# The Role and Functions of The Students' Counseling Centre as Perceived by Students

# at Al-Qassim University In Saudi Arabia

**Dr. Dekheel  Al-Bahadel**

**Qassim  University**

**Kingdom of Saudi Arabia**

## Abstract

This study examined the views of students regarding the role of the students' counselling centre in Al-Qassim University in Saudi Arabia. It has attempted to explore what differences or discrepancies, if any, exist between the role the students' counselling centre plays in reality and the one it should ideally play.

The population of the study consisted of 127 students in Al-Qassim University in Saudi Arabia. A questionnaire was used to collect data from the students. Questionnaire data were analysed using the SPSS programme.

The study indicated that there were significant differences in the views of students regarding the role of students' counselling centre in Al-Qassim University in Saudi Arabia. Discrepancies were found between the perceptions of the students in relation to the importance of the activities of the students' counselling centre. Also, variance in perceptions was found among students on the subject of the activities students' counselling centre performed in actual fact. The data revealed that there is a gap between views of the activities currently performed by the students' counselling centre and the activities the centre was expected to conduct.

**INTRODUCTION**:

Over the last few years, Saudi Arabia has experienced major and extremely rapid and comprehensive change in many aspects of life, economically, socially, culturally, and educationally. In order to meet this challenge, developmental programmes and counselling services in education must be specifically designed to cater for the needs of the intended society.  As far as the education system is concerned, the guidance and counselling programme has increasingly become the focus of attention. Counselling has been viewed as an essential intervention for a wide range of issues, such as crisis situations and suicide prevention (Dean, 2000; Firestone and Firestone, 2002; May, 1999), relationship difficulties (Hooper, 2002), dealing with adolescents' concerns (Archer and Cooper, 1998; Cowie and Dawkins, 2002), facilitating transition (Rayman and Garis, 1989; Spooner, 2000) and enhancing personal effectiveness and personal growth (Brown and Mowbray, 2002; Feltham, 2002; Rogers, 1961).  Holmes and Lindley (1998) believe that counselling is no less important than other forms of health care or education.  It is therefore essential that counselling become much more widely available in Saudi Arabian higher education.

Student counselling at Universities started as an individual effort by universities in accordance with the services they offer to the students. Most of the University students need academic counselling as a priority, which specializes in one limited area (Rizg, 2008). This is in contrast with the student counselling service, which has various dimensions to meet the students' social and psychological needs and so create self-confidence.

Many university graduates and staff members expressed their hope that the role of the counselling centres in all Universities would be developed (Udhaib, 2008).

This, in effect, led to major interest in university student counselling, especially with the governmental emphasis and positive attitude towards this area. This is manifested in the supportive projects for programmes of student counselling and services, that are initiated by the Ministry of Higher Education that contribute to psychological, social,

educational, and professional support, all helping students to become responsible and productive members of  society (Al-Harithi, 2008).

This interest in student counselling programmes is manifested in full-time specialized centres at universities. They deal with this crucial part of the educational life of the students. The quality of the services these centres offer is what matters, but the fluid timetabling of the university means that the services have to deal with this. The centres have to work especially hard in this respect.(Rizg, 2008).

The university education system in Saudi Arabia was built on the academic year system. This system faced a considerable number of problems and obstacles (Zafr and Abdul-Jawaad, 1988). Moreover, the system was not capable of accommodating the growing number of students, in addition to the fact that the revision of educational programmes takes a long period of time. This weakened the academic position of the universities, which could not keep pace with the political and economic changes in the region. As a consequence, Saudi Arabia adopted the credit hour system as an alternative structure for university education (Al-Zaid, 1982).

The adoption of the credit hour system required the academic counselling centre as a way to assist the students to overcome all academic difficulties they might face (Al-Rashid, 1990). As a result, we find ourselves facing a number of challenges similar to those dealt with in various studies and research (Rizg, 2008). These have focused on academic counselling in symposiums and debates on academic counselling in a number of universities.

In light of the significance of counselling services, the co-head of department usually distributes the students into groups with their appropriate academic advisors. However, the mechanism of supervision and monitoring their work is unclear or inactive; it depends on the efforts of the individual supervisor rather than real knowledge and professionalism. Moreover, even though some universities have established counselling centres, they are not enough to meet all the needs of the students(Rizg, 2008).

The project for the development of student counselling programmes and services in Saudi universities, which is sponsored by the Ministry of

Higher Education and represented by an agency of the Ministry of Public Education, intiated in 2008, is the important and basic step to create an effective student guidance system in the universities and the efforts to build a solid foundation for such services and their adoption on the basis of modern quality and continuity. This project is still in the course of being implemented, if it is assigned to an administrative and educational group that can perform these tasks in accordance with the accurate and scientific standards that serve the educational programmes in universities and help students to understand how to spend their leisure time, or address the gap between students and university education. It is noted that the project is interested in counselling as the basis for the provided programmes. This indicates the presence of a strong call for educational psychological counselling services which include a number of fields concerned with student life and the academic process, to help to build the personalities of students in accordance with the requirements of the modern age. This is without prejudice to legitimate grounds upon which to build all the education and training programmes in Saudi Arabia, but it is the basis for the construction of educational and training programmes. This, in turn, leads us to wait until the project stands on its feet, and then after that we can judge the performance in the light of the quality required by this project.

During two years as a director of a students' counselling centre, the researcher became convinced that counselling services could play a more active role in the universities in Saudi Arabia. The main reason is that an increasing number of students' problems have become more evident over the past few years. The younger population in Saudi Arabia is faced with a daunting array of challenges generated by profound social, cultural and economic changes.  These include migration to urban areas, lifestyle changes, restricted job opportunities and substance abuse (Al-Khateeb, 1998; Mtango, 2004)family dysfunction, instability, domestic violence (Al-Bahadel, 2004), higher rates of unemployment among young people and exposure to new concepts through modern technology (Yamani, 2000).

These challenges interfere with the learning and healthy development of students (Kitzrow, 2003). The problems and needs of these students need to be determined and addressed. One way this can be

done is through the planning and development of guidance and counselling programmes in Saudi Arabia. However, the role of counselling services has not been activated to meet students' needs. The role of students' counselling centres should therefore be more clearly defined and their professional services activated and improved.

## *Problem and Questions of the study*

The role and functions of counselling services have been discussed widely in the literature (Al-Zahrani, 2008). The indications that there seems to be differences in such role and functions as perceived by students and counsellors themselves (Burnham and Jackson, 2000; Cole, 1991; Fitch and Marshall, 2004; Huffman et al. 1993; Pérusse et al. 2004; Snyder and Daly, 1993; and Wiggins et al. 1990). Inconsistent perceptions by those involved in counselling may create confusion and uncertainty about the counsellor's role (Schmidt, 1999). Also, non-counselling, administrative tasks performed by counsellors in their work create confusion regarding their actual role and functions (Burnham and Jackson, 2000; Gysbers and Henderson, 1994; Partin, 1993; DeMato and Curcio, 2004).

More than two decades have passed since the counselling programme was established in Saudi schools. Its development has passed at a slow rate and, currently, it faces some problems. The major difficulty relates to the definition of the role and function of the counsellor and counselling services (Al-Zahrani, 2008), which is unclear to students, parents, staff, principals and counsellors themselves. Due to this problem, counsellors have found themselves involved in much duties and administrative tasks not related to counselling services. Also, counsellors often complain about the lack of support and cooperation from others involved in the counselling service (Al-Zahrani, 2008) In addition, as a result of the shortage in professional counsellors and insufficient and ineffective training programmes, the counselling role is often assigned to teachers who are not adequately prepared to perform it.

In this situation, if counselling centres in Saudi universities are to provide better services for students, their role must be clearly defined. It is also necessary for those involved in counselling to have a clear view of what

counsellors should and should not do. In addition, counsellors must choose carefully where they spend their time and energy. As the role and functions of the counselling centres become clearer, they should be able to respond better to the needs of the students.

More Specifically, this study limits itself to finding possible answers to the following main questions:

1 - What are the ideal and actual functions and roles of the students' counselling centre as perceived by students?

 Sub Questions:

2 - Are there any differences among students in their views regarding the actual functions of the students' counselling centre?

3 - Are there any differences among the students in their views regarding the ideal functions of the students' counselling centre?

4 - Are there any differences in views among students, in regard to specialist field before university stage, specialist field at university, attending training programmes in such centre, level of study at university, and experience of counselling?

## *Importance of the Study*

After reviewing the literature on the role of counselling services, it would appear that there are problems of role conflict and ambiguity arising from the discrepancies in the counsellor's role and the dysfunctional consequences that result (Bemak, 2000; Burnham and Jackson, 2000; Schmidt, 1999; Sink, 2002 ; Burnham and Jackson, 2000; Huffman et al. 1993; Pérusse et al. 2004; Snyder and Daly, 1993).

This study is significant in that this type of research has not been previously investigated the perceptions of students regarding the role and functions of the students' counselling centres in the Saudi universities. The study is also important because it gives a more general picture and information about the role and functions of students' counselling centres in Saudi Arabia as any discrepancy in perceptions will have important implications for the organisation of counselling services. Misconceptions may be corrected and conflict and ambiguity resolved and to utilise the counselling service more effectively. In addition, the research could also

assist universities in planning training programmes for counsellors working in such centres. The data will hopefully make a significant contribution to an understanding of the problems faced by counsellors in Saudi Arabia.

## *Population and Sample:*

The population of the study included students  in Qassim University, who were registered in the students' counselling centre in 2009 – 2010.The sample in this study included 177 students chosen  from humanities and sciences colleges, who were registered in the students' counselling centre in 2009 – 2010.

## *Instrument of the Study:*

A questionnaire is considered as the most useful tool for collecting information about existing conditions. Questionnaires were administered to 177 students who were attending a programme in the students' counselling centre and who were not. The data of the study were collected during the period of the second semester 2009. The participants were given one week to complete the questionnaires. In the end, 127 questionnaires were collected for the main study However, of the 127 questionnaires collected, 18 were incomplete and the remaining 109 were used for analysis. Thus, a total of 109 questionnaires were prepared for analysis.

## *Validity and Reliability of the Questionnaire*

In the present study, face and content validity were used to determine the validity of the instrument utilised. In order to achieve face validity, the questionnaire was submitted to five specialists in counselling and psychology at Qassim University. They were asked to indicate whether the questionnaire appeared appropriate for its purpose. The referees agreed that the statements appeared to be suitable and relevant to the purpose of the study.

The Cronbach's alpha technique was used to evaluate the reliability of the questionnaire. The questionnaire was applied on a different survey group other than the study sample which, amounted to (75) students. The result of Alpha for the actual role for the whole scale was 0.96, whears, for the ideal role it was 0.92. Additionally, the Alphas

for the six categories of the questionnaire for the actual role ranged from 0.58 to 0.84, while whereas, for the ideal role they ranged from 0.53 to 0.79. Consequently, the pilot study results confirmed the acceptable reliability of the questionnaire.

## *Result s:*

This section presents the analysis of the questionnaire data. It is divided into two sections. The first section related to the result of the first question presents the students' perceptions of the actual and ideal role of the students' counselling centre. The questionnaire consisted of 38 items grouped into six categories: counselling; developmental, educational and career guidance; consulting; evaluation and assessment; programme management and development; and personal and professional development. The second section related to the result of the sub questions "Second & Third" presents the differences in views among students, in regard to specialist field before university stage, specialist field at university, attending training programmes in such centre, level of study at university, and experience of counselling.

**First section:** *Result related to the first question: "What are the ideal and actual functions and roles of the students' counselling centre as perceived by students?"*

**Table 1: students' Ranking of the Actual and Ideal Roles in Relation to Each Category (n=109)**

| Statements | Actual Role | | | | | Ideal Role | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N % | R % | S % | O % | A % | VU % | U % | MI % | I % | VI % |
| **1- Counselling** | | | | | | | | | | |
| Address the developmental needs of students. | 7.3 | 11.9 | 27.6 | 31.2 | 22 | .00 | 4.6 | 16.5 | 39.5 | 39.4 |
| Counsel parents on their son's problems | 21 | 14.5 | 21.8 | 22.7 | 20 | 1.5 | 13.9 | 4.6 | 0 | 80 |
| Assist students in making appropriate decisions related to their future career concerns. | 11.6 | 10 | 30.9 | 25.5 | 22 | 0 | .9 | 8.3 | 32.1 | 58.7 |
| Assist students to understand themselves, | 1.8 | 11 | 21.7 | 27.3 | 38.2 | 0 | 5.5 | 11 | 34.9 | 48.6 |

38

| Statements | Actual Role | | | | | Ideal Role | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N % | R % | S % | O % | A % | VU % | U % | MI % | I % | VI % |
| their abilities, aptitudes and interests. | | | | | | | | | | |
| Help students adjust to the university environment. | 0 | 10.4 | 5.1 | 20 | 64.5 | .9 | 5.5 | 13.8 | 37.6 | 42.2 |
| Help students with problems of academic achievement to resolve them. | 4.5 | 9.1 | 10 | 20.9 | 55.5 | 6.4 | 9.2 | 22.9 | 32.1 | 29.4 |
| Allocate a place to conduct the interperceptions within the site of the students' counselling centre. | .9 | 11 | 20.9 | 34.5 | 32.7 | .9 | 7.3 | 25.7 | 35.8 | 30.3 |
| Provide specialist staff at the students' counselling centre for the reception of cases. | 2.4 | 13 | 26.4 | 26.4 | 31.8 | .9 | 4.6 | 15.6 | 38.5 | 40.4 |
| Allocate a place to conduct grouping interperceptions and training and equipment. | 2.7 | 11.8 | 25.5 | 28.2 | 31.8 | 1.8 | 5.5 | 20.2 | 33 | 39.4 |
| Issue booklets to recognize the objectives of the centre and its activities. | 11.8 | 19.1 | 28.2 | 23.6 | 17.3 | 3.7 | 3.4 | 9.2 | 3.7 | 80 |
| 2- Developmental, Educational and Career Guidance | | | | | | | | | | |
| Provide workshop for students to help them develop academic skills. | 4.7 | 12.7 | 24.5 | 23.6 | 34.5 | .9 | 3.7 | 21.1 | 29.4 | 45 |
| Conduct special preventive counselling programmes to deal with specific problems (truancy, smoking…). | 3.6 | 5.5 | 27.3 | 30 | 33.6 | 1.8 | 1.8 | 7.3 | 22 | 67 |

| Statements | Actual Role | | | | | Ideal Role | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N % | R % | S % | O % | A % | VU % | U % | MI % | I % | VI % |
| Assist students in choosing the specialization according to the    nature of the college. | 4 | 8 | 10 | 4 | 74 | .9 | 4.6 | 10.1 | 20.2 | 64.2 |
| Work with students in an effort to be aware and prevent psychological and behavioural problems. | 7.3 | 8.2 | 32.7 | 20 | 31.8 | 6.4 | 10.1 | 58.7 | 13.9 | 10.9 |
| Conduct special clinical counselling programmes to deal with specific problems (truancy, smoking...). | 8.2 | 10.9 | 28.2 | 20 | 32.7 | 0 | 1.8 | 10.1 | 63.3 | 24.8 |
| Provide workshop for students to help them develop social skills. | 3.7 | 8.2 | 21.8 | 33.6 | 32.7 | 1.8 | 4.6 | 22 | 37.6 | 33.9 |
| Provide students with information about educational opportunities after university stage. | 5.4 | 10.9 | 26.4 | 29.1 | 28.2 | 2.8 | 21 | 4.6 | 0 | 71.6 |
| Conduct special programmes for gifted and talented students. | 10.1 | 9.2 | 20.2 | 33.9 | 26.6 | 4.1 | 14.6 | 8.3 | 30 | 43 |
| **3- Consulting** | | | | | | | | | | |
| Establish and maintain a "Counselling Committee" in the universities. | 9.1 | 18.2 | 28.2 | 23.6 | 20.9 | .8 | 39.4 | 11.9 | 17.9 | 30 |
| Assist university staff in recognising individual differences among students. | 7.2 | 12.7 | 15.5 | 26.4 | 38.2 | 23.6 | 11.2 | 8.3 | 32 | 24.9 |
| Consult with parents | 1.8 | 4.6 | 10.1 | 18.4 | 65.1 | 7.4 | 11.9 | 20.2 | 26.6 | 33.9 |

40

| Statements | Actual Role | | | | | Ideal Role | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N % | R % | S % | O % | A % | VU % | U % | MI % | I % | VI % |
| about the needs or concerns of students. | | | | | | | | | | |
| Assist gifted students to improve their abilities and skills by conducting special programmes. | 1.3 | 11.8 | .9 | 55.1 | 30.9 | 3 | 22 | 3.8 | 20.8 | 50.4 |
| Follow-up referred students to other agencies. | 3.6 | 11.8 | 22.7 | 25.5 | 36.4 | 0.9 | 6.4 | 15.6 | 35.8 | 41.3 |
| Provide university staff with information about students' needs and concurrent issues. | 4.6 | 7.3 | 22.7 | 33.6 | 31.8 | 2.8 | 5.5 | 8.3 | 20.9 | 62.5 |
| Inform students about their rights and duties towards university. | 30 | 27.3 | 9.9 | 17.3 | 15.5 | 4.6 | 1.8 | 3.7 | 58.7 | 31.2 |
| Plan special records for visiting students to counselling centre   to assist in making appropriate decisions and resolving problems. | 15.9 | 13.6 | 31.8 | 18.2 | 20.5 | 1.8 | 1.9 | 31.2 | 22.9 | 42.2 |
| **4- Evaluation and Assessment** | | | | | | | | | | |
| Monitor the achievement level of students. | 7.6 | 10 | 7.7 | 28.9 | 45.8 | 13.1 | 17.9 | 50 | 8 | 11 |
| Meet with students to discuss academic concerns. | 2.7 | 5.2 | 13 | 31.8 | 47.3 | 1.8 | .9 | 8.3 | 34.9 | 54.1 |
| Identify students with special needs for psychological needs. | 2.4 | 4.2 | 16 | 33.9 | 43.5 | 3.8 | 4.9 | 11.5 | 28.7 | 51.1 |
| **5- Programme Management and Development** | | | | | | | | | | |
| Keep students informed of the students' counselling programme | 3.4 | 3.5 | 5 | 10.7 | 77.4 | .00 | 2.8 | 12.8 | 39.4 | 45 |

41

| Statements | Actual Role | | | | | Ideal Role | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N % | R % | S % | O % | A % | VU % | U % | MI % | I % | VI % |
| in the university. | | | | | | | | | | |
| Develop objectives for the students' counselling programme. | 6.4 | 17.3 | 40.9 | 20.9 | 14.5 | 2.8 | 19.4 | 14.7 | 20.9 | 42.2 |
| Establish and maintain cooperative relationships with university staff. | 4.3 | 4.8 | 35.5 | 22.7 | 32.7 | 6 | 6.8 | 12 | 3.7 | 71.5 |
| Plan activities to achieve the objectives of students' counselling programme. | 4.5 | 20 | 27.3 | 27.3 | 20.9 | 0 | 36.7 | 46.8 | 11.9 | 4.6 |
| Inform university staff about students' counselling programme. | 0 | 4.5 | 16.4 | 21.6 | 57.5 | 0 | 2.8 | 13.8 | 38.5 | 44.9 |
| **6- Personal and Professional Development** | | | | | | | | | | |
| Engage in continuous personal and professional development. | 7.3 | 16.5 | 25.7 | 32.2 | 18.3 | .9 | 3.7 | 8.3 | 23.9 | 63.3 |
| Conduct research studies related to students' needs. | 1.8 | 15.6 | 19.3 | 38.5 | 24.8 | .9 | 2.8 | 9.2 | 33 | 54.1 |
| Conduct research related to students' counselling programme. | 0.9 | 15.6 | 29.4 | 33 | 21.1 | .9 | 4.6 | 27.5 | 38.5 | 28.5 |
| Evaluate the effectiveness of the students' counselling programme. | 7.3 | 10 | 23.6 | 34.5 | 23.6 | 1.8 | 8.3 | 11 | 45.9 | 33 |

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

## 1. Counselling

As can be seen from Table 1 the majority of students perceived all counselling tasks in the students' counselling centre actual role as always/often performed. The activity most students referred to as always being performed was helping students adjust to the university environment(64.5%).The next task, which is 55.5% of respondents said was always performed, was to help students with problems of academic achievement to resolve them. Also, 38.2% of the sample mentioned that assisting students to understand themselves, their abilities, aptitudes and interests was a task the students' counselling centre always performed. It is surprising that only 20% of the students mentioned counselling parents on their son's problems and only 22% referred to assisting students in making appropriate decisions related to their future career concerns as tasks the students' counselling centre always performed. Also it is interesting to note that whereas 80% of the students noted that "counsel parents on their son's problems" was a very important ideal role, only 20% stated that they were actually providing this essential service. The task of issuing booklets to recognize the objectives of the centre and its activities, was viewed as important in terms of the ideal role (80%). In general, all tasks in the ideal role were seen by the students as more important than was reflected in the students' counselling centre's actual performance, which indicates a clear sense of discontent and dissatisfaction.

## 2. Developmental, Educational and Career Guidance

As can be seen from Table 1 regarding the actual role of the students' counselling centre in developmental, educational and career guidance, the task in which the highest number of students, 74%, saw the students' counselling centre as always involved was assisting students in choosing their specialization according to the nature of the college. However, the task of conducting special programmes for gifted and talented students was perceived by only 29% as an activity students' counselling centre always performed.

Students saw the most important task in the students' counselling centre ideal role to be providing students with information about educational opportunities after the university stage, as 71.6% stated that such a task was very important. On the other hand, although 73% of students thought that conducting special programmes for gifted and

43

talented students was an important or very important activity in the ideal role, the students noted that the same activity receives the least attention in actual role. Furthermore, students saw the least important task in the students' counselling centre ideal role as working with students in an effort to be aware of and prevent psychological and behavioural problems, since only 24.8% rated this task as important or very important.

## 3. Consulting

Table 1 shows that the majority of students, 64.5%, reported that consulting with parents about the needs or concerns of students was a task the students' counselling centre actually always did. In addition, 38.2% mentioned that assisting university staff in recognising individual differences among students was part of the students' counselling centre role that it always performed. However, the duty of informing students about their rights and duties towards university was perceived by 57.3% of the students' counselling centre as one that is (never or rarely) performed, although the vast majority (89.9%) thought that this was (an important or very important) task the students' counselling centre should perform.

In terms of the students' counselling centre's ideal role, students saw almost all consulting tasks as important or very important. 62.5% thought that providing university staff with information about students' needs and concurrent issues was a very important part of the students' counselling centre's duties. On the other hand, 86% of the students indicated that assisting gifted students to improve their abilities and skills by conducting special programmes was (often or always) performed, compared to only 71.2% who thought this activity was important or very important.

## 4. Evaluation and Assessment

As can be seen from Table 1 regarding evaluation and assessment activities, a significant majority of students reported that meeting with students to discuss academic concerns was both frequently performed and important in the actual and ideal roles. Similarly, identifying students with special needs for psychological assistance was viewed by almost all students as one of the most important duties of the students' counselling

centre. Monitoring the achievement level of students was the task in which the students' counselling centre was seen to be highly involved and which students perceived ideally as unimportant and students not interested in performing.

## 5. *Programme Management and Development*

Table 1 shows that 77.4% of students reported that keeping students informed of the students counselling programme in the university was an activity the students' counselling centre always performs. Yet, although a sizeable majority thought that informing university staff about the students' counselling programme was one of the students' counselling centre's main duties, nearly one third thought it was not necessary to inform students about this matter. Furthermore, although the majority thought that the students' counselling centre should be involved in establishing and maintaining cooperative relationships with university staff, it appears that only slightly more than half (55.4%) of the respondents thought that students' counselling centre actually did this often or always. The most important task that respondents see for the students' counselling centre was to develop objectives for the students' counselling programme which suggests that the students were not satisfied with the existing level of this task.

## 6. Personal and Professional Development

As seen in Table 1, the students thought that students' counselling centre pays the least attention to two activities in its daily duties, conducting research studies related to the students' needs, and conducting research related to students' counselling programme. It does appear, however, that students thought that the students' counselling centre should perform such activities and accord them the attention they deserve.

The results also show that the students' view that students' counselling centre is actually involved in two activities, though not at a level commensurate with their perceived importance, engaging in personal and professional development, and evaluating the effectiveness of the counselling programmes.

**Second Section:** *Result related to the Sub Questions "Second & Third ":* **"Are There Any Statistically Differences between Perceptions of Students Regarding the Students' Counselling Centre Actual and Ideal Role?"**

As can be seen from Tables 2 and 3, the results of the t-test for differences between students' perceptions of actual and ideal role in relation to both holistic role and the six categories revealed significant differences in holistic role and every category at level 0.01. Furthermore, the means of holistic roles and six categories were higher for the ideal than the actual role. This shows that the students believe that the current role of the centre is far from meeting their aspirations.

**Table 2: Mean Scores for Students' Perceptions in Relation to the Students' Counselling Centre Actual and Ideal Role (n=109)**

| Categories | Actual Role | | Ideal Role | |
|---|---|---|---|---|
| | Mean | S. D | Mean | S. D |
| Counselling | 23.11 | 7.34 | 41.26 | 5.08 |
| Developmental, educational and career guidance | 17.91 | 5.96 | 34.89 | 3.49 |
| Consulting | 18.17 | 6.53 | 33.73 | 3.86 |
| Evaluation and assessment | 6.53 | 2.53 | 12.75 | 1.92 |
| Programme management and development | 15.35 | 4.93 | 25.4 | 3.06 |
| Personal and professional development | 9.78 | 3.26 | 16.71 | 2.45 |
| (Actual – Ideal )Function | 87.71 | 26.85 | 164.84 | 16.43 |

*The mean difference is significant at the .05 level.

**Table 3: T-test for Comparison of students' Perceptions in Relation to the Students' Counselling Centre Actual and Ideal Role (n=109)**

| Differences ( Actual – Ideal) Categories | Differences Mean | Differences S. D | T- Test Sig | | |
|---|---|---|---|---|---|
| | | | T | d.f | Sig. |
| Counselling | 18.61 | 9.56 | 20.33 | 108 | .000* |
| Developmental, educational and career guidance | 16.98 | 7.23 | 24.53 | 108 | .000* |
| Consulting | 15.56 | 8.11 | 20.05 | 108 | .000* |
| Evaluation and assessment | 6.22 | 3.26 | 19.93 | 108 | .537 |
| Programme management and development | 9.69 | 5.88 | 17.19 | 108 | .004* |
| Personal and professional development | 6.93 | 4.25 | 17.03 | 108 | .000* |
| (Actual – Ideal )Function | 77.13 | 33.65 | 23.93 | 108 | .000* |

*The mean difference is significant at the .05 level.

*Result related to the Sub Question "Fourth ": " Are there any differences in views among students, in regard to specialist field before university stage, specialist field at university, attending training programmes in such centre, level of study at university, and experience of counselling?"*

## 1 - Differences in Perceptions among Students by Pre-university Specialization

As shown in table 4, the t-test revealed that there were no significant differences regarding the specializations of the students, sciences or humanities, in their view of the actual or ideal roles of the students' counselling centre. This result emphasizes the students' consensus on the roles.

**Table 4: Differences in Perceptions among students as a Result of Pre-university Specialization, Regarding Actual and Ideal Role in Relation to Each Category (n=109)**

| Categories | Sciences | | Humanities | | T- Test Sig | | |
|---|---|---|---|---|---|---|---|
| | Mean | S. D | Mean | S. D | T | d.f | Sig. |
| **Actual Role** | | | | | | | |
| Counselling | 23.22 | 7.50 | 23.07 | 7.33 | .09 | 107 | >.05 |
| Developmental, educational and career guidance | 18.26 | 6.19 | 17.79 | 5.92 | .35 | 107 | >.05 |
| Consulting | 18.4 | 6.05 | 18.21 | 6.72 | .12 | 107 | >.05 |
| Evaluation and assessment | 6.56 | 2.47 | 6.52 | 2.57 | .06 | 107 | >.05 |
| Programme management and development | 15.26 | 4.51 | 15.38 | 5.08 | .11 | 107 | >.05 |
| Personal and professional development | 9.93 | 3.44 | 9.73 | 3.22 | .27 | 107 | >.05 |
| Actual Role | 88.37 | 27.22 | 87.50 | 26.89 | .15 | 107 | >.05 |
| **Ideal Role** | | | | | | | |
| Counselling | 41.11 | 6.31 | 41.93 | 4.63 | .72 | 107 | >.05 |
| Developmental, educational and career guidance | 34.19 | 3.84 | 35.12 | 3.37 | 1.2 | 107 | >.05 |
| Consulting | 33.11 | 4.68 | 33.94 | 3.55 | .97 | 107 | >.05 |
| Evaluation and assessment | 12.93 | 1.96 | 12.69 | 1.90 | .54 | 107 | >.05 |
| Programme management and development | 24.56 | 3.19 | 25.19 | 3.02 | .94 | 107 | >.05 |
| Personal and professional development | 15.96 | 3.29 | 16.95 | 2.07 | 1.8 | 107 | >.05 |
| Ideal Role | 161.85 | 20.29 | 165.83 | 14.96 | 1.09 | 107 | >.05 |

*The mean difference is significant at the .05 level.

## 2 - Differences in Perceptions between Students by University Specialization

As can be seen from table 5, the t-test revealed that there were no significant differences regarding the specializations of the students, in their view of the ideal and actual roles of the students' counselling centre, with the exception of personal and occupational improvement in the idealistic role; the variations were statistically significant at 0.05. Students in scientific specializations perceived this role as more important. Generally, these perceptions emphasize the students' consensus in their perceptions on these roles.

| Categories | Sciences | | Humanities | | T- Test Sig. | | |
|---|---|---|---|---|---|---|---|
| | Mean | S. D | Mean | S. D | T | d.f | Sig. |
| **Actual Role** | | | | | | | |
| Counselling | 23.02 | 7.30 | 23.38 | 7.60 | .22 | 107 | >.05 |
| Developmental, educational and career guidance | 17.81 | 5.89 | 18.23 | 6.31 | .32 | 107 | >.05 |
| Consulting | 18.11 | 6.74 | 18.35 | 5.95 | .16 | 107 | >.05 |
| Evaluation and assessment | 6.48 | 2.58 | 6.69 | 2.41 | .37 | 107 | >.05 |
| Programme management and development | 15.42 | 5.07 | 15.12 | 4.53 | .28 | 107 | >.05 |
| Personal and professional development | 9.69 | 3.22 | 10.4 | 3.46 | .46 | 107 | >.05 |
| Actual Role | 87.35 | 26.76 | 88.88 | 27.62 | .25 | 107 | >.05 |
| **Ideal Role** | | | | | | | |
| Counselling | 41.99 | 4.64 | 40.89 | 6.32 | .97 | 107 | >.05 |
| Developmental, educational and career guidance | 35.12 | 3.35 | 34.15 | 3.92 | 1.23 | 107 | >.05 |
| Consulting | 33.98 | 3.35 | 32.96 | 4.71 | 1.17 | 107 | >.05 |
| Evaluation and assessment | 12.71 | 1.90 | 12.88 | 1.99 | .40 | 107 | >.05 |
| Programme management and development | 25.18 | 3.01 | 24.57 | 3.25 | .88 | 107 | >.05 |
| Personal and professional development | 16.99 | 2.08 | 15.81 | 3.26 | 2.18 | 107 | <0.05 |
| Ideal Role | 165.96 | 14.93 | 161.27 | 20.46 | 1.28 | 107 | >.05 |

*The mean difference is significant at the .05 level.

## 3 - Differences in Perceptions between Students by Attending Training Courses

As shown in table 6, the t-test revealed that there were no significant differences among students who attended the training courses

and those who did not, which confirms the consensus in their vision of the actual and ideal roles of the students' counselling centre, with the exception of the counselling dimension in the ideal role and the idealistic role of the centre ( a holistic degree ), where students who had attended courses thought that counselling in the ideal role is more important.

**Table 6: Differences in Perceptions Between students as a Result of Attending Training Courses, Regarding Actual and Ideal Role in Relation to Each Category (n=109)**

| Categories | Non - Attending | | Attending | | T- Test Sig. | | |
|---|---|---|---|---|---|---|---|
| | Mean | S. D | Mean | S. D | T | d.f | Sig. |
| Actual Role | | | | | | | |
| Counselling | 23.25 | 6.98 | 22.98 | 7.69 | .11 | 107 | >.05 |
| Developmental, educational and career guidance | 17.84 | 5.87 | 17.97 | 6.09 | .66 | 107 | >.05 |
| Consulting | 17.73 | 6.48 | 18.55 | 6.62 | .7 | 107 | >.05 |
| Evaluation and assessment | 6.55 | 2.55 | 6.52 | 2.54 | 1.32 | 107 | >.05 |
| Programme management and development | 14.69 | 4.63 | 15.93 | 5.15 | .51 | 107 | >.05 |
| Personal and professional development | 9.61 | 3.34 | 9.93 | 3.22 | .32 | 107 | >.05 |
| Actual Role | 86.82 | 26.69 | 88.50 | 27.19 | .19 | 107 | >.05 |
| Ideal Role | | | | | | | |
| Counselling | 40.49 | 5.29 | 42.64 | 4.75 | 2.03 | 107 | <.05 |
| Developmental, educational and career guidance | 34.37 | 3.83 | 35.34 | 3.14 | 1.46 | 107 | >.05 |
| Consulting | 32.98 | 4.16 | 34.39 | 3.47 | 1.94 | 107 | >.05 |
| Evaluation and assessment | 12.49 | 2.01 | 12.98 | 1.81 | 1.34 | 107 | >.05 |
| Programme management and development | 24.51 | 2.92 | 25.50 | 3.14 | 1.69 | 107 | >.05 |
| Personal and professional development | 16.37 | 2.58 | 17 | 2.32 | 1.34 | 107 | >.05 |
| Ideal Role | 161.41 | 16.99 | 167.86 | 15.45 | 2.08 | 107 | <.05 |

*The mean difference is significant at the .05 level.

## *4 - Differences in Perceptions between Students by Level of Education*

The results of the ANOVA revealed that there were statistically significant statistical differences in perceptions of the actual role of the students' counselling centre in relation to the six categories, except for programme management and development (Table 7). In order to investigate which groups of students differed, a LSD test was used (Table 7).

The results indicated that:

1. In the holistic degree (Actual and Ideal Roles): the significant difference between the students in level (1) and the students in the other levels (the second, third, and fourth) support level one. Also, significant difference between the group of students in level (2) and level (3) supports level (2); the differences between the students in level (3) and level (4) were not statistically significant.

2. In relation to counselling in the actual role: the differences in perceptions between level (1) and levels (3) and (4) were statistically significant in support of students in level (1); the other differences were not statistically significant.

3. In relation to developmental, education and career guidance: the differences in perception of this role by the students in level (1) and level (3) were statistically significant. These differences are in support of the students in level (1). In addition the differences in the evaluation of this role between the students in levels (2) and (3) were statistically significant; they are in support of students in level (2).

4. In relation to consulting: the differences in perceptions between the students in level (1) and the other levels (level 2, level 3, level 4) were statistically significant and in support of level (1); in addition, the differences in perception between students in level (3) and those in level (4) were statistically significant, in support of level (4).

5. In the case of evaluation and assessment, the differences in perceptions between students in level (1) and those of levels three (3) and (4) were statistically significant in support of students in level (1); moreover, the difference in perception of this role between

50

students in levels (2) and (3) was statistically significant in support of students in level (2).

6. In the case of programme administration and improvement: the difference in perception of the role by the students in level (1) and those of level (3) were statistically significant in support of those in level (1).

7. In the case of personal and personal development: the differences in perception by students in level (1) and those of levels (2), (3), and (4) were statistically significant and in support of level (1); moreover, the difference in perception between students in levels (2) and (3) were statistically significant and in support of students in level (2).

8. There is no statistically significant difference between the perceptions of students of the various levels, regarding the ideal role of the counselling and guidance centre. This confirms the consensus among the students of this (ideal) role.

**Table 7: Differences by Level of Education in the Perceptions of Students Regarding the Students' counselling Centre Actual and Ideal Role in Relation to Each Category (n=109)**

| Category | Level | N | Mean | Std. Deviation | F | Sig. |
|---|---|---|---|---|---|---|
| **Actual Role** | 1 | 23 | 102.57 | 25.76 | 4.89 | <.00 |
| | 2 | 38 | 87.97 | 25.13 | | |
| | 3 | 20 | 72.95 | 26.88 | | |
| | 4 | 28 | 85.71 | 24.78 | | |
| Counselling | 1 | 23 | 26.13 | 6.52 | 2.88 | <.05 |
| | 2 | 38 | 23.68 | 7.08 | | |
| | 3 | 20 | 20.05 | 7.86 | | |
| | 4 | 28 | 22.04 | 7.23 | | |
| Developmental, educational and career guidance | 1 | 23 | 20.83 | 5.77 | 4.03 | <.01 |
| | 2 | 38 | 17.95 | 5.67 | | |
| | 3 | 20 | 14.75 | 5.63 | | |

| Category | Level | N | Mean | Std. Deviation | F | Sig. |
|---|---|---|---|---|---|---|
| | 4 | 28 | 17.71 | 5.84 | | |
| Consulting | 1 | 23 | 22.09 | 6.34 | 5.53 | <.01 |
| | 2 | 38 | 17.74 | 6.22 | | |
| | 3 | 20 | 14.50 | 6.06 | | |
| | 4 | 28 | 18.14 | 6.00 | | |
| Evaluation and assessment | 1 | 23 | 7.83 | 4.52 | 4.39 | <.01 |
| | 2 | 38 | 6.58 | 5.29 | | |
| | 3 | 20 | 5.15 | 4.93 | | |
| | 4 | 28 | 6.39 | 4.32 | | |
| Programme management and development | 1 | 23 | 17.17 | 4.52 | 2.41 | >.05 |
| | 2 | 38 | 15.39 | 5.29 | | |
| | 3 | 20 | 13.20 | 4.93 | | |
| | 4 | 28 | 15.32 | 4.32 | | |
| Personal and professional development | 1 | 23 | 11.57 | 3.26 | 5.08 | <.01 |
| | 2 | 38 | 9.87 | 2.98 | | |
| | 3 | 20 | 7.90 | 2.97 | | |
| | 4 | 28 | 9.54 | 3.19 | | |
| **Ideal Role** | 1 | 23 | 161.30 | 14.16 | .97 | >.05 |
| | 2 | 38 | 163.32 | 18.05 | | |
| | 3 | 20 | 168.25 | 14.80 | | |
| | 4 | 28 | 167.39 | 16.94 | | |
| Counselling | 1 | 23 | 40.69 | 4.75 | 1.19 | >.05 |
| | 2 | 38 | 41.05 | 5.58 | | |
| | 3 | 20 | 42.70 | 4.73 | | |
| | 4 | 28 | 42.79 | 4.80 | | |
| Developmental, educational and career guidance | 1 | 23 | 34.17 | 2.88 | .68 | >.05 |
| | 2 | 38 | 34.92 | 3.64 | | |

| Category | Level | N | Mean | Std. Deviation | F | Sig. |
|---|---|---|---|---|---|---|
|  | 3 | 20 | 35.70 | 2.81 |  |  |
|  | 4 | 28 | 34.85 | 4.18 |  |  |
| Consulting | 1 | 23 | 33.95 | 3.44 | .57 | >.05 |
|  | 2 | 38 | 33.08 | 4.22 |  |  |
|  | 3 | 20 | 34.20 | 3.71 |  |  |
|  | 4 | 28 | 34.11 | 3.85 |  |  |
| Evaluation and assessment | 1 | 23 | 12.57 | 2.02 | 1.50 | >.05 |
|  | 2 | 38 | 12.42 | 2.01 |  |  |
|  | 3 | 20 | 13.50 | 1.50 |  |  |
|  | 4 | 28 | 12.82 | 1.91 |  |  |
| Programme management and development | 1 | 23 | 24.04 | 2.64 | 1.31 | >.05 |
|  | 2 | 38 | 25.03 | 3.33 |  |  |
|  | 3 | 20 | 25.25 | 2.73 |  |  |
|  | 4 | 28 | 25.71 | 3.17 |  |  |
| Personal and professional development | 1 | 23 | 15.87 | 3.15 | 1.21 | >.05 |
|  | 2 | 38 | 16.82 | 2.39 |  |  |
|  | 3 | 20 | 16.90 | 2.49 |  |  |
|  | 4 | 28 | 17.11 | 1.73 |  |  |

## 5 - Differences in Perceptions between Students who have Received Previous Experience in Counselling and Students who have not

As can be seen from table 7, the t-test revealed that:

- There are no significant differences between students who had pre-university counselling experience and those who had not had such an experience, in their view of the actual role of the students' counselling centre, or any secondary roles.

53

- There are no significant differences between students who had pre-university counselling experience and those who had not, in their view of the ideal role of the students' counselling centre, or any secondary roles, except in evaluation and assessment dimension.

**Table 7: Differences in Perceptions between Students who have Received previous Experience in Counselling and Students who have not, Regarding the Students' Counselling Centre Actual and Ideal Roles in Relation to Each Category (n=109)**

| Counselling Experience | Mean | Std. Deviation | T | d.f | Sig. |
|---|---|---|---|---|---|
| **First: Actual Function** | | | | | |
| No | 94.27 | 26.05 | 1.02 | 107 | >.05 |
| Yes | 86.67 | 26.96 | | | |
| **Counselling** | | | | | |
| No | 26.27 | 7.16 | 1.8 | 107 | >.05 |
| Yes | 22.61 | 7.28 | | | |
| **Developmental, educational and career guidance** | | | | | |
| No | 19.80 | 4.95 | 1.3 | 107 | >.05 |
| Yes | 17.61 | 6.08 | | | |
| **Consulting** | | | | | |
| No | 19.40 | 6.73 | .79 | 107 | >.05 |
| Yes | 17.97 | 6.52 | | | |
| **Evaluation and assessment** | | | | | |
| No | 6.67 | 2.99 | .22 | 107 | >.05 |
| Yes | 6.51 | 2.47 | | | |
| **Programme management and development** | | | | | |
| No | 16.27 | 5.47 | .78 | 107 | >.05 |
| Yes | 15.20 | 4.85 | | | |
| **Personal and professional development** | | | | | |
| No | 9.93 | 3.24 | .19 | 107 | >.05 |
| Yes | 9.76 | 3,28 | | | |
| **Second: Ideal Function** | | | | | |
| No | 167.53 | 18.02 | .68 | 107 | >.05 |
| Yes | 164.41 | 16.23 | | | |
| **Counselling** | | | | | |
| No | 42.67 | 5.43 | .77 | 107 | >.05 |
| Yes | 41.57 | 5.04 | | | |
| **Developmental, educational and career guidance** | | | | | |
| No | 35.07 | 3.49 | .21 | 107 | >.05 |
| Yes | 34.86 | 3.52 | | | |
| **Consulting** | | | | | |
| No | 33.93 | 5.06 | .22 | 107 | >.05 |
| Yes | 33.70 | 3.66 | | | |
| **Evaluation and assessment** | | | | | |
| No | 13.73 | 1.33 | 2.17 | 107 | <.05 |
| Yes | 12.59 | 1.95 | | | |

| Programme management and development | | | | | |
|---|---|---|---|---|---|
| No | 25.13 | 3.18 | .13 | 107 | >.05 |
| Yes | 25.02 | 3.06 | | | |
| **Personal and professional development** | | | | | |
| No | 17.00 | 2.85 | .49 | 107 | >.05 |
| Yes | 16.66 | 2.39 | | | |

## *Discussion:*

### Students' Perceptions of the Actual and Ideal Role of the student centre of counselling at the university

It can be seen from the results of the study that there were various discrepancies between the actual and ideal role of the students' counselling centre at the university as perceived by students. They indicated that the centre was involved in many activities, although the level of involvement was inconsistent with the high importance attached to some activities. This finding is similar to Fathi et al (1985), Al-Ghamdi (1999) in Saudi Arabia, Burnham and Jackson (2000), and Perusse et al (2004). However, an explanation of this discrepancy is that the students' counselling centre cannot meet all students' needs as a result of lack of time and specialists in counselling and the weakness in the practice of counselling at university level by counsellors and the administrative organs concerned (Arab Bureau of Education, 1990). Also, the students' perception of the counsellor as responsible for giving direction and providing solutions encourages students to assume a dependent role and this itself is another possible factor that may explain the discrepancy in students' perceptions.

### Counselling

Students believed that all counselling activities are important and focused most attention on duties related to the personal problems of students. The most frequently performed activities in students' perception were helping students adjust to the university environment, helping students with problems of academic achievement to resolve them, and assisting students to understand themselves, their abilities, aptitudes and interests. It seems that students thought that the students' counselling

centre pays more attention to educational issues than on the other aspects of counselling. This result may be related to the great pressure most families place on children to pursue an education, especially in urban areas (Al-Khateeb, 1998; 2004), emphasizing the value of obtaining a higher degree as a means of protection from poverty and ignorance. Moreover, the fact that the academic area was the students' primary area of concern may be related to the perceived importance of these concerns which affect their attitudes towards the role of the centre. Additionally, dealing with academic concerns does not require the student to reveal personal matters in the presence of others such as the counsellor. This is as a result of cultural sensitivity regarding self-disclosure that the students may be reluctant to seek counseling services and expose their problems to others as a result of fear of social stigma. The preoccupation with avoiding stigma and the adverse social and psychological effects associated with it, such as embarrassment, shame or social sanctions, may act as a deterrent to seeking counselling services in most Arab Muslim societies (Abudabbeh, 1996; Dwairy, 1998). Among the majority of Arab Muslim people, seeking counselling help may be associated with negative social attributions (Kobeisy, 2001; Soliman, 1991), and thus can threaten the reputation of the individual and, in turn, threaten the status of the whole family in the community (Dwairy, 1998).

Consequently, some students may be deterred from seeking assistance from counselling services to protect their social image and to avoid the stigma attached to asking for professional help, which is perceived by some people as associated with mental illness (Soliman, 1993). Some studies have suggested that mental illness and other conditions which involve socially unacceptable behaviour are stigmatized in the Arab world (Al-Krenawi et al., 2000).

However, students give the lowest frequency rating to personal counselling activities such as counselling parents on their son's problems and making appropriate decisions. Here it could be argued that counselling, which should be the most important function of the counsellors, as argued by Corey (1996) and Gibson et al (1983), is accorded secondary importance. According to the researcher experience as a director of the students' counselling centre, the explanations for the failure of the centre to conduct sufficient or effective counselling is that

there is a lack of specialists in counselling and psychology. Also, some of the members working in the centre are unable to carry out these activities due to the lack of time and training programmes in counselling services. In addition, there are a number of problems in the centre, for example, counsellors who are not employed full-time in counselling, counselors doing their work in a routine manner, and the large number of students per counsellor. Moreover, counsellors comply with routine and instructions, to the detriment of the student. Counselling services should meet the needs of all students (Sink, 2002). In addition, it appear that attention is paid only to individual counselling and the other important form, group counselling (Myrick and Dixon, 1985) is neglected. Equally important is that intervention counselling is here emphasised at the expense of preventive counselling. This form of practice violates the basic counselling principles which state that an effective counselling programme is a combination of preventive and intervention counselling (Baker, 1996; Schmidt, 1984). Even when counselling is conducted, the behavioural approach is adopted and other approaches, particularly the cognitive, are not applied (Al-Rebdi, 2000; Personal interview with the counselors, 2009). However, through the researcher's experience working in the students' counselling centre, students expressed their need for a supportive counselling service characterized by empathic understanding, acceptance and respect. Students perceived counselling as being designed to give direction and offer solutions. Therefore, they expected the counsellor to assume an active and directive role in the counselling relationship to help them acquire new skills to deal with their concerns. Students in Saudi Arabia often view their teachers as powerful, knowledgeable authority figures and depend on them for answers and explanations. Consequently, as a result of generalizing from the student-staff relationship, the students may assume the same passive recipient role in counselling and may continue to elicit advice, direction and information from the counsellor, creating a typical hierarchical relationship and widening the power gap even further.

Accordingly, a counselling service that is both supportive and directive in nature would be more relevant and meaningful, and thus more effective for these students. Students would benefit from a directive form of service delivery as well as from a supportive helping relationship.

## Developmental, Educational and Career Guidance

Most functions in relation to developmental, educational and career guidance were rated very important by students. Assisting students in choosing the specialization according to the nature of the college was accorded the highest frequency rating, as 78% of students often/always thought that students' counselling centre performed this duty. This may be because when a student has a problem, whether academic or psychological, he goes to academic counselling, as it is available at the university. Here, the student might be confused and this would, undoubtedly, affect their attitudes towards the role that the students' counselling centre should play. Moreover, the presence of some counsellors who are not qualified to provide proper professional advice, and counsellors who find it difficult to take the initiative and improve their professional knowledge and skills, causes misunderstanding of the role of the centre. Here, students might think that the centre is competent to give advice about academic matters only. However, when it comes to assisting gifted and talented students, students' attitudes were somewhat different. This activity was perceived to receive the least attention in the actual role. This might reflect lack of understanding about the students' counselling centre role and responsibilities. Hence, if this is the case it is rather important that students change their perceptions. Counselling, and for that matter, education institutions, have not been created only to meet the needs of gifted and talented students. Students pointed out that students' counselling centre providing students with information about educational opportunities after university stage is the most important function in the ideal role. Yet, in practice, questionnaire data indicate that this activity was not accorded the attention it deserved. The students' counselling centre has not deliberately chosen to ignore this activity and other activities, but, there are few specialists in counselling and others lack training, background knowledge and support. Such factors would, undoubtedly affect their motivation. It is also interesting to note that 24.8% of students did not expect the centre to work with students in an effort to be aware of and prevent psychological and behavioural problems. This completely contradicts the view that counselling is the most important function in the counselling profession (Gibson et al. 1993). However, when it comes to educational opportunities and assisting

gifted students, participants' attitude was somewhat different. Again, this reflects lack of understanding about the students' counselling centre role and responsibilities on the part of the students. However, it was important to reach the perceptions of the students themselves in order to gain an insight into how they perceive counselling and to acquire an understanding of what they want from counselling services, in order to respond effectively to their needs.

## Consultation

Data obtained from the questionnaire indicate clearly that most functions in relation to consultation were rated as either "important" or "very important". However, in practice, some of these activities were seen to receive only moderate attention. This gives an indication that a discrepancy exists between the actual and ideal role of students' counselling centre. This is clear, from the fact that when 77.1% of the students thought that following-up students referred to other agencies was an important/very important duty, 61.9% indicated that the students' counselling centre was actually involved in. It could be that students thought that once a student is referred to a particular agency, he becomes the responsibility of that agency, not the centre. It could also be that students lack a clear view or understanding of the system for referring a student to another agency.  Added to this, absence or lack of coordination and cooperation between the centre and students is another explanation for such a discrepancy.

One more problem can be detected from the questionnaire data: inadequate provision of university staff with information about students' needs and concurrent issues. Here, we should consider the lack of counsellors who are professional and qualified in counselling or psychology, who can pass such information in an appropriate manner to the staff. At the same time, according to the author's experience as a director of the centre, some staff do not seem to encourage this type of involvement and they will not cope with their students effectively.

Added to this, students' right to confidentiality is not protected or enforced by any law, ethics committees or professional code of ethics. Consequently, it may be a difficult task for counsellors working in a hierarchical educational institution to preserve confidentiality and to

protect the welfare of the students, knowing that authority figures can easily use their power to gain access to any type of information, irrespective of ethical rights to privacy or confidentiality, since no law exists to protect these rights. In such a situation, it is difficult to pass any information to the staff which might be used by a member of the staff to harm student privacy by exposing such information to others while there is no common law to protect the confidentiality of people using social services. There seems, thus, to be an urgent need for establishing clear and specific guidelines for university counselling services based on the dominant values of the Saudi culture to protect student rights to privacy and confidentiality, to explain counsellors' duties and responsibilities and to guide ethical practice in university counselling services (Archer and Cooper, 1998).

It is also worth noting that about 57.3% of participants perceived that informing students about their rights and duties towards the university was never or rarely performed. As a result of students linking such activity with academic counselling, they think that they should consult with academic counsellor and not with the students' counselling centre. Furthermore, as a result of lack of time, student counselling is likely to focus only on some functions and ignore others.

## Evaluation and Assessment

Regarding the evaluation and assessment duties, students perceived all the activities as either important or very important. There were two activities in this area that students saw the students' counselling centre performing more frequently. These were discussing academic concerns with students and identifying students with special needs for psychological needs. This could be because students were aware of the important such activities and saw them in reality when they went through some programme in the centre. However, it could be argued that students may have felt safer and more comfortable expressing their needs for help with academic-related issues than with reporting personal/psychological concerns. It is also possible that these students felt that it was the responsibility of the centre at the university to provide them with help in the academic area and to facilitate their learning experience, whereas personal/psychological concerns may have been perceived by students as being more private and consequently as issues that should be dealt with

and discussed within the parameters of the family or through informal support networks (Dwairy, 2006; Carney and Savitz, 1980). Although the Saudi Arabian people are generally group-oriented, they are extremely conscious of their behaviour in public, and therefore they make great efforts to preserve a good image in the eyes of other people (Saleh, 1987). The exposure of personal vulnerability or family deficiency may thus be in conflict with the cultural value of preserving a good image and a good reputation.  The Saudi Arabian culture stresses the importance of privacy, family honour and reputation (Dwairy, 2006).   Consequently, since openness is incongruent with the cultural upbringing of the majority of the Saudi Arabian people, students may be reluctant to disclose personal information and details of family matters in front of "strangers".  This reluctance to reveal intimate issues and the hesitancy to discuss personal feelings in the presence of people outside of the individual's family circle has been acknowledged in the Arab Muslim culture (Dwairy, 1998).

What is more, Students tend to associate counselling with psychological problems, viewing counselling from a mental health perspective which might affect their perceptions towards seeking help from the counsellor. If such help is sought, it is usually in secret, without attracting the attention of counsellors and other students. A problem is that the students' counselling centre does not have an appropriate place to meet students, focusing on privacy and confidentiality issues. With regard to the appropriate environment (BACP, 2006; Davies, 2000; Francis, 2000; Gilbert, 1989; Herlihy and Remley, 2001; Kaplan and Rothrock, 1991), considerable attention must be paid to the physical environment in which counselling services may take place to ensure the seclusion of the setting. Maintaining confidentiality is an expected element in university counselling services (Francis, 2000; Gilbert, 1989), not only in order to establish a suitable context and a trusting relationship, but also to encourage students to seek help without delay when they need it and without any fears regarding confidentiality issues (Bond, 2000; Davies, 2000).

As regards monitoring the achievement level of the students, almost 19% of the students perceived that the students' counselling centre is involved to monitor or judge the students' level of academic achievement but not students interested in performing. Again, the reason might be the wrong

advice given by someone who is not qualified in the centre and this is in itself is a major factor that has contributed to role confusion and ambiguity.

## Programme Management and Development

Students gave high priority to some activities in the programme management and development area. In actual practice, although students saw the students' counselling centre as involved in some of these duties, the level of perceived involvement varied from one activity to the other. Two activities were seen as not properly addressed by the students' counselling centre: developing objectives for the students' counselling programme, and involving in establishing and maintaining cooperative relationship with university staff. This result is not surprising, since the centre suffers from a lack of specialist professional in counselling or psychology and also some of the existing workers do not have sufficient knowledge that would enable them to develop the counselling programme in the university. Add to this, lack of time and cooperation is another constraint in developing the programme to attain its goals. However, students believe that the students' counselling centre always informs students and university staff about the students' counselling programme. Also, while 95.2% of the students thought it was very important/important that they should be informed about the counselling programme, 83.8% thought that university staff should be informed. The logical explanation is that before anybody else, students want to be informed directly by the students' counselling centre instead of involving university staff, as students might not place much faith in their staff's judgement towards the students. Regarding the cooperative relationship between the students' counselling centre and university staff, students perceived that it existed at a modest level. This leaves us with a possible explanation that staff may feel that as a result of strong relation, the centre might interfere in their own affairs and ask for information that belongs entirely to them such as asking about students' achievement.

## Personal and Professional Development

The importance of continuing education and research has been widely recognised as a means for personal and professional development (Connor, 1994; Sears & Granello, 2002; Wilkins, 1997). According to the

data obtained from the questionnaire, four fifths of the students clearly stated that they wished that students' counselling centre to engage in continuous personal and professional developmental, conduct research studies related to students' needs, and evaluate the effectiveness of the students' counselling programme. Also, well over two thirds mentioned that they wished the students' counselling centre to conduct research related to the students' counselling programme. Yet, in reality the students' counselling centre involvement in these activities was seen to vary and was rated as being of low frequency. For example, 15.5% of the students saw that the students' counselling centre always conducted research related to both students' needs and the counselling programme. In addition, only a small minority (18.2%) stated that the students' counselling centre actually engages in personal and development programme, and only 23.6% of the students thought that students' counselling centre always evaluates the effectiveness of the students' counselling programme. This variation in the actual and ideal role pertaining to personal and professional development has various causes. One is that some of the staff working in the centre have little experience and have not received training in conducting research. Also, it could be that they do not have support from the Ministry of Higher Education for such activity. Furthermore, some people working in the centre may feel that their abilities and skills in research would not be appreciated. Personal and professional development is an important aspect of counselling services. It would help the centre to organise duties in order to achieve the objectives of the programme, and to enable people working in the centre to improve their skills and performance. Hence, even in the absence of formal support, responsible staff in such centres should find the methods and means to develop their skills and abilities. One such method, proposed by the Ministry of Education (1999) is to conduct research with supervisors and other colleagues. However, the point is there is a shortage of qualified supervisors. So, in order for the counselling programmes to be effective, counsellor skills should be improved (Sears & Granello, 2002; Wilkins, 1997).

## Differences between Perceptions of Students Regarding the Students' Counselling Centre Actual and Ideal Role

**(A)**There were differences between students' perceptions of actual and ideal role in relation to both holistic role and the six categories, which were significant both for the holistic role and for each category, at level 0.01. In each case, the mean scores were higher for the ideal role (see Tables 10 and 11). This shows that the students believe that the current role of the centre is far from ideal.

**(B)**There were no significant differences regarding the specializations of the pre-university students (see tables 12 and 13). This result emphasizes the students' consensus on the roles.

**(C)**There were no significant differences regarding the specializations of the at university, with the exception of personal and occupational improvement in the ideal role, to which students in the scientific specializations attached more importance. This could be related to the nature of the scientific specialization and the importance of self development and seeking knowledge (see Table 15).

**(D)**There were no significant differences among students who had attended training courses and those who had not, with the exception of counselling dimension in the ideal role. This result suggests that attending training courses in the centre may contribute to a change in the students' attitudes towards the ideal role, and help them to comprehend this role as a result of the experience they had during the training courses (see Table 17)**.**

**(F)** There were statistically significant statistical differences between students at different education levels regarding the actual role of the students' counselling centre in relation to the six categories, except programme management and development (Table 18). The results indicated that:

1- In the holistic degree (Actual and Ideal Roles), students at level 1 saw the roles as more often performed, and more important, than students in the other levels (2, 3, 4). Also, those at level (2), perceived greater performance and importance of roles than those in level (3).

2- In the case of the actual role for the students' counseling centre, the students at level (1) saw the activities as more important, and more often performed in practice, than students in the other levels (3&4).

3- In the case of improvement and self-education and occupational orientation, and program administration and improvement, students at level (1) perceived greater performance and importance of roles than those in level (3).

4- In the case of improvement and self-education and occupational orientation, evaluation and assessment and personal and occupational improvement, students at level (2) perceived greater performance and importance of roles than those in level (3).

5- In relation to consulting, and personal and occupational improvement, students at level (1) saw the roles as more often performed, and more important, than students in the other levels (2, 3, 4).

6- In relation to consulting, students at level (3) perceived greater performance and importance of roles than those in level (4).

7- In the case of evaluation and assessment, students at level (1) saw the roles as more often performed, and more important than students in the other levels (3&4).

These results imply that the students in level (1), in their early days in the university education have a very ambitious view of the actual role of the counselling and guidance centre; then, it decreases in level (2) and (3). This might be due to some bad experiences and obstacles that the students might have faced in their early days at university. It has been noticed that the differences between level (2) and level (4) students are not statistically significant; this means that the students' view of the actual role of the counselling centre starts to change at level (4) due to the students' enrolment in some training courses held by the centre and that the students have benefited from the services offered by the centre. It might show that the students start to feel the role of the counselling and guidance centre in level (4).

**Recommendations**

Based on the findings of this study, some recommendations can be made in order to raise the standard of students' counselling centres in Saudi universities and activate their roles. They are as follows:

The role of the students' counselling centres must be clearly defined and communicated to those involved in the counselling programme, and counsellors must be aware of their duties and responsibilities in order to be able to explain that role and communicate it to others. Also, the Ministry of Higher Education and universities should publicise the students' counselling centres' role and the counselling programme. Developing brochures, explanatory leaflets, handouts and Internet information on university web pages, as well as giving talks (Humphrey et al., 2000; Stone and Archer, 1990; Thomas, 2000), are all important methods counsellors may employ to publicize their services and to articulate their role and functions to the university community and the society at large. Such measures would help to address the stigma of seeking psychological help, to explain the difference between mental illness and the problems of normal life, and to discuss issues of confidentiality in counselling and the benefits of individual and group counselling.

Moreover, counselling programmes should be designed with the aim of raising awareness about the goals and functions of counselling in higher education institutions and also in order to describe the services available in some detail (Kern, 2000). This would help students feel more comfortable about making future contact when necessary. Counsellors can invite students to informal meetings, individually or in groups, where a full presentation is provided, followed by a question and answer session to give students accurate information, to promote counselling services, to dispel fears and myths about counselling and to break down stereotypes and misconceptions about counsellors and the counselling profession.

Considerable attention should be paid to students' personal/psychological and social needs besides academic achievement concerns in designing a counselling programme. University counselling services should serve the needs of all students and not concentrate only on talented or low achieving students.

Rather than wait for problems to surface, preventive counselling should be given more attention. Also, instead of concentrating efforts on individual counselling, group counselling should be promoted, on the basis that it could benefit Saudi Arabian students in higher education and could assist students in dealing with a wide range of issues, such as problem solving, decision making or conflict resolution (Humphrey et al., 2000; Sharkin, 2006).

Only skilled and qualified counsellors can provide an efficient counselling service. This suggests that the Ministry of Higher Education has a duty to provide per-service and in-service counsellor training programmes. Also, faculty members learn active listening skills and other effective ways to connect meaningfully with their students and to create a more positive and safe environment to improve students' academic and personal functioning. Accordingly, students' counselling centres can actively involve faculty members and other teaching staff as equal participants in dealing with specific concerns

University counsellors should be encouraged to develop their own skills and knowledge, keep up-to-date with new ideas, and participate in international conferences to update their knowledge and skills in counselling.

Consultation with faculty members or other administrative or teaching staff regarding strategies to help students is also important to facilitate the development of a supportive and safe environment conducive to educational achievement and personal growth (Archer and Cooper, 1998, Bishop, 1990, 1995; Heppner and Johnston, 1994, Humphrey et al., 2000; Stone and Archer, 1990). Expanding counselling services as well as collaborating with other staff members on campus may be necessary in order to realize a successful service delivery and a positive educational environment (Humphrey et al., 2000; Stone and Archer, 1990) without compromising student confidentiality (Francis, 2000; Grayson, 1986). Workshops for staff and other administrative staff on counselling issues may help to attract and educate the university community into utilizing the counselling services available on campus.

Moreover, more attention should be given to develop the current role of the centre to cope with the expected role and be given more

attention to some aspects such as professional and personal development. To develop positive attitudes towards counselling services, the Ministry of Higher Education and the Ministry of Social Welfare should pay more attention to the importance of developing awareness programmes that consider all needs of students in the university, which might help students better understand centres' role.

# References

Al-Bahadel, D. (2004) *T*he Feasibility of Introducing Counselling for Women and Family Therapy into Society within Saudi Arabia. Unpublished doctoral dissertation. Submitted to the University of East Anglia, UK.

Al-Ghamdi, S. A. (1999) Perceptions of the Role of the Secondary School Counsellor in Saudi Arabia. Unpublished doctoral dissertation. Submitted to University of Hull , UK.

Al-Harithi, A. (2008) . A Project for Developing Students Guidance at Saudi Universities. Ukaaz Newspaper. Issue 2527. KSA.

Al-Khateeb, O. (2004) Educational innovation in Saudi Arabian educational institutions. In A. A. Al-Sonbol, O. Al Khateeb, M. Metwally and N. A. Abdul Jawad (Eds.) *The Educational System in Saudi Arabia*. Riyadh: Dar Al-Kheraigy. (In Arabic).

Al-Khateeb, S. A. (1998) Women, family and the discovery of oil in Saudi Arabia. Marriage *and Family Review*. Vol. 27, No. 1/2, pp. 167-189.

Al-Krenawi, A., Graham, J. R. and Kandah, J. (2000) Gendered utilization differences of mental health services in Jordan. Community Mental Health Journal. Vol. 36, No. 5, pp. 501-511.

Al-Rebdi, S. I. (2000) Roles and Functions of Boy' Secondary School Counsellors in Riyadh, Saudi Arabia. Unpublished MEd Dissertation, Sheffield University, UK.

Al-Zahrani, M. (2008) The Perception of Role of the Students Counsellor in Boys' Secondary School Counsellor in Bisha, Saudi Arabia.Unpublished MA dissertation. Submitted to the University of East Anglia, UK.

Al-Zaid,  A. (1982) System of Credit Hours in Post-Graduate Studies in Saudi Universities. Unpublished Master Dissertation. Umal-Quraa Univ. College of Education. Holy Mecca.

Abudabbeh, N. (1996) Arab families. In M. McGoldrick, J. Giordano and J. K. Pearce (Eds.) Ethnicity and Family Therapy. New York: Guilford. pp. 333-346.

Arab Bureau of Education for the Gulf countries (1990) Educational Counselling in the Universities of the Gulf Countries. Riyadh.

Archer, J. and Cooper, S. (1998) *Counseling and Mental Health Services on Campus: A* Handbook *of Contemporary Practices and Challenges.* San Francisco: Jossey-Bass Publishers.

Baker, S. B., (1996) School Counselling for the Twenty-first Century, (2nd ed). New York: Macmillan Publishing Co.

Bemak, F.,(2000) Transforming the Role of the Counsellor to Provide Leadership in Educational Reform Through Collaboration. *Professional School Counselling*, 3, 323-331.

Bishop, J. (1990) The university counseling center: An agenda for the 1990s. *Journal of Counseling and Development.* Vol. 68, No. 4, pp. 408-413.

Bishop, J. B. (1995) Emerging administrative strategies for college and university counseling centers. *Journal of Counseling and Development.* Vol. 74, No. 1, pp. 33-38.

Brown, J. and Mowbray, R. (2002) Visionary deep personal growth. In C. Feltham (Ed.) What's the Good of Counselling and Psychotherapy? The Benefits Explained. London: Sage Publications. pp. 131-142.

Bond, T. (2000) Standards *and Ethics for Counselling in Action.* London: Sage Publications.

Burnham, J. J., and Jackson, C. M., (2000) School Counsellor Role: Discrepancies Between Actual Practice and Existing Models. *Professional School Counselling*, 4, 41-49.

Carney, C. and Savitz, C. (1980) Student and faculty perceptions of student needs and the services of a university counseling center: Differences that make a difference. Journal of Counseling Psychology. Vol. 27, No. 6, pp. 597-604.

Cole, C. G., (1991) Counsellors and Administrators: A Comparison of Roles. *National Assoc Secondary School Principals Bulletin (NASSP),* 75, 5-13.

Connor, M.,(1994) Training the Counsellor: An Integrative Model. London: Routledge.

Corey, G., (1996) Theory *and Practice of Counselling and Psychotherapy*, (5th ed). Pacific Grove, Calif: Brooks/Cole.

Cowie, H. and Dawkins, J. (2002) Proven benefits of psychotherapeutic interventions with children and adolescents. In C. Feltham (Ed.) What's the Good of Counselling and Psychotherapy? The Benefits Explained. London: Sage Publications. pp. 23-33.

Davies, L. (2000) Private work in public places: Confidentiality and role tensions in a university counselling service. *Psychodynamic Counselling.* Vol. 6, No. 1, pp. 65-78.

Dean, L. A. (2000) College counseling today: Changing roles and definitions. In D. C. Davis and K. M. Humphrey (Eds.) College Counseling: Issues and Strategies for a New Millennium. Alexandria, VA: American Counseling Association, pp. 41-56.

DeMato, D. S., and Curcio, C. C., (2004) Job Satisfaction of Elementary School Counsellors: A New Look. *Professional School Counselling*, 7, 236-245.

Dwairy, M. (2006) *Counseling and Psychotherapy with Arab and Muslim: A Culturally Sensitive Approach.* New York: Teachers College Press.

Dwairy, M.  (1998) *Cross-Cultural Counseling: The Arab-Palestinian Case*. New York: The Haworth Press.

Fathi, S. and others (1985) Scientific Guidance: Meaning and Obstacles: Analytical and Applying Study. 1st Symposium for Academic Guidance. King Abdul-Aziz Univ. Jeddah.

Fitch, T. and Marshall, J. (2004) What Counsellors Do in High-achieving Schools: A Study on the Role of the School Counsellor. *Professional School Counselling*, 7, 172-177.

Firestone, R. and Firestone, L. (2002) Suicide reduction and prevention. In C. Feltham (Ed.) What's the Good of Counselling and Psychotherapy? The Benefits Explained. London: Sage Publications. pp. 48-80.

Francis, P. (2000) Practicing ethically as a college counselor. In D. C. Davis and K. M. Humphrey (Eds.) *College Counseling: Issues and Strategies for a New Millennium.* Alexandria, VA: American Counseling Association. pp. 71-86.

Feltham, C. (2002) Consumers' view of the benefits of counselling and psychotherapy. In C. Feltham (Ed.) What's the Good of Counselling and Psychotherapy? The Benefits Explained. London: Sage Publications. pp. 114-130.

Gibson, R., Mitchell, M., and Higgins, R., (1993) Development and Management in Counselling Programmes and Guidance Services. New York: Macmillian Prblishing Co.

Gilbert, S. P. (1989) The juggling act of the college counseling center: A point of view. *The Counseling* Psychologist. Vol. 17, No. 3, pp. 477-489.

Grayson, P. A. (1986) Mental health confidentiality on the small campus. *Journal of American College Health.* Vol. 34, No. 4, pp. 187-191.

Gysbers, N. C., and Henderson, P., (1994) Developing and Managing your School Guidance Programme, (2nd ed). American Counselling Association, Alexandria, VA.

Gibson, R., Mitchell, M., and Higgins, R., (1983) Development and Management in Counselling Programmes and Guidance Services. New York: Macmillian Prblishing Co.

Heppner, P. and Johnston, J. (1994) Peer consultation: Faculty and students working together to improve teaching. *Journal of Counseling and Development*.  Vol. 72, No. 5, pp. 492-499.

Herlihy, B. and Remley, T. P. (2001) Legal and ethical challenges in counseling. In D. C. Locke, J. E. Myers and E. L. Herr (Eds.) *The Handbook of Counseling*. London: Sage Publications. pp. 69-89.

Hooper, D. (2002) Relationship difficulties: Causes and cures. In C. Feltham (Ed.) What's the Good of Counselling and Psychotherapy? The Benefits Explained. London: Sage Publications. pp. 81-96.

Huffman, J. L., And Others.,(1993) Persceptions of the Role of Middle School Counsellors. Paper Presented at the Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.

Humphrey, K. M., Kitchens, H. and Patrick, J. (2000) Trends in college counseling for the 21$^{st}$ century. In D. C. Davis and K. M. Humphrey (Eds.) *College Counseling: Issues and Strategies for a New Millennium.* Alexandria, VA: American Counseling Association. pp. 289-305.

Holmes, J. and Lindley, R. (1998) The Values of Psychotherapy. London: Karnac Books.

Kern, C. (2000) Outreach programming from the college counseling center. In D. C. Davis and K. M. Humphrey (Eds.) *College Counseling: Issues and strategies for a New Millennium.* Alexandria, VA: American Counseling Association. pp. 205-219.

Kitzrow, M. A. (2003) The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal.* Vol. 41, No. 1, pp. 167-181.

Kaplan, D. M. and Rothrock, D. R. (1991) Ethical dilemmas in college counseling: The doctor is in! *Journal of College Student Psychotherapy.* Vol. 6, No. 1, pp. 15-36.

Lang, P. (1983) How Pupils See It: Looking At How Pupils Perceive Pastoral Care. Pastoral Care In Education, 1, 164-174.

Lang, P. (1993) Research Review-secondary Students' Perceptions On School. Children and Society, 7, 308-313.

May, R. (1999) Doing clinical work in a college or university. In J. Lees and A. Vaspe (Eds.) Clinical Counselling in Further and Higher Education. London: Routledge. pp. 13-25.

Mtango, S. (2004) A state of oppression? Women's rights in Saudi Arabia. *Asia-Pacific Journal on Human Rights and the Law.* Vol. 5, No. 1, pp. 49-67.

Ministry of Education (1999) Definition Bulletin About Guidance and Counselling in the Kingdom of Saudi Arabia. Riyadh.

Ministry of Higher Education ( 2008) The Project of the Development of Student Counselling programs and Services in Saudi Universities, Ministry of Higher education, Riyadh, Saudi Arabia.

Myrick, R., and Dixon, R., (1985) Changing Student Attitude and Behaviour through Group Counselling. The School Counsellor, 32, 325-330.

Partin, R. L., (1993) School Counsellors' Time: Where does it go? *The School Counsellor,* 40, 274-281.

Pérusse, P., Goodnough, G., Donegan, J., and Jones, C., (2004) Perseptions of School Counsellors and School Principals about the National Standards for School Counselling Programmes and the Transforming School Counselling Initiative. Professional School Counselling, 7, 152-161.

Rayman, J. R. and Garis, J. W. (1989) Counseling and the freshman experience. In M. L. Upcraft and J. N. Gardner (Eds.) *Enhancing Success in the First Year of College: The Freshman Year Experience.* San Fran`cisco: Jossey-Bass. pp 129-142.

Remley, Jr. T. P., and Albright, P. L. (1988) Expectations for Middle School Counsellors: Perceptions of Students, Teachers, Principals, and Parents. *The School Counsellor*, 25, pp 290-296.

Rizg, J. (2008). Psychological  and Academic Guidance: Headlines for Application. King Fahd National Library. Second Edition. Riyadh.

Rogers, C. R. (1961) On Becoming a Person: A Therapist's View of Psychotherapy. Boston: Houghton Mifflin Company.

Saleh, M. A. (1987) Counseling and guidance in the Kingdom of Saudi Arabia. International Journal for the Advancement of Counselling. Vol. 10, No. 4, pp. 227-286.

Schmidt, J. J., (1999) Counselling in Schools: Essential Services and Comprehensive Programmes, (3rd ed). Needham Heights, MA: Allyn and Bacon.

Schmidt, J. J. (1984) School Counselling: Professional Directions for the Future. The School Counsellor, 31, 385-392.

Sears, S. J., and Granello, D. H., (2002) School Counselling Now and in the Future: A Reaction. Professional School Counselling, 5, 164-171.

Sink, C. A., (2002) In Search of the Profession's Finest Hour: A Critique of four Perceptions of 21st Century School Counselling. Professional School Counselling, 5, 156-163.

Soliman, A. M. (1991) The role of counseling in developing countries. International Journal for the Advancement of Counselling. Vol. 14, No. 1, pp. 3-14.

Soliman, A. M. (1993) Choices of helpers, types of problems and sex of helpers of college students. International Journal for the Advancement of Counselling. Vol. 16, No. 2, pp. 67-79.

Stone, G. and Archer, J. (1990) College and university counseling centers in the 1990s: Challenges and limits. The Counseling Psychologist. Vol. 18, No. 4, pp. 539-607.

Sharkin, B. S. (2006) College Students in Distress: A Resource Guide for Faculty, Staff, and Campus Community. London: Haworth Press.

Snyder, B. A., and Daly, T. P., (1993) Restructuring Guidance and Counselling Programmes. The School Counsellor, 41, 36-43.

Spooner, S. E. (2000) The college environment. In D. C. Davis and K. M. Humphrey (Eds.) College Counseling: Issues and Strategies for a New Millennium. Alexandria, VA: American Counseling Association. pp. 3-14.

Thomas, J. R. (2000) Strategies for small staff college counseling centers. In D. C. Davis and K. M. Humphrey (Eds.) College Counseling: Issues and Strategies for a New Millennium. Alexandria, VA: American Counseling Association. pp. 239-255.

Udhaib, M. (2008) Necessities for Reactivating Centers of Guidance. Ukaaz Newspaper. Issue No. 2468. KSA.

Wiggins, J. D., Evans, G., and Martin, F., (1990) Counsellor Self-esteem Related to Personal and Demographic Values. The School Counsellor, 37, 213-224.

Wilkins, P., (1997) Personal and Professional Development for Counsellors. London: Sage.

Yamani, M. (2000) Changed Identities: The Challenge of the New Generation in Saudi Arabia. London: Royal Institute of International Affairs.

Zafr, A. and Abdul-Jawaad, A. (1988) System of Credit Hours in Secondary and Higher Education in Saudi Arabia. Unpublished Paper. King Saud Univ. College of Education. Saudi Corporation for Educational and Psychological Sciences in Riyadh.