews with teachers and parents.

The principals revealed other additions to these ideas. Three of the principals noted the inappropriateness of non-experienced persons in dealing with students' problems and no one can take the role of another.

A principal noted that:

"The importance of the presence of a counselor lies when a certain problem is faced by one of the students. Interference from non experienced persons can do more harm than good when he/she attempts to handle cases that are beyond the level of counseling skills, and this is where the need for a school counselor lies."

Another principal’s response was:

"The many roles asked from me in administration are high because of what is expected from me, in addition, I can’t take the role of a specialized person to diagnose the problem of one of my students, so seeking the services of a counselor can help me in my administrative situations."

Another principal, while commenting on the role of the diagnostician, stressed the need for this idea by noting:

"Our school had made a move to integrate students with special needs in regular classrooms. This situation created a more demand of counseling services from the side of the counselor. The counselor is asked to diagnose the students, to provide behavior management programs for these children because our regular education teachers are not trained to handle the social/ emotional deficits that some children may exhibit."
Only one principal questioned the functional results of diagnosis and interventions:

"I do encourage the presence of school counselors at school, and I see how important assessment and interventions are. Yet, what happens in our country is that when a disability is assigned for a student, although it is an expensive way, we find that the same treatment goals and teaching strategies are offered regardless of the problem. We find that because of the small variations on the scores of tests, some students are called disabled while others are not, and stay without help."

When it comes to the idea of teachers, although they were with the idea of school counselor as a diagnostician, 7 of them questioned the counselor's ability in administering the interventions and whether the tests they are using are culturally adapted.

One of the teachers was of the following opinion:

"School counselor is a teacher assistant in a term that he/she participates in planning and carrying interventions before referring a student for a psycho educational evaluation."

Another teacher doubted the ability of a school counselor to give an accurate diagnosis of a child because of the nature of the interventions used:

"...Not only that I have to question whether or not school counselors are trained to administer, score and interpret a particular test but whether the tests they are using are culturally adapted. Another consideration that I have to stress on is the cost of the instrument and accompanying materials."

A third teacher put a positive view on the role of the school counselor as a catalyst who helps the families to be able to develop and help their children:

"Counselors when they diagnose the child can advocate for parents and students with learning disabilities. Within the school setting, the school counselor can commit the school to increase access to activities for all disabled students. If counselors are willing to serve as the catalyst for these kinds of changes, it is an immense help to families."
When it came to parents' point of view about the school counselor as a
diagnostician, their view expressed the notion that when the school counselor
diagnoses their children disabilities, s/he is helping them in understanding
their children's behavior, motivation, and special needs, and by this, they can
provide positive ways in which the children can fulfill their needs.

A parent when commenting on the same issue stressed the idea that the school
counselor is the key for a systematic change:

"In diagnosis, the school counselor can be a key in teaching parents
to use appropriate techniques, new ways of interacting, and can help
parents focus on their child's strengths rather than weaknesses."

A parent, when asked about the importance of the role of school counselor as a
diagnostician, argued that she couldn't see another person to diagnose her
child if he has a problem other than the school counselor or one person similar
to him. She claimed that:

"When having a problem, it is more relieving to know that you do
not have to go alone. You can access the expertise of the counselor
to assess children's difficulties and to prescribe programs for
remediation."

Another parent emphasized the important role of school counselor:

"The counselor is the first person with whom I think, as a parent,
have to communicate, because she/he can diagnose if my child has a
learning disability or not, and she/he can teach him/her skills of
interacting with others. In another term the school counselor can
assess and provide assistance to students with special needs."

The interviewees see the school counselor as an assistant for teachers and
parents in diagnosing children's abilities, and regularly assessing these
students for counseling interventions.

4.3.1.6 School Counselor as a Coordinator

When asked about whether the role of school counselor complements the
roles of the teacher and administrator the responses revealed the need of the
school counselor to assist teachers and parents to have better interaction, and have a role in the guidance process, and organize and manage counseling program and related services.

Two principals see the role of school counselor as facilitator and growth promoter. One of them stated:

"Coordination as a role helps the counselor to plan and facilitate his/her efforts and those of other school personnel in ways that promote growth and development of clients."

One of the other four principals' statements was:

"I see the school counselor today a proficient individual with skills appropriate to provide more consultation to teachers, collect information, arrange and organize meetings, supervise and monitor others...."

While one sees the role of the school counselor as a coordinator in a more concrete way:

"Coordinating activities are required from a school counselor like new students orientation program, career interest, referral for psychological testing, student records..."

While, one of the teachers views the school counselor as:

"One of the responsibilities of the school counselor is to offer program and services and coordinate with the community. We as parents and teachers, rely on the counselor's leadership in planning and coordinating numerous special services and programs."

One of the parents added:

"An important role of the school counselor is that of coordinating with parents to guide their children through their developmental stages. And that to teachers in in-service programs and small group consultation."

It is important to note that all constituent groups perceived consultation, counseling, and coordination as being important and appropriate methods for guidance service delivery, and suggested that counselors spend more time providing consultant services to teachers, parents, and administrators.
4.3.1.7 School Counselor as a Researcher

The interviewees also view doing research as an important way to keep the school counselor up to date.

Three principals see the idea of doing research as testing on the new curriculum applied in Lebanese schools. A statement mentioned by one of them:

"I do not see the school counselor to do only routine activities and administrative work, but as an individual who does research to find out what are the current issues debated and add relevant information to the general principles of the new curriculum and suggest certain changes."

Other two see the school counselor as a researcher in the manner:

"The school counselor has to do research to find out whether the newly applied curriculum in our country has a good impact on our students' performance, and whether it is well recognized by teachers."

Teachers see doing research from the side of cultural differences:

"A school counselor has to review the special needs assessment processes and try to adapt them to our environment, because what is applied in the west might not be applied on our students here in Lebanon, cultures differ, values and beliefs also differ."

While the parents look at it from a point of training:

"School counselors have to do research and inquiry directed to problem in the field of counseling and educational practice, but I do not know to what extent school counselors are able to do such a role or are trained at universities to extend their role to that of a researcher."

There is a general agreement that research helps school counselors define and develop their professional skills, bridge home-school relationship, be
knowledgeable about individual teachers and administrative needs, and provide data, which inform decision makers.

4.3.1.8 **Degree Required for the School Counselor**

About the question related to the degree demanded from a school counselor, responses were as revealed. A general agreement among the interviewees was that the school counselor should at least have a master’s degree in counseling, but a need was clear (32 out of 47) for a diploma in special education to handle problems of children with special needs.

All the seven interviewed principals stressed the importance of school counselor’s qualification. It is seen that the higher the theoretical stance and depth of experience of a counselor the more it has implications for the counseling process.

A principal noted:

“For the degree requirements, I think a school counselor should have a master’s degree in counseling plus certain specialized skills like personal and career counseling and consultation with school staff and parents.”

Another principal insisted in addition to having a high degree the school counselor has to follow training from time to time:

“A school counselor should have a graduate degree in psychology but to perform job better, I think he/she undergo a year of internship and must be prepared in mental health, child and adolescent development, assessment and learning. All of these are not enough if the school counselor does not follow training from time to time to be up to date.”

In addition to the importance of a high degree in counseling, an agreement among the teachers and parents interviewed (13 teachers out of 22 and 10 parents out of 18) on a demand for a broader potential in the school counselor
work in dealing with special educational needs. Acquisition of diplomas from an accredited university is a must.

A teacher reflects the general idea of the need for a school counselor who is proficient in special education:

"In addition to master's degree in counseling from a well known university, I prefer that the counselor should follow a training course or earn a diploma in special education because we are having a problem with a lack in specialized skills in special education."

One parent sees the school counselor proficiency be reflected in a way:

"The school has to employ qualified people. The school counselor who has to offer guidance programs and counseling services should have at least master's degree in counseling from an accredited university."

The counseling profession as seen by all interviewees requires a master’s degree and certain specialized skills; others suggested other diplomas related to special education.

4.4 Part III  Focused Group Interview:

According to Kitzinger, (in Bryman and Burgess, 1999) the group is focused, in the sense that it involves some kind of collective activity. In this study, the group, which represents the principals of private, and public schools in Sidon city, were selected in order to explore their points of view concerning school psychology services. The seven selected principals provide one of the Lebanese social contexts within which ideas about school counselor are formed and decision made. As mentioned earlier in chapter III, the reason behind choosing this group has to do with their experience with the services of counseling that is offered in their schools. The seven principals shared in filling out the questionnaire and were interviewed in the one-on-one interview. The focus group interview was carried out after the questionnaire
and one-on-one interviews. The decision was based on the results emerging from the analysis of data and from the individual interviews.

Table 4-13: Demographic Characteristics of the Focus Group (Gender, Kind of School, Professional Training, and Years of Experience)

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Despite the information the researcher got from the questionnaire and the one-on-one interviews, there was a need to explore more about the services that are offered in the selected schools. Such an action could fulfill the useful purpose of further clarifying the awareness of a need for school psychology role and functions. After completing the questionnaire, and the semi-structured interview, the principals being interviewed in the focus group were asked to recount the story of how they started school counseling, and to respond to questions related to counseling, direct service delivery, indirect service delivery, and professional development.

When asked to recount the story of how they started to offer school counseling services, the responses were as such:
One principal related the start to the presence of a child with learning difficulties and who was discovered in the late stage.

"This child was the reason that led me to apply counseling services in my school. He was in need to be taught by experienced teachers in special education, and when we assigned one for him he benefited a lot from the education plan that was put for. This situation encouraged me..."

Another principal mentioned that:

"It happened when a freshly graduate student in guidance and counseling applied for a job in my school, I, first gave her a post as an English teacher, but when I discovered her skills in counseling I turned her job the following year as a school counselor".

One principal in a non-profit organization recounted:

"One foreign organization offered to our institution a project to train our teachers in counseling. We trained our teachers for two years in guidance and counseling, and now they are offering counseling for the students, and referring the difficult cases to a psychiatrist."

All seven principals believed that there was a reason that led to start offering counseling services in their schools, and all of them were individual initiatives.

When asked about what they understand by counseling, the responses were as follows:

Three of the principals saw counseling and assessment as a continuum process:

"I see counseling as a way designed to address students' problems, it is a process that focuses on problem solving, decision making and discovering the self."

Another principal mentioned:

"Counseling is one of the interventions designed to address the complexity of students' problems and the factors that affect them."
It is designed to address emotional, behavioral, and social problems that interfere with academic achievement."

When asked about the direct and indirect service delivery that is offered in their schools, there was a general agreement that what the school demands from the school counselor in relation to direct service is treatment, planning, and individual counseling and for the indirect service, the school counselor is asked to offer consultation and to collaborate with teachers, and parents and coordinate with them.

One principal presented direct service delivered in his school as:

"In treatment, the school counselor offers a treatment plan after studying the student's age, level of development, and the emotional symptoms, and then determines appropriate counseling approach and the individualized education program, and helps the student with learning problems."

Another principal was in the position that:

"In our school, the school counselor has to review all the information about the student in order to put short term and long term objectives for counseling, and reviews counseling goals with the student."

In the interview with principals in relation to the role of school counselor, the categories: Counseling, direct service delivery, indirect service delivery, and professional development were analyzed. The summary of the responses of the seven principals is given in the clustered matrix in table 4-14 a, b, c, and d.

Responses in table 4-14 reflect the reactions of the principals concerning counseling, direct and indirect services and professional development. Table 4-14 (a, b, c, and d) summarizes the ideas of the group concerning counseling, direct and indirect services and professional development in general, in a comparative way –male vs. female, private vs. public. At the end of every statement the initial of the respondent is mentioned.

Reading across the rows of Table 4-14 a, b, c, d, gives the researcher an idea about each individual's response to different questions related to the
awareness of a need for school counselors and their role and functions. For example, Mr. M. who comes from a private school sees the principles of counseling as a form of assessment and counseling services are on a continuum. The type of direct service delivery is seen by Mr. M. as the counselor has to determine the most appropriate counseling approach with confidentiality when offering individual counseling, and promote social and problem solving skills when offering group counseling. As for indirect service delivery according to Mr. M. the counselor has to make contacts with parents, teachers, and administrators as a form of consultation, and a liaison in securing appropriate services for students. To participate in conferences and workshops and to keep informed about the new practices as a need for professional development.

Reading down the columns in Table 4-14 a, b, c, d, shows the ability of making comparisons between the attitudes of the principals from private and public schools, and males and females. It also enables similar comparisons between responses to counseling, direct, indirect service delivery, and professional development. The first part of the matrix, Table 4-14, a. which represents counseling, reveals that the respondents see counseling principles as assessment and counseling are on a continuum. Counseling goals should be closely tied to assessment results. In addition, counseling is designed to address student's problems, develop in them social and academic skills to manage their problems, and to counsel staff members regarding a personal school issue. The ultimate goal of counseling is to facilitate academic and personal growth of students, and to give them tools for managing their behavior.

After reviewing the transcripts from the interviews, it is apparent, that there is an awareness of a need for school counselors. The counselor is seen as a person who counsels students both individually and in groups. The counselor has to consult with parents, teachers and administrators to help students deal with their social and academic problems, and to coordinate with others who
may be offering mental health programs, and/or to coordinate activities in
schools. In addition, the counselor has to be responsible in scheduling and
preparing tests, score them, and suggest remedial programs through the
coordination with the teachers. Moreover, the counselor is expected to read
and interpret literature to apply research findings to students and improve
his/her skills continuously.
Table 4-14: Clustered Matrix of Principals' Responses Concerning School Counselors

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Treatment Planning</th>
<th>Individual Counseling</th>
<th>Group Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Private</td>
<td>- Counseling and assessment are on a continuum. (N)* - Way designed to address students' problems. (A)*</td>
<td>- Determines appropriate counseling approach. (N)* - Estimates type of treatment. (A)*</td>
<td>- Lays foundation for a confidential relationship. (N)* - Reviews counseling goals with students. (A)*</td>
<td>To promote skills in group. (both N.&amp; A)</td>
</tr>
<tr>
<td>Public</td>
<td>- Develops goals of counseling. (S)</td>
<td>Helps the student with learning problems. (S)</td>
<td>Provides opportunity to practice skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Private</td>
<td>- Contacts parents, teachers, &amp; administrators. (N) - Helps adults be more effective with students. (A)</td>
<td>- Liaison in securing appropriate services for student. (N) - Establishes working relationships with school staff. (A)</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>- Involves teachers, class observation, data collection, etc. (S)</td>
<td>- Bridges the community with the school. (S)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Private</td>
<td>- Type of assistance offered to help students. (H)* - Help students with problems, and counsel staff members. (R)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>- Process that focuses on problem solving, decision making, and discovering the self. (M)* - Process to facilitate personal and academic growth of students. (S)*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Private</td>
<td>- Advises teachers, parents, and administrators in guidance matters. (H) - Contacts parents, teachers, and administrators. (R)</td>
<td>- Coordinates and collaborates in the delivery of mental-health programs. (H) - Assists teachers in developing classroom strategies. (R)</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>- Helps parents and teachers to be more effective with children. (M) - Consults with teachers &amp; students about school related problems. (S)</td>
<td>- Coordinates in the process of managing various indirect services. (S)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type</th>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>- Attends workshops and presents experience to staff and teachers. (S)</td>
<td>- Attends conferences and workshops to keep informed about the new practices. (N) - Continuous reading of books, and journals and suggestion of some topics to teachers. (A)</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>- Develops assessment tools to our culture. (M) - Offers presentation to staff regarding counselor’s role. (S)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*: The letters within brackets are fake initials of the principals’ names who shared in the group interview.
4.5 Summary

To sum up, there seems to be a need to have a school counselor present within a school. This was reflected by responses on the questionnaire by the respondents. A perceived need for the role and functions of the school counselor was revealed with no difference between the levels of perceived need among the definer groups. As for the categories of role and functions, the definer groups perceived the role of consultant, diagnostician, researcher, educational programmer, and therapist as important, but they differed in their perception about the importance of the role of school counselor in every category. Results also revealed an expressed need to have the school counselor handle the problems encountered at schools. Most respondents preferred the school counselor to have a high level of education and to be licensed by the government.

When comparing the questionnaire responses with the above-mentioned quotations it is noted that the three groups (principals, teachers, and parents) are aware of the significant role of the school counselor. A review of the interviews shows that the school counselor is an important individual needed to provide services for principals, teachers, parents, and the community in general.

The interviewed principals agree that the school counselor should be able to train teachers in classroom management skills as well as counseling skills. Five out of the seven interviewed principals suggest an in-service training for teachers in the counseling skills as a solution for the lack of the number of school counselors, and for financial reasons.

Teachers revealed the same interest, and stressed on the importance of school counselor to help students at all levels, academic, social, and vocational with an awareness of the educational program to adapt the techniques with the needs. In addition, 10 out of the interviewed teachers stressed on the
importance of freedom given to school counselor by the principal to offer what is best for the school as a whole.

As for the parents, they see that the school counselor is the first to consult in case of problems. They reflect a need in acquiring parenting skills to handle their children’s cognitive and behavioral problems, and how to take care of their learning disabled children. 16 of the interviewed parents wished that schools adopted a guidance program to be presented to students as well as to parents as a form of interaction and coordination between the school and the community.

Further analysis of the data suggested that the school counselor has to be skilled in helping and diagnosing learning disabled children, assist principals and teachers and be able to use assessment tools. Yet, 21 interviewees out of the 47 (4 principals, 9 teachers, and 8 parents) suspected the reliability of the tools used by the counselor, since the interviewees believed that these tools do not reflect the Lebanese culture, and even if these interventions were used, the counselor has to be proficient in administering and diagnosing the children.

Throughout the interviews, the awareness of a need for school psychology services does not appear to be any different. The study indicates that the presence of school counselor is very important, but the need differs according to the group. Principals see the school counselor as a helper in administrative work and helper for teachers in the class. Teachers see the school counselor as a helper in developing their interactive and communication skills in solving students’ problems. Parents find the school counselor as a helper in developing their skills in a way to help them solve their children’s problems. In general, all the three groups see the school counselor as a skilled helper for them in relation to the position that each group holds.

Regarding the practices, the three groups stress the importance of the role of the school counselor as educator, consultant, coordinator, diagnostician, and
researcher. However, teachers see that a school counselor cannot do any one of these roles if the principal does not delegate authority to him/her.

Another difference is revealed between private and public schools concerning the presence of school counselor in schools and delivery of services. The Lebanese government does not have a policy of assigning a school counselor in public schools; as a result, a suggestion by the workers in these schools was to provide faculty and staff with counseling skills that will be reflected on their performance and on the performance of the parents and students.

Even financing for school psychology services was expressed by the public schools and non-profit private schools. This situation is seen by these as an inability to have a school counselor in their respected schools as compared to private schools.
Chapter V
DISCUSSION and SUMMARY

5.1 Introduction

The overall results of this study paint a positive picture of the awareness of a need for school counselors' role and functions. It appears that, on the whole, the three definer groups (principals, teachers and parents) who participated in this study reflected a need for school counselors and type of services offered by the school counselor. Additionally, it appears that this need is preferred to be present within the school rather than outside it.

The following discussion answers each of the research questions posed in Chapter One by interpreting the results reported in Chapter Four and by relating them to what other researchers have found. Conclusions, limitations, and implications for future investigations are in the following chapter which completes this study.

5.2 Need for School Psychologist

The major finding of this study is that 69% of the respondents perceived a need for school psychologist role and functions. Table 4-2 shows the percentages of the different definer groups, where it can be clearly seen that 56.08% principals, 67.51% teachers, and 73.6% parents perceived this need. The mean value, as shown in table 4-2, revealed that there was no significant difference between the levels of perceived need of principals, teachers, and parents for the school counselor role and functions. It was thought that parents would perceive a greater need for school psychologist role and functions than would principals or teachers, because parents do not consider the role and functions of the school counselor as a threat or as interference in their role. Also, parents more than teachers and principals would welcome any extra help
in handling academic, nonacademic or development related aspects of their children. This is contrary to researches reported by Ivey and Robin (1966), Roberts (1970), and Able and Burke (1985). Issues like contact with a school counselor, and years of experience affected the results of the respondents in Baker (1965); Gilmore and Chandy (1973, 1973b); Kahl and Fine, (1978); Ford and Migles (1979); and Dean (1980). For example, Gilmore and Chandy (1973), found that experienced teachers expected the school psychologist to provide less recommendation and actually conduct more interventions, whereas, inexperienced teachers expected him/her to provide more recommendations and less intervention. Dean (1980), on the other hand, indicated that experienced teachers saw the school psychologist less favorable and referred with lower expectation than did the novice teacher. Such discrepancy between reported research and the results of the present study could be explained since respondents of the present sample view the services they are currently having as beneficial and important in trying to reach the needs of children.

All the interviewed participants emphasized the importance of the need for school counselors. A general agreement among the respondents was that the school counselor's role lies in assisting the student, teacher, and parent in development, empowerment, and maintaining changes (Chap. 4, p.105). Besides, as suggested by a principal, and a teacher, the school counselor should identify students' needs, including "develop of positive self-concepts," "help students become self-directive," "help students develop interpersonal skills," "assist students in understanding themselves," "develop decision-making skills," and "organize and direct counseling program." Such a reflected need goes with what Kelly and Gray (2000) mentioned in the report that schools in UK wanted at an earlier stage more support from educational psychologists service when a child's needs are identified. The respondents want this support in the future but are not currently receiving it.
Moreover, under the notion of development of school guidance and counseling programs, the interviewed participants emphasized the importance of unifying the work of the school counselor to provide more personal, social, career and educational skills to students. These results revealed a positive perception toward the role of the school counselor. This goes to a certain extent with what Fitch et al. (2001) found when trying to find out about future school administrators' perception of the school counselor's role at Kentucky University. Where future administrators rated crisis intervention, assisting with transition, and personal counseling as the most important duties, however, some respondents identified administrative, record keeping, and disciplinary duties as significant ones for the school counselor which is not seen by the present participants.

In addition, respondents emphasized the role of school counselor as a helper for children with learning disabilities, parental empowerment, group counseling, and teachers' training. These ideas go with what Kaplan (1994) suggested about the role of the school counselor. Kaplan sees the role of the counselor to be the same as that of the administrator: to enhance and advance student learning and achievement, in addition to moving from an ancillary to a central role if they are to survive in the school setting. Moore (1997) suggested that less role confusion can be achieved when counselors and principals negotiate contracts or are in agreement regarding the duties and expectations of the counselor, and if coordination in service provision happens by bringing all the support services as one service which lead to the benefit of the child and the school (Kelly and Gray, 2000).

5.3 **Categories of Role and Functions**

This section will discuss the three definer groups in their perception of the importance of the need for the five categories (educational programmer, researcher, consultant, diagnostician, and therapist, compare it with the results of one-on-one interviews in this study and relate the findings to other studies in the literature.
5.3.1 Counselor as an Educational programmer

With regard to categories of role and functions of school counselor, certain results were contrary to some studies while others were similar. As related to the category of school counselor as an educational programmer, results revealed that there was a significant difference between the definer groups (Table 4-4). Analyzing the results further it was found that there was no significant difference between principals (private and public) (Table, 4-5) and parents (private and public) (Table, 4-7) as related to the category of school counselor as an educational programmer, but a significant difference was found between teachers from public and private schools (table, 4-6). This is relatively similar to that of research reported by Hartshorne and Johnson (1985). This study indicated that principals desired less involvement of the school psychologist in staffing, and rated the function of program development as the least wanted activity of the school psychologist.

Viewing the mean scores under functions of the school psychologist as an educational programmer (Appendix H), it can be seen that most functions dealing with initiating or assisting in curriculum programming were not perceived as needed, whereas to assist in curriculum programming for a specific student is perceived as a needed function. The least perceived items were, item 49 ‘to manage conflicts among staff’, and item 44 ‘to manage conflicts between parents and school staff’. Such results were expected as principals consider this issue an administrative matter and would not accept a third party to manage their conflicts with the administrative staff.

Again, as it was referred to earlier, this role is quite recent, and although it can be projected, that it will be needed in the future because it can lessen conflicts among and within those concerned with children’s issues, it has not been fully
accepted and might still take some time before it is recognized. Another interpretation for the discrepancy in the reflected need for school counselor as an education programmer might be the feeling of teachers that there was a little, if any, work done in the area of informing staff about the guidance programs that are presented by school counselors. This goes with the findings of Hughey et al. (1993) when evaluating comprehensive school guidance programs at Kansas State the researchers commented that informing various groups of the guidance program and the work of the school counselors will enhance the image of the program and inform people of guidance and what it is all about. The researchers contended that activities designed to gain support of parents, students and teachers are important component of the guidance program.

The findings showed that the interviewees, in explaining the role of the school counselor as an educator, reflected on the point that school counselors can help students receive instruction in the basic skills through an integrated program of vocational and academic coursework, and by providing the school with the latest information that can affect the cognitive, behavioral, and educational well being of the students. This reflects the view of a study by Sizer, (1991) that school counselors need to have the negotiating and process skills which can assist in facilitating the work of the individual and the group. The school counselor is seen by teachers as a helper for them to cope with classroom problems, both educational and disciplinary. The demand from the teachers (17 teachers) is "to offer information to my students who have difficulties in learning or behavioral problems", and if involvement has to happen from the side of the counselor it has to do with in-service training and workshops "regarding behavior management techniques" and not in staff relationships. School counselors (Myrick, 1989) are vital in functioning as providers for teacher development, creators of life skills curriculum, resources for information and ideas, and consultants to teachers.
School counselors are logical resources who prepare adolescents to the world of work, and help the students who are not interested in education. "Our children nowadays are disregarding their academic responsibilities." This statement mentioned by one of the parents reflected the awareness that the parents believe that the school counselor has to lead the adolescents, and collaborate with administrators and teachers to develop programs that help students learn in the most effective way, and prepare them to the field of work. If school counselors (Gysbers, 1990) can prove their effectiveness in helping students plan for and acquire the basic skills and prepare for life after high school, they can trade their traditionally services oriented, possibly expendable positions in schools for positions of influence in matters such as school reform and restructuring.

5.3.2 Counselor as a Researcher

Results pertaining to the role of school counselor as a researcher indicated no significant difference between the principals private and public, F (2.185) = .150 p<.05 and teachers private and public, F (.524) = .470 p<.05 as related to school counselor as a researcher, while there was a significant difference between parents of public and private schools, F (4.345) = .039 p<.05. Viewing the mean scores under functions of the school counselor as a researcher (Appendix H), it can be seen that most functions dealing with "identifying areas related to students' problems for research purpose", and "develop and carry out questionnaires to establish issues of concern or to establish effectiveness of behavior" were perceived as highly needed. These results are quite contrary to previous research done by Smith in 1984. Smith reported that school psychologists ranked the researcher activity as least performed, and principals, in the study reported by Hartshorne and Johnson (1985), ranked research among the last favored activities they expect from the school psychologist. While responses of head teachers in four of the new Scottish education authorities viewed research as being important, and that it should be
included as part of service delivery by the educational psychologists (MacKay, 1997).

Although recent studies (Webster and Beveridge, 1997) acknowledged the importance of research within the role of school counselor, yet, these studies admit that the reason why the school counselors do not take the role of a researcher has to do with the feeling of being professionally inadequate in this field or because of lack of support by academic institutions. The answer to such a discrepancy cannot be easily explained. It might be that, besides being needed, a researcher role does not interfere with any other role whether that of the principals or that of the teachers. It could also mean that respondents feel that such a role might help establish more clearly what the areas are related to students' problems, what these problems are, and that it might establish effectiveness of treatment or psychological interventions.

Hood and Johnson (1991) argued that school counselor efficacy is enhanced by research which documents the value, effectiveness, and necessity of programs. Program evaluation and planning are made easier through the use of measurable student outcomes obtained through research. Part of the study was to find how the interviewees see the role of the school counselor as a researcher. Most of the participants in the interviews stressed that the role of a researcher helped a counselor to keep up to date. They also emphasized that school counselors have to do research on the effect of the new curriculum on the performance of the students and add relevant information or suggest certain changes. While others, like teachers saw doing research from cultural differences; where the counselor is asked to "review the special needs assessment processes and try to adapt them to our environment." Research when understood as a proactive professional activity becomes imperative for the advocacy, advancement, and accountability of school counselors (Gallagher, and Radd, 1992). The application of research in the school enables the school counselor to examine a specific counseling practice, program, or intervention.
5.3.3 Counselor as a Consultant

As for the roles of consultant and diagnostician, there was no significant difference between the principals in their perception of the need for these two roles, $F(.298) = .589 p<.05$ for the consultant and $F(.093) = .762 p<.05$ for the diagnostician. But, significant differences were found between teachers from private and public schools as related to school counselor as consultant, $F(7.385) = 007 p<.05$ for the consultant and significant difference was found between parents from private and public schools as related to diagnostician, $F(6.129) = .015 p<.05$.

Mean scores on items of the questionnaire that are related to the category of consultant reflected that role and functions were perceived to be needed except for item 39 ‘to consult with teacher concerning classroom management and/or teaching strategy’, and item 40 ‘to consult with the principal concerning students’ assessment and/or disciplinary management’, which were perceived not to be needed (Appendix H). Need for consultation by the school psychologist was restricted to "serve as a consultant of psychological education and information for school", "talking with parents concerning their children’s behavior", and "consulting with teachers concerning students’ problems".

In the literature, studies reported how a school psychologist would spend his/her time and how much he/she spends on consulting with different persons. It was reported that 18% of the consultation time is spent with teachers and administrative staff, whereas only 7% of this time is spent with parents (Carlson, and Sincavage, 1987). Stiltner (1978), found that the teachers wanted consultation regarding helping students learn academic and behavioral skills, resolve conflicts, develop better self concepts and understand feelings, whereas parents wanted to know what to do when other children cause problems, how feelings affect behavior, what would their children do best and
how to help them feel more satisfied with what they do. This is more or less in accordance with this survey’s results, as consultative activities concentrated on children and their problems and not on teaching strategies or classroom management.

The findings showed that most of the interviewed individuals (39 out of 47) agreed that the school counselor, within the consultation model, has to work collaboratively with parents, teachers, and administrators to positively influence the learning of all students. As presented by Umansky and Holloway, (1984) consultation (an indirect method of providing direct services to students through direct work with teachers, administrators, parents, and the school community) was to replace the costly method of counseling individuals. In addition, the findings showed that all participants emphasized the importance of the counselor as a consultant in a way that the counselor helps people to be more effective in working with others. Consultation is seen by the interviewees as it helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident.

The interviewed individuals reported a greater need to increase consultation in regard to design and develop procedures for preventing disorders and promoting mental health and to provide skill building activities for teachers, parents, and children, as uttered by one of the principals, "... school counselor can collaborate with teachers and parents to develop individualized behavior management and instructional strategies (Chap. 4, p.112). Hansen et al (1990) recognized the importance of developing mutual trust and cooperation between teachers and counselors. They also noted the importance of developing clear communication with the teachers and other staff. This includes support for the teacher as he or she works with the children in the classroom:" the more support and encouragement received by the teacher from the consultant, the more capable the teacher becomes in offering the same to
the children, modeling behavior learned from the consultant" (p.83). This would appear to be a major goal in school counselor's consultant role.

Under conditions of work, money problems, health problems, marital conflict or others, perhaps the simplest intervention is consultation with a parent to encourage supportive efforts and learn about the progress a family is making toward positive interaction. Such an idea was noted by one of the interviewed parents who noted that the role of school counselor as a consultant is a bridge between the parents and educators. He suggested, "... the school counselor has to make bridges in order to establish relationship between the school in general and parents to maintain safe environment leading to better learning." Patterson and Welfel (2000) suggested that even the counselor can hold parent groups to provide training in parenting and to encourage parents to share their concerns and solutions with one another. Another interviewed parent emphasized that "universities should include in their programs a course about consulting skills." According to Patterson and Welfel (2000) training programs are excellent resources for counselors seeking to develop skills for consulting with parents. The focus of much parent consultation is the improvement of parent-child, sibling, and peer relationships, more effective means of supporting the child's schooling, and the management of troublesome behavior. Cooper (1999) sees consultation in the form of teaching parents strategies and principles that help them make changes in their parenting styles and in the way how they interact with their children, which can be reflected later on the behavior of the children. Consultation and extensive group work was seen as the ideal role of the school counselor, compared to the highly individualized attention that counselors were given to students in their actual role.

5.3.4 Counselor as a Diagnostian

As for the role and functions of a diagnostian, although results revealed a significant difference between parents from private and public schools for the
role of school counselor as a diagnostician, nearly all functions had high mean score, from 3.2 and above. Item 46, 'to observe teachers' behavior within the school, and to collect information on students' psychological problems or related issues', was perceived not to be needed (Appendix H). Here again it is felt that a function of a school psychologist that involves teaching staff in any respect is not appreciated and is perceived not to be needed.

In the surveyed literature assessment has been reported to be dominant over other functions and has required two third of the time of the school psychologist (Reschly and Connolly, 1990). Surveying the results of this study, it has been observed that all functions under this category, whether collecting information, interviewing, or assessing, were perceived to be highly needed, which is similar to the results reported by (Goh et al, 1981; Gutkin and Conoley, 1990; and Hutton et al., 1992), and which indicate that assessment through different means is required, and takes up great percentage of a school psychologist's time. Additionally, Reschly and Wilson (1995) compared faculty and practitioner views in regarding the expansion of the diagnostician role. Both groups were in close agreement regarding the desirability of changing the school counselor's role toward greater involvement with direct intervention and problem solving consultation, with reduced, but still significant, emphasis on psychoeducational assessment.

Most of the participants in the interview regarded the role of the school counselor as one who has to be proficient in utilizing a variety of assessment tools and techniques in order to determine a student's intellectual or emotional function. The interviewees wanted the school counselor to be able to assess cognitive, developmental needs, social emotional problems and be proficient in behavior observation, and provide behavior management programs for the children. The school counselor is seen as a helper for the administrator in the form of "a specialized person to diagnose the problem of one of the students". Yet there was questioning from some interviewees about the functional results of diagnosis, the ability of the counselor in administering the interventions and
whether the tests are culturally adapted. So, the counselor is seen as involved in the assessment process with differing emphases and orientations that are complementary to each other. "Assessment is an integral part of counseling, and provides information that can be used in each step of the problem solving" (Hood and Johnson, 1991, p.11). Thus counselors are involved in assessment approaches that are qualitative and emphasize developmental norms (Vernon, 1990), and have to use a variety of test instruments with emphasis on interest inventories, personality inventories, and aptitude tests (Hood and Johnson, 1991). Knowledge of diagnostic criteria assists school counselors in knowing when to refer to other mental health professionals and helps them interact more effectively with those professionals as psychiatrists and medical people in community mental health settings to which students and their families may be referred (Hohenshil, 1994).

5.3.5 The Counselor as a Therapist

The category of therapist of school psychology role and functions was the only category that had no significant difference in being perceived to be needed among the three-definer groups F (.382) = .542 p<.05 for principals, f (.665) = .416 p<.05 for teachers and F (.093) = .716 p<.05 for parents. Three items under the category of school psychologist as a therapist were perceived as not needed (Appendix H). These were item 25 'to recommend changes in students' school placement (exclusion, early entrance...), item 27 'to intervene in all school crises', and item 45 'to provide work-shops to school personnel and/or parents'. The remaining items were perceived as highly needed. Responses to a number of items seemed to reflect a contradiction in the results. On one hand, item 11 'to teach specific skills to parents', and item 13 'to initiate and lead parent education programs', was perceived to be needed. These were contrary to the results on item 45 where respondents indicated no need for the school psychologist 'to provide work-shops to school personnel and/or parents'. This contradiction may be because item 45 had both, school personnel and parents, mentioned together, and this has been
reflected in other results, that a school psychologist is not perceived as needed for activities that has to do with teaching personnel. Alternatively, it might be that, many and especially parents did not understand the word workshops in Arabic, and one parent did remark that this term is not comprehensible. Further more, whereas respondents indicated a need for the school psychologist ‘to make referrals concerning students within and outside the school’ (item 26), it was not needed that he/she ‘recommends changes in students’ school placement’ (item 25). It is believed that the Arabic translation of item 26 ‘made the difference in the responses, since it implied ‘helping the students...’ which is not implied in ‘item 25’. These contradictions may very well explain the difference in perception among the three- definer groups. In the literature, perception of this role had been affected by staff contact with a school psychologist (Gilmore and Chandy, 1973), and 36% of the teachers requested a full time psychologist who should be directly involved in planning and initiating treatment.

5.3.6 School counselor as a Coordinator

The quest for the need of a school counselors role and functions and the awareness of a need for them gave rise to discussion of many roles, one of these roles were school counselor as a coordinator. Most of the interviewed participants emphasized, as echoed by one of the principals, that the school counselor should be proficient so as to provide consultation, information to promote growth, and development of clients. The success of the counselor is also seen by parents and teachers as offering programs and services to the community, and coordinate with parents to guide them in their children’s development. Counselors can help parents understand their role in children's development by presenting up-to-date accurate information about changing career choices, educational opportunities, and career resources. The school counselor is the site-based professional best positioned and trained to coordinate comprehensive health and career programs for students (Barth, 1990). Collaborative efforts provide diversity in services and approaches, a
cost effective method of programmed service delivery, an integrated approach to the whole student in the community of learners, enhanced expertise from a varied bank of resources, and improved programs. School counselors are uniquely positioned to engage in collaborative efforts with all school stakeholders, including the students, parents, school administrators, and teachers. Counselors need to identify resources both within and outside their schools to assist them in bringing support services to all students (Lambie, 2000).

5.4 Problems Encountered and Referral

In relation to the problems encountered at schools, it was found that 78.27% of all respondents would refer 7 problems or more to a school psychologist. When comparing the percentages of the three definer-groups, (table 4-5), it was found out that a high percentage of principals would refer problems to a school psychologist (83.82%), next were the parents (78.4%), and last came the teachers (77.07%).

There were a number of tensions in school referrals that show the need for school counselors in Sidon schools. The consensus among principals of different schools, after 17 years of war that the type and number of problems that the children have are beyond their ability to handle along the increasing demands of upgrading academic standards, and this reason might be behind such results. Principals might feel that somebody other than the teacher is needed to handle students' problems in the schools because teachers are very busy and/ or teachers are not well equipped in handling neither the type of problems encountered nor the increasing occurrence of these problems. A behavioral support teacher or coordinator may help in developing team approaches to disruption within schools. "It may be more economical to appoint (behavioral support teacher) BHTs than to establish units for children with emotional and behavioral difficulties even though these may be attached to schools (Montgomery, 1999, as cited in Cooper, 1999, p. 179)". Once again,
another person has to be present beside the teacher, principal, or parent to help children cope with emotional and behavioral difficulties.

It is interesting to report that 4 principals (12.9%) would not refer any problem to the teachers, and 14 principals (45.0%) would refer, between one and four problems only, to the teachers. It is also worth reporting that 18 teachers (11.46%) would not handle any problem themselves, and 17 parents (13.64%) would not refer any problem to the teachers. On the other hand 16 principals (51.61%) would not handle any problem themselves, 78 teachers (49.68%) and 45 parents (36.0%) would not refer any problem to the principal. These percentages, although small, are significant to indicate that a third person beside the principal and the teacher is required to be present and help in handling the problems encountered at school. Inherently, definer groups are in need of the school counselor as a referral agent especially when it comes to cases involving emotional and social maladjustment and learning disabilities.

As contact with the school counselor increases definer groups perception of his/her ability to help underachieving, emotional maladjustment, home problem children, and children with learning disabilities. Such findings concur with what Jones (1999, as cited in Cooper, 1999) mentioned that the methods used by cognitive behavioral therapists allow them to take account of the behavioral and emotional difficulties children encounter. There is a logical interpretation that the person who is skilled in these methods is the school counselor who can combine both behavioral and cognitive methods to help in solving the complexities of individual differences.

Following these results further, the percentages of respondents referring problems to the school psychologist were calculated and problems referred were reported to be in this order: social withdrawal (95.8%), aggressive behavior (92.3%), mental retardation (81.5%), physical handicapped (73.3%), hyperactivity (71.9%), lack of concentration (65.8%), academic under achievement (25.9%), gifted students (21.1%), and finally academic over achievement (12.8%). As it is noted, the mentioned problems were highly
recommended to be referred to the school psychologist and only three had a low percentage of respondents referring them to a school psychologist. These three problems were seen best to be handled by the teacher, and still, these were not considered to be problems to be handled by any body as few of the respondents reported. Similar, but not exact, results were reported by Dean (1980). Results of Dean indicated that experienced and novice teachers agreed that the school psychologist was the appropriate referral agent of evaluation of emotional and learning problems.

Contrary to expectations, responses on place of existing school psychology services were as follows; 75.72% of all respondents preferred school psychology to be within the school, 17.57% preferred it on a contract base with the school, and only 5.43% preferred it outside the school. It was expected that principals and teachers would prefer these services to be outside the school or on contract base with the schools, whereas parents would have equal preference. Results indicated a high percentage across all definer groups of which, 77.41% of the principals, 77.07% of the teachers and 73.6% of the parents had this preference, which reflects, still against expectations that principals are in favor of this at a higher percentage than both teachers and parents. Moreover, also against expectations, only 12.9% of the principals, 4.46% of the teachers, and 4.8% of the parents preferred these services outside the school.

Gutkin and Curtis (1990) indicated that indirect rather than direct services are better to meet latest demands from school psychology. Saigh (1984) reported that school psychology in Lebanon is mostly performed by referring students to an outside psychologist, and in the absence of school psychology services inside the schools, this seems to be the present status as well. Results of this study indicate a perceived need across all definers to have these services inside the schools. Such results highlight the importance of a needs assessment, because the conceptualization of any service should be on ‘felt’ or ‘expressed’ need, not on what other societies or outside literature indicates. Anyway, it is
worth noting that the indirect type of services, at a much narrower range, that Gutkin and Curtis (ibid) advocated is what has been taking place in Lebanon, but certainly not for the same reasons.

5.5 Level of Education and Licensure

In order to maintain the profession as a school psychologist and to guarantee professional standards, it is necessary that the qualifications of the school psychologist are high. Responses of definer groups as related to the need for school counselor, level of education, and licensure came as expected by the researcher.

Responses to the third part of the questionnaire were compared with those to the first part of the questionnaire for further discussion of the observed results. As was shown previously 69.0% of the respondents perceived a need for school psychology role and functions. Item 63 on the questionnaire, “Do you think school psychology is needed in general?” had a 97.4% of the respondents saying yes they think that school psychology services is needed in general. The discrepancy between both answers is great and need proper and further investigations. It might be that respondents across all definer groups perceived a need for a school psychology but either they did not understand the role and functions properly or they do not accept a number of the role and functions that were addressed in the questionnaire. In addition, 46.64% respondents, across all levels, preferred the school psychologist to have a master degree, and 71.25% preferred her/him to be licensed by the government. Would respondents across all definer groups give such importance to a school psychologist, if they did not perceive a great need for his/her presence?

Results from interviews did not differ from those of the questionnaire. Definer groups preferred the school psychologist to have MA and diploma in special education. "In addition to master degree, school counselor should follow a
training course or earn a diploma, (chap. 4, p.148)". The counseling profession requires the school counselor to have master degree, certain specialized skills, diplomas and/or a year of internship and training. So to be a professional school psychologist, it is important to keep up with the knowledge developments in methods and tools, supplementary training and supervision, and certification by the government for working as a professional psychologist. Generally, the results of the present study provide no evidence that the field is progressing toward doctoral level status. Evidence from other studies indicates that 80% of new graduates of school psychology programs are at the specialist level and over one-half of all current school psychology programs are located in institutions not authorized toward doctoral degrees (Reschly and Wilson, 1995).

5.6 Focus Group

Till now the researcher looked closely to the responses of the participants in the questionnaire and the individual interviews, and tried to find out the degree of awareness for the need of school psychologist among all the participants, and to find out what they were doing or what they will do in the presence of a school counselor in their respected schools. In both situations, the researcher tried to probe deeply to find out the underlying ideas in the participants and to be sure that what they are saying is a true need for the school counselor role and functions and not words that they read or heard about.

In the focus group interview the intention of the researcher was to provide rich detail about the experience the principals have concerning the role of the school counselor and how counseling is applied in their schools, by this the participants will be able to get ideas relevant to their purposes and questions and some readers might find some strategies worth noting or applying in their institutions.
In the focus group the categories: counseling, direct service delivery, indirect service delivery, and professional development were the frame of the interview. In recounting the story of how they started to offer school counseling in their schools, the principals agreed that there was a reason either related to a student with special needs or the presence of a teacher who graduated as a school counselor or as an offered project by a foreign organization. To sum up all actions were individual initiatives and not decision taken by the government. This contradicts with the literature findings, where in western countries; the decision to have a school psychologist in schools goes to the government and local education authorities (EFPPA, 1997; Kelly and Gray, 2000)

When trying to find out about the counseling process, most of the principals saw counseling and assessment as a continuum. They believed that counseling goals should be closely tied to assessment results and expand on assessment findings. In addition, the principals saw counseling as a process designed to address emotional, social, and behavioral problems of students that interfere with their educational performance. Given the complexity of the problems that the students face and the underlying factors that affect them, the best intervention for such situations, according to the principals is counseling that is designed to give the students tools for managing their problems and develop more adaptive patterns of behavior. These ideas concur with what Gysbers (1990) said that crisis and remedial counseling will always be a part of the school counselor's responsibilities; counselors must provide assistance to as many students as possible. Counseling programs (Sears, 1990) permit counselors to be seen as contributing to the growth of all students and not just those in trouble.

As for direct and indirect service delivery of counseling that is offered in the schools, the principals were in the position seeing direct service delivery in the form of treatment planning, individual counseling and group counseling. The principals understand treatment planning as a role where the school counselor
has to look at all available data related to the student to formulate appropriate counseling approach. It goes for the counselor to estimate the type of treatment to be applied based on the student's problem, and estimates the projected length.

As for individual counseling, the counselor has to review the counseling goals with the student and discuss how long the counseling services will last. In addition, the counselor has to incorporate evaluation techniques and continue to evaluate progress in sessions.

When looking at group counseling, the principals reflected the notion that group counseling is effective for students who need additional support following a period of individual counseling, and here there was a stress, from one of the principals, on the yearly plan that a school counselor has to prepare for group counseling and its importance in helping to solve students' problems. Group counseling is also seen by the principals as a process that promotes generalization of skills in group, and even the counselor may involve teachers in helping reinforce particular skills in students. Gysbers (1990) confirms that counseling programs focus on students' needs and lead to activities and structured group experiences for all students. Baker (1996) considered individual counseling, small group counseling and consultation secondary prevention strategies fall well under the developmental models of school counseling.

When asked about indirect service delivery, the responses of principals reflected the importance of consultation and collaboration. For the principals consultation is seen as a formal intervention involving teacher interviews to be aware about the student's situation, classroom observations, data collection, development of IEP, and follow up. Moreover, consultation is seen as ongoing contacts with parents, teachers and administrators. Consultation with teachers and students about school related problems and contact with parents in the form of being more effective with the children. As for collaboration,
counselors have to coordinate and collaborate with others; they have to be a liaison in identifying and securing appropriate services for students. The counselor has to establish positive relationships with school staff, coordinate in the delivery of mental-health programs, and organize activities that involve parents in guidance projects. The counselor's major function in the school is to counsel students individually and in small or large groups (Schafer and Mufson, 1993), to consult with and advise teachers, parents, and administrators in guidance matters and test score interpretation, and to inform parents and teachers, and staff about counseling services and about students' situation. Counselors (Sears, 1990) have to coordinate or collaborate with others who may be offering mental health-oriented programs, they have to coordinate the efforts of the programs or collaborate in their delivery.

When discussing professional development, the principals were in the line that the counselor's responsibility, in addition to other mentioned roles, is to keep himself/herself updated, read professional books and journals and recommend particular topics to teachers and parents when necessary. Moreover, the principals expressed the importance of the counselor attending and participating in professional conferences and training workshops, and noted the importance of the responsibility of the counselor to develop assessment tools suitable to the Lebanese culture. School counselors can improve the climate of the school by conducting in-service training for teachers and administrators to teach them basic skills, and methods of affirming students' importance and providing encouragement to them (Nelson et al., 1996). Because of its importance, school counselors must keep up to date on career and educational information in order to help students solve their problems and select their vocational interest (Cole, 1991).

5.7 Summary

The results of this study supported many of the roles and functions proposed for school psychologists in the literature. The fact that respondents tended to
rate items within the role of diagnostician as important and highly needed seems to provide continued support for this role. Studies done by Fagan 1986 and by Hood and Johnson 1991 indicated that traditional roles with psycho-educational assessment and special education services continue to be demanded as practice of school psychology.

Comparison of the present results and those reported by Murray (1975) and Lovem (1987) indicate consistency in the terms of the importance of the school psychologist's consultative roles with teachers, parents and administrators. In addition, results indicated that it is important that the school psychologist conducts research to evaluate the appropriateness of prevention programs and the newly applied curriculum. Agreement also exists generally between this study and other studies in terms of curriculum development, and in participation in IEP design.

Moreover, the school, being the most significant setting in all students' lives (next to the home), can serve as the setting where mental health problems can be first discovered, where many treatment programs can be implemented and tracked, and where treatment outcomes can be evaluated. School psychologists are seen as pivotal in this process, especially when they are located in schools, and deliver these services inside the school. This school-based delivery model was also presented by Knoff (1996).

The school counselor, in this study, is seen as a person who has to provide an enormous range of services from providing consultation, conducting assessments, giving direct service, conducting research, and participating in individual planning. In addition, school counselors are asked to provide social skills training, group counseling, parent skills training, individual counseling, early intervention/prevention, behavioral interventions for the classroom, and evaluation for special education services. The respondents in this study view the services to be presented by the school counselor as beneficial and important in striving to reach the needs of the children. Compared to studies
cited in chapter two, (Lacayo, sherwood, and Morris, 1981; Smith, 1984; Watkins et al., 1991; NASP, 1992; Cheramine and Sutter, 1993; Kelly and Gray, 2000), this study found that the school counselor needed is the one who provides the same services as school psychologists across other Western countries.

To sum up, the typical Lebanese school psychologist needed is a Lebanese, Arabic-speaking person with experience in the field. S/he holds a Master Degree, certificate in special educational needs, and licensed by the government. S/he received training from an accredited university. Services can range from indirect, e.g. consultation with parents and teachers, to direct, e.g., comprehensive evaluation. The psychologist is based in the school with school psychology service unit available at the school.

School counselors have a door of opportunity open to them to become proactively involved in restructuring schools, and educational reform that is taking place in Lebanon. Collaborative work when properly employed will improve counseling programs and promote students success.
Chapter VI
Summary, Limitation and Suggestions

6.1 Summary of the study

This study is deemed important to private and public schools for identifying the role and functions of the school counselor and the awareness of a need for school psychology services. The researcher surveyed the principals, teachers, and parents' awareness of the need, categories of role and functions, problems encountered and referral, and licensure, and recommended the importance of continuous needs assessment. The study included a literature review of categories of role and functions of school counselors and school psychology services.

The research objectives focused on six key questions: To what extent do principals, teachers and parents perceive a need for school counselors' role and functions? Is there a difference among principals, teachers, and parents concerning the type of categories of school counselors' role and functions? Do principals, teachers, and parents perceive the school counselor as a referral agent to handle problems often encountered at schools? Is there a difference in the place of existing school psychology services for the delivery of school psychology service among the definer group? What level of education would be preferred for the school counselor? Would respondents approve that the government licenses a school counselor?

Findings that address these questions will be summarized as follows.
6.2: *Need for School Counselor*

In answering the first key question, the researcher asked the participants to respond to the developed questionnaire. Findings suggest that the definer groups perceived a need for school counselors' role and functions, with no significant difference between the levels of perceived need of principals, teachers, and parents.

6.3: *Type of Categories of School Psychologist Role and Functions*

Answering this question required examining five categories of role and functions of school counselor (consultant, diagnostician, researcher, educational programmer, and therapist) and which ones are perceived more significant and important for the participants. Findings suggest that significant difference exists among definer groups as related to categories consultant, diagnostician, therapist, and education programmer, but no significant difference exists in the perception of school counselor as a therapist.

Findings also suggest, when interviewing the participants, that consultation, counseling, and coordination are perceived as being important and appropriate methods for guidance service delivery. Moreover, the counselor is seen as person who supports the entire school community by providing information that affects the well being of the students.

6.4: *As a referral Agent*

The study explored the perception of definer groups for the school counselor as a referral agent. Results indicate that the participants, (principals, teachers, and parents) perceive the school counselor as a referral agent for the problems encountered at schools.
6.5: **School Psychology Services**

The researcher explored the perception of participants as related to the notion of school psychology services. Findings suggest that respondents prefer school psychology services within the school, rather than on a contract base or outside the school.

6.6: **Level of education and licensure**

In answering the last two research questions, the researcher tried to find the level of education preferred by the respondents and licensing by the government. Findings indicate that respondents preferred the school counselor to have a high level of education (MA) with diploma in special education and to be licensed by the government.

6.7 **Implications**

Several implications can be drawn from the results of this study. On the practical level, results of this needs assessment may help establish preference of settings of school psychology services and decide on priority of role and functions as perceived by definer groups. In addition, results may also help establish goals and objectives of the type of services needed in the Lebanese schools to help in students' adjustment, development, growth, adaptation, and unity. Further more, the results of this study may provide the field of research clear definition of the role and functions of the school psychologists as perceived by definer groups. This in itself is expected to organize expectations of different definer groups and minimize role conflict of school psychologists. In general, the results may have value to school counselors, principals, teachers, parents and professional organizations and government as well:

1. The major implication of the results of this survey is the need for school psychology services to be available in general and delivered
Within the school. Definers indicated that school counselors, more than others, are in the position to know about and understand students' needs and capabilities.

2. The next implication is that, roles performed by a school counselor are needed but in varying expectations.

3. The third major implication, and referring to the findings on the part of the interviews, is the need to introduce educators, teaching staff and society to the types of services that a school counselor can perform and to the different models of delivery of school psychology services.

4. Another major implication is that the school psychologist is expected to cover a wide range of students. This adds a major challenge for the field of school psychology and its professional practice. Children are a population whose lives could be positively influenced by a school counselor, with a special significance for awareness of cultural diversity through out his/her professional practice. Following are the problems, put in order of percentages, that respondents in this study would refer to a school counselor:

5. Licensing of the school counselor seemed necessary by the respondents. Something of this sort is needed in order to try to protect the consumer from the intrusion of ill qualified providers of such services. Contributive to this, must be the recognition of not only the importance, but also the necessity of a high level preparation of those who would function as counselors. Training programs in consultation, pre-service, intervention, and in understanding the need of families and of population to reflect the increasing level of diversity and system analysis and change.
6. Setting of school psychology services was another major implication. Respondents revealed a persistent need of having school psychology services within the school, yet, they were aware of not being able to have all services due to the shortage in the number of school counselors, and lack of newly graduating students with the proper training to handle a school population at large.

7. In reference to the ten year Educational Plan that the Lebanese government presented in the EFA (Education for All) congress, which is implying the introduction of mainstreaming of handicapped students into the regular school, the following could be implied. Mainstreaming in itself might be a historical step in establishing forward the rights of students with disabilities and also a positive stimulus for the opportunities and challenges for school psychology. On the other hand, are schools ready for such a step? The answer to this question entails staff preparation, a greater number of school counselors, a series of needs assessments to significant definers to establish expressed needs for all involved, schools and disabled.

In general a concluding statement for these implications, although a variety of factors are included, like regulations, policies, funding, and attitudes of other personnel that influence service delivery, the knowledge, skills, and values of the human service professionals themselves remain the critical determinants of the services actually provided. Expanded opportunities for professional development and practice can be realized, as the field of school psychology recognizes its considerable potential to contribute to the multi-dimensional needs of children and youth, their families and education in total. The future of school psychology will be determined by the cumulative performance of individual school counselor, which is the major responsibility of the training preparation.
6.8 Limitation of the study

Practical and methodological limitations of this study need to be considered when planning for future investigations. The limitations of this study would include:

1. This research study covered only private and official schools in Sidon city for reasons stated earlier. This will limit the generalizability of the results of the study.

2. A larger sample should be considered in the future including other cities in Lebanon so as to add more value to the study.

3. The definers are limited to administrators, teachers and parents, other definers such as students and school counselors should be included in further studies as they are also important definers of the role and functions of the school counselor.

4. Results would only provide definitions of expectations. An experimental design should be conducted as a follow up, to practice these role and functions to conclude whether these expectations are of real practical value.

There are also some limitations that need to be identified. First, this study included studies from a certain period of time and, thus, does not reflect all of the research on the role and functions of the school counselor and the need. However, the review of literature does examine recent research and provide some indications of current trends. The decision to use only published outcome research is also a disadvantage, because there may be a number of findings from Western dissertations and unpublished reports that would have enriched the findings. However, this negative influence is outweighed by the advantages of using a model to organize findings and analyze related results.
6.9 *Future Research*

The results of this study raised many questions that could be followed up in future research for example:

1. Why there is such great discrepancy between perceived need for school psychologist role and functions and for school psychology services in general?

2. What are the factors that affect the responses of different definer groups with regard to the different items on the role and functions of school psychology?

3. Would respondents disagree significantly regarding problems that are referred to the school counselor?

4. Are services of school psychology perceived to be as effective as they were perceived to be needed?

5. How would perception of definer groups be affected if school psychology services were actually fully implemented within the school?

As a follow up, it is worth researching what the possible reasons that affect the response of different definer groups are, and whether certain variables such as age, experience, and contact with a school counselor affect their perceptions of the role and functions of a school counselor.

The major recommendation is that, needs assessments are necessary now and should be continuously conducted in the future. It is a continuous process since what could be positively perceived at this point in time, might change in the future, especially that we live in a dynamic society as ours.
6.10 Reflexivity

In closing, being a researcher demanded continuous reading, reflection on data, and findings. But, one always feels that there is still more to investigate in order to have clearer and more knowledge about the field of investigation. Sometimes, the more researches one conducts, the more he/she feels to know more, and the more one can initiate new areas for further inquiry.

However, if I were to repeat this study, I would probably include school counselors and students. By this, the results might reflect the true model needed by all members who are engaged in the teaching learning process. I would also trace the effectiveness and change that might happen in a school environment and the community when a school counselor is based in the school to offer psychological services and guidance programs to the school and the community.
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Appendix A - PILOT TEST QUESTIONS

1. Do you have any problem with any particular question? (If so, which ones?)
What needs to be changed to make the question better?

2. Are the instructions easy to understand?

3. Are the questions easy to understand?

4. Do you find any question(s) offensive?

5. Are there questions, which you would not feel comfortable answering?

6. Are there questions that seem redundant to you?

7. About how long did it take you to read the cover letter? ________________

8. About how long did it take you to complete the survey? ________________

9. Is there anything else you can tell me about the questionnaire? Is there anything I left out that you would like to see in the questionnaire? Please make any additional comments below.

Thanks for your help: 😊
Dear Sir/Madam,

The following questionnaire is part of a survey study I am conducting in partial fulfillment of the requirements for the degree of EdD in Educational Management at Leicester University. The purpose of the study is to identify need for school counselor role and functions as perceived by principals, teachers, and parents. Results of this study will help identify priority of role and functions of the school counselor and preference of setting for such services.

Your name has been randomly selected from schools within Sidon area. Your participation in this study is very important, because results will depend on your response. Please, you are urged to respond with all honesty and thoughtful consideration. Moreover, your identity will remain anonymous as you are not requested to supply either your name or that of your school and all copies of the questionnaires will be coded to protect the privacy of respondents.

Please answer within a period of a week. Your cooperation is highly appreciated. Thank you in advance.

Heyam Loutfi ElZein
Part 1

Demographical Data

1. Occupation: (a) Director (b) Teacher (c) Parent
2. Sex: (a) Male (b) Female
3. Age: (a) 20-29 (b) 30-39 (c) 40-49 (d) 50 & above
4. Professional training: (a) Diploma (b) BA (c) MA (d) Others
5. Years of experience: (a) 1-2 (b) 3-5 (c) 6-8 (d) 9 & above
6. Level of teaching: (a) Elementary (b) Intermediate (c) Secondary

Part II

A. FUNCTIONS

The following statements reflect functions performed by the school counselor. Please read each item and choose only one of the following responses: (1), (2), (3), (4), or (5). The responses stand for:

(1) not needed at all
(2) somehow needed
(3) needed
(4) very needed
(5) extremely needed

Please indicate your choice by putting (x) under the corresponding Blank example:

Students need psychological services.

The above response indicates that you perceived an extreme need that students need school psychology services.
7. To plan and implement a program to change the behavioral attitude of an individual student or group of students.

8. To collect information from school record to assess condition of the student.

9. To assist in curriculum programming with the teacher for specific student.

10. To identify areas related to students' problems for research purpose.

11. To teach specific skills to parents.

12. To interview students to collect information on psychological problems or related issues.

13. To initiate and lead parent education programs.

14. To assist in educational programming for academic remediation.

15. To serve as a consultant of psychological education and information for school staff.

16. To interview teachers and/or school personnel to collect information on psychological problems or related issues.

17. To plan inservices for teachers concerning psychological issues.

18. To acquaint teachers with specific psychological tests.

19. To develop and carry out questionnaires to establish issue of concern or problem areas.

20. To organize group activities appropriate to students' interest.

21. To participate in a case conference.

22. To observe peer interaction to collect information on students' behavior or problems.

23. To consult with parent concerning their children's behavior, assessment and/or interventions.

24. To assist in curriculum programming with the school director.

25. To recommend changes in students' school placement, (exclusion, early entrance....)

26. To make referrals concerning a student, both within and outside the school.

27. To intervene in all school crisis.

28. To assess for personality characteristics, example, self esteem, self concept.
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<td>29.</td>
<td>To follow up case via conference and observations to determine if recommendations have been effective.</td>
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<td>30.</td>
<td>To assess for perceptual functions, examples, motor and visual abilities.</td>
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<td>31.</td>
<td>To assist school personnel in initiating, and establishing good home-school relationship.</td>
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<td>32.</td>
<td>To help students select post high-school education or training.</td>
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<td>33.</td>
<td>To develop and carry out questionnaires to establish effectiveness of behavioral and/or psychological intervention.</td>
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<td>34.</td>
<td>To interview parent to collect information about their children's problems or related psychological issues.</td>
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<td>35.</td>
<td>To advise teacher regarding classroom disciplinary procedure.</td>
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<td>36.</td>
<td>To help design a curricular change for an individual or group of children.</td>
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<td>37.</td>
<td>To observe students within and outside school setting to collect information on students' problems.</td>
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<td>38.</td>
<td>To assist school staff in planning, implementing and evaluating instructional activities for children in the school.</td>
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<td>39.</td>
<td>To consult with teacher concerning classroom management and/or teaching strategies.</td>
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<td>40.</td>
<td>To consult with the principle concerning students' assessment and/or disciplinary management.</td>
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<td>41.</td>
<td>To assess for exploration of career options.</td>
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<td>42.</td>
<td>To assist students with career planning.</td>
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<td>43.</td>
<td>To assess for emotional problems.</td>
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<td>44.</td>
<td>To manage conflicts between parents and school staff.</td>
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<td>45.</td>
<td>To provide work-shops to school personnel and/or parents.</td>
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<td>46.</td>
<td>To observe teacher behavior within the school to collect information on students' psychological problems or related issues.</td>
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<td></td>
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<td>47.</td>
<td>To consult with teachers concerning students' problems.</td>
<td></td>
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<tr>
<td>48.</td>
<td>To serve on school committees that deal with student's assessments.</td>
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<td>49.</td>
<td>To manage conflict among staff.</td>
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<tr>
<td>50.</td>
<td>To assess for adaptive behavior, example, social maturity.</td>
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</tbody>
</table>
B. PROBLEMS

The following is a list of problems often encountered at schools. Please check whether it should be handled by school counselor (Psy.), or teacher (T), or principal (P).

<table>
<thead>
<tr>
<th></th>
<th>Psy</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td>Academic underachievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>Academic overachievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Gifted students</td>
<td></td>
<td></td>
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<tr>
<td>54.</td>
<td>Delinquency problems</td>
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<td>55.</td>
<td>Social withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>Aggressive behavior</td>
<td></td>
<td></td>
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<td>57.</td>
<td>Hyperactivity</td>
<td></td>
<td></td>
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<tr>
<td>58.</td>
<td>Lack of concentration</td>
<td></td>
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<tr>
<td>59.</td>
<td>Anxiety</td>
<td></td>
<td></td>
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<tr>
<td>60.</td>
<td>Fear of Phobia</td>
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<tr>
<td>61.</td>
<td>Mental retardation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>Physical handicapped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3

Information on school Psychology Services

63. Do you think that school psychology services are needed in general?
   (a) Yes _____   (b) no _____

64. In case you have school psychology services, would you prefer these services to be?
   (a) Within the school ______
   (b) on a contract base with the School ______
   (c) outside the school _______

65. In your opinion the school counselor should have:
   (a) BA in education ______
   (b) MA in education ______
   (c) Ph.D in education ______
   (d) Others _______

66. In your opinion the school counselor should be:
   (a) Licensed by the government ______
   (b) Not licensed ______.
Appendix C- LETTER TO PRINCIPALS OF SCHOOLS

Dear

I am a doctoral candidate in Educational Management at Leicester University. The topic of my dissertation is school counselors' role and functions: the awareness of a need for them. For this research, I am requesting permission to administer a questionnaire to teachers and parents in your respective school.

This proposed research will investigate principals, teachers and parents' awareness of the role and functions of school counselors, and what type they prefer concerning school psychology services. This focus was chosen because of the pivotal role school counselors' play in helping students to solve their problems. The results will have implications for the importance of having school counselors in schools to offer guidance and counseling services and help for students as well as administrators, teachers, and parents.

Confidentiality will be preserved. The participation of each school will be voluntary. All data will be reported in summary form without reference to specific schools, school systems, or school personnel. Results will be reported in summary form in a dissertation.

Please complete the enclosed self-addressed postcard to me, and I will pass by you the next week. Please indicate how you would prefer questionnaires to be distributed in your school. All questionnaires will be delivered to you in one packet to all participants. Also check the box on the postcard if you want to receive a summary of the results from the study.

If you have questions contact me at 07-728724 or by E-mail at hzein@lau.edu.lb

Thank you for your consideration,

Sincerely,

Heyam Lutfi ElZein
EdD Candidate
APPENDIX D- POSTCARD TO PRINCIPALS

1. The way to distribute questionnaires in your respected school is to send them to:
   __________ Principal of the school
   __________ Coordinators of departments

2. I am unable to approve this survey____________________________.
   Signature:_________________________________________________.
   School System:______________________________________________.

☐ Please place a check in the box if you want to receive a summary of the results.
APPENDIX E- COVER LETTER TO PARTICIPANTS

Dear Participant:

I am a doctoral candidate in Educational Management at Leicester University. The topic of my dissertation is school counselors’ role and functions: the awareness of a need for them. This proposed research will investigate principals, teachers and parents’ awareness of the role and functions of school counselors, and what type they prefer concerning school psychology services.

You are one of a select group of Sidon Schools that offers help for children. Your opinion about how you see the school counselor’s role and functions and the psychological services needed, will help other schools understand how school counselors are viewed. In order that the results be truely representative of Sidon private and public schools, it is important that each questionnaire be completed and returned. It is expected that the questionnaire will take you no longer than 20 minutes to complete. For your convenience, I have enclosed a stamped, self-addressed envelope. Please respond as promptly as possible so that your opinions may be represented in this study.

Complete confidentiality will be maintained. All results will be reported in summary form without reference to specific schools. If you want to receive a summary of the results from the study, please write your name, address and “results requested” on the outside of the return envelope.

If you have any questions, please contact me at 03-711070, or by e-mail at hzein@lau.edu.lb.

Thank you for your participation!

Heyam ElZein
Doctoral Candidate
APPENDIX F- FOLLOW-UP POST CARD TO PARTICIPANTS

Last week, a questionnaire about the need of school counselors' role and functions: awareness of a need for them was sent to you. You were sent the questionnaire because you are one of a select group who work in the school. If you have already completed and returned the survey, THANKS! If not, I would appreciate it if you would complete the materials and return them to your principal as soon as possible. If for some reason you did not receive a questionnaire, please call me at 03-711070. I will send you a replacement packet.

Thanks for your help!

Heyam Lutfi ElZein
Doctoral Candidate.
APPENDIX G - INTERVIEW PROTOCOL (ONE-ON-ONE INTERVIEW)

Purpose: I am conducting research on the school counselors' role and functions: awareness of a need for them. Previous to this interview, I conducted a survey of principals, teachers, and parents employed in your respective school. As you know not all relevant data can be captured in a questionnaire. You may be assured of complete confidentiality. Responses from this interview will be combined and contrasted to other similar interviews. All results will be reported in summary form without reference to specific schools, school systems, or individual persons.

Instructions: I have a list of topics I want to cover with you. Please feel free to make any additional comments as necessary.

Topics to be covered:

1. In your opinion, how do you see the general role of a school counselor?
2. In what ways can a school counselor contribute to the national curriculum?
3. Can you identify the characteristics of school counselor in the category of educational researcher?
4. Do you think that one of the roles of school counselor to be a consultant? If so how?
5. How can you define the role of school counselor as a diagnostician?
6. In what ways do you think the role of school counselor complements the role of educators?
7. How do you see the school counselor as a researcher?
8. What degrees do you think a school counselor should have?

Thank you very much for your help and time. Would you like to add anything?
APPENDIX H

Averages of Definer Groups Compared as Related to Categories of School Counselors’ Role and Functions.

<table>
<thead>
<tr>
<th>Category of Role &amp; Functions</th>
<th>Principals</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private</td>
<td>Public</td>
<td>Average</td>
</tr>
<tr>
<td>Consultant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To serve as a consultant of psychological education and information for school</td>
<td>3.3</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>23. To consult with parents concerning their children’s behavior, assessment and/or intervention</td>
<td>3.4</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>39. To consult with teacher concerning classroom management and/or teaching strategies</td>
<td>2.8</td>
<td>2.4</td>
<td>2.3</td>
</tr>
<tr>
<td>40. To consult with the principal concerning students’ assessment and/or disciplinary management</td>
<td>2.7</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>47. To consult with teachers concerning students’ problem</td>
<td>3.4</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.1</td>
<td>3.03</td>
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<tr>
<td>Category of Role &amp; Functions</td>
<td>Principals</td>
<td>Teachers</td>
<td>Parents</td>
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<tr>
<td></td>
<td>Private</td>
<td>Public</td>
<td>Average</td>
</tr>
<tr>
<td>Diagnostician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To collect information from school records to assess condition of the student...</td>
<td>3 3 3</td>
<td>3.6 3.9 3.7</td>
<td>3.7 3.7 3.7</td>
</tr>
<tr>
<td>12. To interview students to collect information on psychological problems or related issues.</td>
<td>4 3.8 3.9</td>
<td>4 4.2 4.1</td>
<td>3.9 3.8 3.9</td>
</tr>
<tr>
<td>16. To interview teachers and or/ school personnel to collect information on psychological problems or related issues.</td>
<td>3.4 3.8 3.6</td>
<td>3.7 3.8 3.7</td>
<td>3.8 3.7 3.7</td>
</tr>
<tr>
<td>22. To observe peer interaction to collect information on students behavior or problems.</td>
<td>3.6 3.2 3.4</td>
<td>3.8 4 3.9</td>
<td>3.9 4 3.9</td>
</tr>
<tr>
<td>28. To assess for personality characteristics, example, self esteem, self concept.</td>
<td>3 3.2 3.1</td>
<td>3.9 3.5 3.7</td>
<td>3.9 3.8 3.8</td>
</tr>
<tr>
<td>30. To assess for perceptual function, example, motor and visual abilities.</td>
<td>3 2.7 2.8</td>
<td>3.1 3.7 3.4</td>
<td>3.8 3.4 3.3</td>
</tr>
<tr>
<td>34. To interview parents to collect information about their children's problem or related psychological issues.</td>
<td>3.7 3.8 3.7</td>
<td>4.1 4 4</td>
<td>4 4.2 4.1</td>
</tr>
<tr>
<td>37. To observe students within and outside school setting to collect information on students' problems.</td>
<td>3.1 3.1 3.1</td>
<td>3.7 3 3.3</td>
<td>3.6 3.2 3.4</td>
</tr>
<tr>
<td>41. To assess for exploration of career options.</td>
<td>3 2.8 2.9</td>
<td>3.3 3.4 3.4</td>
<td>3.7 3.7 3.7</td>
</tr>
<tr>
<td>43. To assess for emotional problems.</td>
<td>3.4 3.6 3.5</td>
<td>3.8 3.8 3.8</td>
<td>3.8 4 3.8</td>
</tr>
<tr>
<td>46. To observe teacher behavior within the school to collect information on students' psychological problems or related issues.</td>
<td>2 2.4 2.4</td>
<td>2.2 2.1 2.1</td>
<td>2.7 2.7 2.7</td>
</tr>
<tr>
<td>50. To assess for adaptive behavior, example, social maturity.</td>
<td>3.6 3.2 3.4</td>
<td>3.5 3.6 3.6</td>
<td>3.7 3.8 3.7</td>
</tr>
<tr>
<td>Average</td>
<td>3.3 3.2 3.2</td>
<td>3.6 3.6 3.6</td>
<td>3.6 3.7 3.6</td>
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<td>Category of Role &amp; Functions</td>
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<td>Teachers</td>
<td>Parents</td>
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</tr>
<tr>
<td></td>
<td>Private</td>
<td>Public</td>
<td>Average</td>
</tr>
<tr>
<td><strong>Therapist</strong></td>
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<td></td>
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</tr>
<tr>
<td>7. To plan and implement a program to change the behavioral attitude of an individual student or group of students.</td>
<td>3.4</td>
<td>3.7</td>
<td>3.6</td>
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<tr>
<td>11. To teach specific skills to parents.</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>13. To initiate and lead parent education programs.</td>
<td>3.3</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>17. To plan services for teachers concerning psychological issues.</td>
<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>18. To acquaint teachers with specific psychological tests.</td>
<td>3.6</td>
<td>3.1</td>
<td>3.3</td>
</tr>
<tr>
<td>20. To organize group activities appropriate to students' interest.</td>
<td>3.4</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>21. To participate in a case conference.</td>
<td>3.8</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>25. Recommend changes in students' school placement, (exclusion, early entrance...)</td>
<td>2.9</td>
<td>2.8</td>
<td>2.9</td>
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<tr>
<td>26. To make referrals concerning a student, both within and outside the school.</td>
<td>2.9</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>27. To intervene in all school crisis.</td>
<td>2.1</td>
<td>2.4</td>
<td>2.3</td>
</tr>
<tr>
<td>29. To follow up case via conference and observations to determine if recommendations have been effective.</td>
<td>3.9</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>32. To help students select post high-school education or training.</td>
<td>2.8</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>42. To assist students with career planning.</td>
<td>3</td>
<td>3.2</td>
<td>3.1</td>
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<tr>
<td>45. To provide work-shops to school personal and/or parents</td>
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<td>2.2</td>
<td>2.1</td>
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<td><strong>Average</strong></td>
<td>3.11</td>
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<th>Parents</th>
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<tbody>
<tr>
<td></td>
<td>Private</td>
<td>Public</td>
<td>Average</td>
</tr>
<tr>
<td><strong>Educational programmer</strong></td>
<td></td>
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<tr>
<td>9. To assist in curriculum programming with the teacher for specific students.</td>
<td>3.2 3.3 3.2</td>
<td>3.4 3.1 3.2</td>
<td>3.6 3.2 3.4</td>
</tr>
<tr>
<td>14. To assist in educational programming for academic remediation.</td>
<td>2.8 2.9 2.9</td>
<td>3.1 3.2 3.1</td>
<td>3.3 3.3 3.3</td>
</tr>
<tr>
<td>24. To assist in curriculum programming with the school director.</td>
<td>2.5 2.3 2.4</td>
<td>2.6 2.3 2.4</td>
<td>2.9 2.5 2.7</td>
</tr>
<tr>
<td>31. To assist school personnel in initiating, and establishing good home school relationship.</td>
<td>2.8 2.7 2.7</td>
<td>2.5 2.8 2.7</td>
<td>3.2 3.0 3.1</td>
</tr>
<tr>
<td>36. To help design a curricular change for an individual or group of children.</td>
<td>2.2 2.7 2.4</td>
<td>2.1 2.5 2.3</td>
<td>2.5 2.9 2.7</td>
</tr>
<tr>
<td>38. To assist school staff in planning, implementing and evaluating instructional activities for children in the school.</td>
<td>2.8 2.9 2.9</td>
<td>2.9 2.8 2.9</td>
<td>3.0 3.4 3.0</td>
</tr>
<tr>
<td>44. To manage conflicts between parents and school staff.</td>
<td>2.7 2.2 2.4</td>
<td>2.1 2.4 2.2</td>
<td>2.7 2.8 2.7</td>
</tr>
<tr>
<td>48. To serve on school committees that deal with student’s assessments.</td>
<td>3.4 3.1 3.2</td>
<td>3.4 3.9 3.2</td>
<td>3.5 3.5 3.5</td>
</tr>
<tr>
<td>49. To manage conflicts among staff.</td>
<td>1.7 2.1 1.8</td>
<td>1.9 1.8 1.8</td>
<td>2.4 2.1 2.2</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>2.7 2.66 2.7</td>
<td>2.65 2.62 2.6</td>
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<th>Parents</th>
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<tbody>
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<td>Public</td>
<td>Average</td>
</tr>
<tr>
<td><strong>Researcher</strong></td>
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<tr>
<td>10. To identify areas related to students’ problems for research purpose.</td>
<td>3.4 3.1 3.2</td>
<td>3.6 3.6 3.6</td>
<td>3.9 3.5 3.7</td>
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<td>19. To develop and carry out questionnaires to establish issues of concern or problem areas.</td>
<td>3.3 3.3 3.3</td>
<td>3.6 3.3 3.3</td>
<td>3.4 3.9 3.3</td>
</tr>
<tr>
<td>33. To develop and carry out questionnaires to establish effectiveness of behavior and/or psychological intervention.</td>
<td>3.8 3.2 3.5</td>
<td>3.7 3.8 3.6</td>
<td>3.8 3.6 3.7</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.5 3.2 3.3</td>
<td>3.7 3.4 3.5</td>
<td>3.7 3.5 3.6</td>
</tr>
</tbody>
</table>
APPENDIX I

Form of the preliminary questionnaire before piloting:

Demographic Characteristics:

1. Occupation: (a) Director (b) Teacher (c) Parent
2. Sex: (a) Male (b) Female
3. Age: (a) 20-29 (b) 30-39 (c) 40-49 (d) 50 & above
4. Professional training: (a) Diploma (b) BA (c) MA (d) Others
5. Years of experience: (a) 1-2 (b) 3-5 (c) 6-8 (d) 9 & above
6. Level of teaching: (a) Elementary (b) Intermediate (c) Secondary

School Counselor functions:

7. To plan and implement a program to change the behavioral attitude of an individual student or group of students.
8. To collect information from school record to assess condition of the student.
9. To utilize resources from school and community to affect change.
10. To collaborate within school to develop staff training on team responses to students' needs.
11. To assess and interpret student needs, with sensitivity toward cultural differences.
12. To interpret student data for use in school wide planning for change.
13. To assist in curriculum programming with the teacher for specific student.
14. To interview teachers and/or school personnel to collect information on psychological problems or related issues.
15. To assist in curriculum programming with the teacher for specific student.
16. To plan in services for teachers concerning psychological issues.
17. To assist in educational programming for academic remediation.
18. To consult with community resources.
19. To be engage in professional growth activities.
20. To serve as a consultant of psychological education and information for school staff.
21. To acquaint teachers with specific psychological tests.
22. To organize group activities appropriate to students' interest.
23. To initiate and lead parent education programs.
24. To apply newly acquired professional knowledge.
25. To inform students, school staff, parents, and community of the school counselor role, and guidance services.
26. To interview students to collect information on psychological problems or related issues.
27. To recommend changes in students' school placement, (exclusion, early entrance....)
28 To intervene in all school crisis.
29 To help students select post high-school education or training.
30 To identify areas related to students' problems for research purpose.
31 To promote, plan and implement school wide programs that enhance success in school.
32 To arrange in-school mentoring relationships to improve student's academic success.
33 To develop and carry out questionnaires to establish issue of concern or problem areas.
34 To participate in a case conference.
35 To advocate for experiences to broaden students' career awareness and knowledge.
36 To use data to promote access and equity for all students.
37 To observe peer interaction to collect information on students behavior or problems.
38 To consult with parent concerning their children's behavior, assessment and/or interventions.
39 To make referrals concerning a student, both within and outside the school.
40 To collaborate with all educators in school in resolving issues involving the whole school and community.
41 To brief counseling with individual students, groups, and families.
42 To assist in curriculum programming with the school director.
43 To coordinate resources to improve student achievement.
44 To coordinate staff training initiatives to address students' needs.
45 To treat students with traumatic states.
46 To recommend changes in students' school placement, (exclusion, early entrance, etc.)
47 To assess for personality characteristics, example, self esteem, self concept.
48 To play a leadership role in carrying out guidance and counseling functions.
49 To follow up case via conference and observations to determine if recommendations have been effective.
50 To assess for perceptual functions, examples, motor and visual abilities.
51 To assist school personnel in initiating, and establishing good home-school relationship.
52 To assess for exploration of career options.
53 To assist students with career planning.
54 To assess for emotional problems.
55 To manage conflicts between parents and school staff.
56 To establish and assess measurable goals for student outcomes from counseling activities and interventions.
57 To assist school staff in planning, implementing and evaluating instructional activities for children in the school.
58 To consult with teacher concerning classroom management and/or teaching strategies.
59 To assess conditions that affect learning, inclusion, and/or students' academic success.

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60 To consult with other helping agents in school and community.
61 To collaborate with community agents to create incentives and supports for student achievement.
62 To provide workshops to school personnel and/or parents.
63 To observe teacher behavior within the school to collect information on students' psychological problems or related issues.
64 To consult with teachers concerning students' problems.
65 To assist student transition.
66 To refer students for special programs and services.
67 To help design a curricular change for an individual or group of children.
68 To observe students within and outside school settings to collect information on students' problems.
69 To assist in registration and scheduling.
70 To serve on school committees that deal with student's assessments.
71 To manage conflict among staff.
72 To assist in special education services.
73 To advise teacher regarding classroom disciplinary procedure.
74 To consult with the principal concerning students' assessment and/or disciplinary management.
75 To assist in disciplinary intervention.
76 To assess for adaptive behavior, example, social maturity.
77 To work with teachers in crisis situations.
78 To promote wellness.
79 To respond to crisis.
80 To provide direct referral services to enhance student learning.
81 To consult with teachers and parents to enhance student goals.
82 To develop and carry out questionnaires to establish effectiveness of behavioral and/or psychological intervention.
83 To interview parent to collect information about their children's problems or related psychological issues.
84 To identify community agencies for referral.
85 To maintain student records and files.
86 To coordinate with school and society to provide resources.
87 To maintain cooperative relationships with community.
88 To consult with community and professional resources.
89 To interact with councils, boards, and family resource centers.
90 To coordinate a guidance advisory committee for the school.
Problems encountered at school:
1 Academic underachievement
2 Academic overachievement
3 Gifted students
4 Delinquency problems
5 Dyslexia
6 Social withdrawal
7 Apraxia
8 Aggressive behavior
9 Obsession
10 Hyperactivity
11 Attention deficiency
12 Anxiety
13 Lack of concentration
14 Autism
15 Mental retardation
16 Physical handicapped
17 Fear or phobia
18 Downsyndrom