

T  
A 899c

c.c

Counseling Services In A Limited Number Of Elementary Schools  
In Beirut

An Independent Study

Presented to the Faculty of Beirut College for Women  
in partial fulfillment of the requirements  
for the degree of Bachelor of Arts

by

Samira Farid Audeh

June, 1965

## ACKNOWLEDGEMENTS

The writer wishes to express her deepest thanks and appreciation to her thesis advisor Mrs. Alia Mouribi, the reader Mrs. Ward, the chairman of the Department of Education Dr. Nasr and the principals of the elementary schools who made this study meaningful.

TABLE OF CONTENTS

	Page	
Chapter I	Introduction	1
Chapter II	Review of the Literature	4
	Nature of Guidance	
	The Counseling Program	
	Studies Related to the Subject	
Chapter III	Procedure	30
	School Population	
	Methodology	
	Analysis of Data	
Chapter IV	The Findings	35
	History of Counseling	
	Role of Counseling	
	Program of Counseling	
	Interpretation to Community	
Chapter V	Summary, Conclusions and	54
	Implications for Further Research	
Appendix	.....	57
Bibliography	.....	63

## Chapter I

### INTRODUCTION

Different foreign countries have established in Lebanon schools of different educational philosophies. Curricula made to suit children in European countries were introduced to Lebanese schools, and they offered for a time the only opportunity for a good education.

With all the good education offered by foreign countries, many gaps were still rooted in the educational system applied in the Lebanese schools.

Some of these schools believe that childhood is merely a transitory stage and of little, if any, significance for the total life of a person; this may account for a certain lack of interest in the problems of children. But examining the range and magnitude of children's problems at school or elsewhere, one will take a different view towards this matter and will eventually come to realize the bearing that such childhood problems may have in later years of life.

Realizing childhood problems and their effect on later life, the writer discusses, in the present study, how such problems can be prevented and cured.

The motivating factor for this study is that the schools of Lebanon lack such information about the method or methods of preventing children's problems so as to avoid more serious ones in the child's later life.

The research technique used for collecting data is the questionnaire form. Appointments were made, in some cases by telephone calls

and in others by personal contacts, with the principals of the elementary schools of Beirut. The interviewer was then accepted in the office of the principal at the time appointed.

Rapport was established with the principal and while she talked freely about counseling services in her school, the interviewer recorded most of her responses verbatim; other responses were summarized on the spur of the moment by the interviewer to include significant points mentioned by the principal.

The questionnaire consists of different types of questions. Some are structured and others open-ended which added to the interest of the subject.

The questionnaire is divided into four parts dealing with counseling. It is concerned with the history of counseling, its role in the school, the program planned for the primary children, the symptoms of behavior found in the school, and those that need counseling. It is concerned with the relationship between the school and the community, like parent-teacher meetings and other kinds of communications.

In the present study, the writer presents in table form and discussion the responses of the principals interviewed. Out of the ten schools studied, only two schools have a counseling program especially planned for helping problem children. In addition, all schools interviewed believe in and participate in parent-teacher gatherings whose chief objective is to foster normal growth and a happy child environment.

Counseling is a new method in this part of the world, yet it is finding its way gradually.

The following chapter presents a brief review of the literature, taking different points of view in relation to counseling. The third chapter presents the procedure used in the study. The fourth chapter outlines the findings of the study, and the fifth chapter presents a summary, conclusions and implications for research.

## Chapter II

### REVIEW OF THE LITERATURE

Counseling is a service, the need of which is presently not recognized by every school in Lebanon. In the present chapter, the writer discusses the importance as well as the principles of counseling under the following headings: (1) Nature of Guidance, (2) The Counseling Program, (3) Studies related to the subject of the study.

#### Nature Of Guidance

The concept of guidance is a relatively new one in the field of education, yet it has always existed since the time there ever was a situation of teaching and learning.

The new philosophy of education gave rise to a need for helping the individual. Thus guidance and counseling had to be discussed in various ways.

According to Gordon, guidance is the organization of information by the school about the child for the purpose of helping the child make wise decisions, accepting his limitations without threat, and developing a realistic picture of himself and the world around him.<sup>1</sup>

Peters uses almost the same definition in which he stresses the development of the individual's potential for his own personal happiness and the welfare of society.<sup>2</sup> What he means by the development of the

---

<sup>1</sup> Ira Gordon, The Teacher as a Guidance Worker (New York: Harper and Brothers Publishers, 1956), pp. 3-5.

<sup>2</sup> Herman Peters, Guidance in the Elementary School (London and New York: The Macmillan Company, 1963), p. 248.

individual is that which concerns all aspects of the individual including the social, physical, emotional and mental development.

Peters states the functions of guidance in this way: "Guidance functions consist of a total coordinated plan of services to pupils, parents and teachers. The activities underlying the teacher's and specialist's guidance role involve procedures to know and understand children, as well as ways of assisting them with personal and social problems".<sup>3</sup>

The teacher plays an important role in the guidance process although specialists are needed at special times; but the teacher's importance lies in the fact that she is with the child most of his time and in most of his situations.

The teacher and the specialist can help in the development growth of the child. The common ground upon which they both meet is in their child and in treating him with a warm, friendly attitude, a certain degree of permissiveness and accepting the child as he is.<sup>4</sup>

Driscoll sets certain requirements for child-guidance:

1. Mutual trust and respect between the teacher and the child.
2. Awareness of the problem on the part of the child and the teacher.
3. The teacher's awareness of the steps that take place between the recognition and the resolution of the problem.<sup>5</sup>

---

<sup>3</sup> Ibid., p. 23.

<sup>4</sup> Ira Gordon, The Teacher as a Guidance Worker (New York: Harper and Brothers Publishers, 1956), pp. 7-8.

<sup>5</sup> Gertrude Driscoll, Child Guidance in the Classroom (New York: Columbia University Press, 1955), pp. 22-24.



For this to take place, the teacher should skillfully find the right time and place to talk with the child individually. A conference with the child cannot take place in the classroom when other children are present; a short time before or after school would be more convenient.

In addition to the teacher-child conference, the teacher should know how to select the right activities and experiences for every pupil in her class. It is the right of the individual to choose the experiences that meet his interests and abilities, yet he should also accept some of the limitations of his freedom to act.<sup>6</sup>

The desire of children to do the things that the school asks them to do depends upon the school life if it is pleasant or not, and if the school is not pleasant, then some motivation must be used in accordance with the age and interest of the group.

"On the theoretical basis, and equally from testimony by teachers and case workers with problem children, we can infer that in traditional schools children often are confronted with tasks which are out of line with their abilities. When this occurs a continuous tension is set up in the child".<sup>7</sup>

The traditional school is one in which the teacher is the sole planner and organizer of the curriculum, paying little attention, if any, to the idiosyncratic characteristics of the individual pupil. This school of thought was opposed by the new or modern philosophy of education in which the curriculum is child-centered, flexible, and great attention is given to

---

<sup>6</sup> Daniel Prescott, Emotion and the Educative Process (Washington, D.C.: American Council on Education, 1938), pp. 209-210.

<sup>7</sup> Ibid., p. 230.

the understanding of the child as an individual in the group and as a unique person having his own unique abilities and interests. The curriculum is planned and organized by the child, the teacher, and the principal.

In order to understand a child, the teacher must be able to see situations from the child's point of view, how the child learns to perceive situations and how new relationships and experiences can change a child's perceptions.

With all the understanding ~~that~~ a teacher might have, she can make many errors in her judgment about the cause or causes of behavior or what might be helpful to the child.<sup>8</sup> To avoid unjustified judgments, the teacher should have enough up-to-date information about the child. She should avoid generalizations from incomplete and unreliable data.

#### The Counseling Program

The counseling program is a system which provides the desired climate for the functioning of its counselors. It is marked by a special kind of curriculum in which the individual's value is reflected.<sup>9</sup>

In this section the writer discusses (1) The origin of counseling, (2) definition of counseling, (3) personality and functions of the counselor, (4) gathering data about a child, and (5) counseling process.

---

<sup>8</sup> Ibid., pp. 89-99.

<sup>9</sup> Richard Byrne, The School Counselor (New York: Houghton Mifflin Company, 1963), p. 64.

### Origin of Counseling

Before the title school counselor was introduced, other titles were more common including guidance worker, class counselor or placement counselor. The first one to write on guidance was Frank Parsons. It was natural that children needed assistance in adjusting to the demand of schools and in meeting their needs.

The development of pupil personnel programs began with non-instructional services until gradually they became coordinated. Research concerning the number of counselors in elementary and secondary schools, shows that teachers and principals were counted as counselors. Data gathered for the year 1951-52, of 24,746 high schools, 4,094 reported 6,780 counselors working half-time.

In 1955-56, a research project surveyed 1,333 elementary and secondary schools in the United States. It was estimated that there were 44,300 counselors with release time in the United States. Out of these counselors, 12,600 were elementary school counselors and 31,700 secondary school counselors.<sup>9</sup>

### Definition of Counseling

Counseling is an educational technique designed to help all students. It is a service, and the child's feelings indicate to us that he is in need to be helped. It is not necessary that the child be in a crisis situation for there are many quiet children who need more help than others.<sup>10</sup>

"Counseling is a person-to-person situation in which the focus is on enabling the person who is being counseled to work through to solutions of problems which perplex him and in which opportunities are provided for him to reorient his views of self and world".<sup>11</sup> The emphasis in counseling

---

<sup>9</sup> Edward Roeber, The School Counselor (Washington D.C.: The Center for Applied Research in Education, Inc., 1963), pp. 1-5.

<sup>10</sup> Ira Gordon, Op. cit., pp. 293-295.

<sup>11</sup> Ibid., p. 264.

there is on assisting the individual to change, and to solve problems through his relationship with a trained person by verbal means.

The counseling approach is of great value in the classroom. In fact, the whole teaching procedure is most effective when approached with an understanding of personality. Significant teaching requires empathy in which the teacher can meet the child's needs.

The child should feel that he is loved, he should have a feeling of belonging and of being wanted. He must feel that he is capable of achievement, to have acceptance and understanding.<sup>12</sup> We should aim at making him more capable of doing things alone, making him feel bigger, better and more able to take over.

In order to help an individual build self-esteem, the counselor should not point out the individual's abilities, but help in getting the child in such a situation that would make him discover for himself his abilities and the degree of success to which he can aspire.<sup>13</sup>

#### Personality and Functions of the Counselor

The counselor's personality is of great importance and influence as a person. She should be sincere, be herself, and not play a role that is not natural to her. The good counselor listens more than she talks. She tries to understand, shares responsibility and has the necessary information.<sup>14</sup>

Roeber lists some of the characteristics of a good counselor:

1. "Interpersonal Relationships like friendliness, sincerity and empathy.

---

<sup>12</sup> Dorothy Baruch, New Ways in Discipline (New York: McGraw-Hill Book Company, Inc., 1949), pp. 13-14.

<sup>13</sup> Ruth Strang, The Role of the Teacher in Personnel Work (New York: Teachers College, Columbia University, 1953), p. 248.

<sup>14</sup> Ibid., pp. 387-388.

2. Personal Adjustment, maturity, emotional stability, flexibility, sense of humor, confidence and self-understanding.
3. Scholastic Potentialities and Educational Background - social interests, intelligence, respect for facts, good judgment and common sense.
4. Health and Personal Appearance - health, pleasing voice, personal appearance, vitality and neatness.
5. Leadership - ability to stimulate and lead others.
6. Philosophy of Life - good character, civic sense, integrity, significant spiritual and religious convictions, interests and appreciations and faith in human nature.
7. Professional dedication - vocational interests, interests in guidance work, professional attitude, loyalty and enthusiasm for the cause of education, dedication to service in student personnel work, professional growth, attitude that counseling is a "helping relationship".<sup>15</sup>

The characteristics of a good counselor are the characteristics of a good teacher. The traditional teacher differs from the new teacher in philosophy, attitudes, methods she uses, and her ideas about education and its philosophy.<sup>16</sup>

The teacher is not just a professional teacher but she serves in many situations as a counselor. The school life requires her to understand the counseling process and function in helping individuals in

---

<sup>15</sup> Edward Roeber, *Op.cit.*, pp. 56=57.

<sup>16</sup> Dugald Arbuckle, Teacher Counseling (Boston: University School Of Education, Abbison-Wesely Press, Inc., 1950), p. 47.

establishing a counseling relationship. The teacher can serve in some of the situations but she cannot work with seriously disturbed children for she is not a psychotherapist. The teacher is also limited by her many other responsibilities which take most of her time.

The first thing that a counselor should know about people who are in trouble is that they can only be helped if they want to be helped. The best way to help a person is when there is a request for it and it is best to help after you are asked to do so.<sup>17</sup>

In order to help a child, the counselor has to understand the person and know him. Knowing him is not enough; along with it comes knowledge of the facts that influence the individual's life. Such knowledge cannot take place was it not for the self-revelation that every pupil needs to have.

The counselor at this moment must not change his opinion about the child but she should continue in the same thread as it was before the pupil revealed himself. It would be helpful if the counselor interprets the pupil's feelings from the point of view of her own experiences. Such an interpretation is helpful to give the interviewee courage, trust and willingness to talk more about himself once he realizes that other people had similar feelings and similar problems. The counselor should have a friendly attitude with respect to the interests of the person whom he is helping.<sup>18</sup>

---

<sup>17</sup> Karl Deschweinitz, The Art of Helping People Out of Trouble (New York: Houghton Mifflin Company, 1924), pp. 35-40.

<sup>18</sup> Ibid., pp. 58-65.

Some of the functions of a counselor are stated by Tyler as these:

1. "To make the pupil try to solve his own problems.
2. To produce changes in the individual that will enable him to make wise future decisions.
3. The counselor is concerned with attitudes rather than with actions.
4. Emotional rather than purely intellectual attitudes.
5. Relationships between people".<sup>19</sup>

The counselor's main distinguishing mark is his sensitivity to the hopes, fears and pleasures of people. Each movement and expression is important to the counselor for they add to the personality picture of the counselee. A very dangerous thing that a counselor should not provide is the drawing of conclusions because these expressions mean something different with every individual.<sup>20</sup>

#### Gathering data about a child.

There are many qualitative and quantitative differences among children, and the teacher in order to understand a child better, should have enough information about the home and family relationships, due to the effect they have on the child's behavior.

The urgency at the demand for guidance has become greater in our modern world because of its complexities which have increased the pressures on the child, and which hinders his learning. Guidance has been accepted today as an integral part of the whole educational program.

---

<sup>19</sup> Leona Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1953), pp. 14-17.

<sup>20</sup> Rollo May, The Art of Counseling (New York: Abington Press, 1939), pp. 101-102.

If a guidance program is to be considered on a longitudinal basis, then understanding a child must begin at the kindergarten level; a child's behavior does not rise at the spur of the moment, for it is caused by incidents that have happened during his earlier life. It is very helpful to keep a record about the whole child's development.

It is in the period of six to twelve years of age that the child begins to integrate the forces of the home, the school and the peer group.<sup>21</sup> Therefore we should know certain things about the larger community to which the child belongs; about the school, the family, the relationship between the members of the family and the family's expectations and standards.

In collecting the data about the child, we have to go to many sources such as written material including records and documents; interviews with teachers, principals, parents and other relations. Interviews with the parents are of great importance for getting information because of their great influence on the child's behavior and growth.<sup>22</sup>

Tests and questionnaires are very useful for obtaining basic information about personalities. Sometimes the counselor will work out her own questionnaire including the background, family, age, physical health, hobbies and special interests. It is very important that the counselor regard tests as supplementary information to the personal interview because they are considered secondary information.<sup>23</sup>

---

<sup>21</sup> Herman Peters, Op.cit., pp. 35-37.

<sup>22</sup> Ira Gordon, Op.cit., pp. 108-113.

<sup>23</sup> Rollo May, Op.cit., pp. 147-148.



The teacher is the one to decide which tests should be given, thus she has to consider what kind of information is needed. There comes a time when the teacher wants to supplement her daily observation with psychological tests; from standardized tests she may learn more about a student's present ability to do school work, his achievement and capacity to acquire certain skills.

Observation is another important source of information. The observer should have a problem or intention. She must be objective in her observations and try to learn what to observe in students. Her observations must be specific, detailed and they should include a variety of situations; they should not be limited to classroom activities.

There are also other secondary sources of information like interviewing other school personnel, cumulative records which can present a picture of the personality of the pupil, health records and conferences with parents. This last source is very important for the teacher in order to know about the cultural life and the emotional life the child lives.<sup>24</sup>

Any record is a means to an end, and it should show past development, present goals and purposes for the future. The record is to be unified and continuous.<sup>25</sup>

---

<sup>24</sup> Ira Gordon, Op. cit., pp. 308-309

<sup>25</sup> Ruth Strang, Op. cit., pp. 393-394.

Another source of information is the projective method which helps the counselor to understand why a person behaves as he does. There are many types of projective techniques but those that can be used with children are:

1. The Thematic Apperception Test; twenty pictures are presented and the subject has to tell a story about each one. This technique can help the child use his imagination, thus he would express his problem in the story he is telling.
2. The Four-picture Test of Van Lennep - The subject is allowed to use four vague water-color pictures involving persons, in composing a story. Here the child would represent his parents and other people involved in his problem, in the story, by giving each person a color according to his feelings towards him.
3. Doll play for dramatic expression. The child expresses himself by giving roles to each doll representing the real persons he wants to discuss.
4. Graphic and plastic art materials are used to provide the raw material for analyzing the tests. By the use of art materials, the child expresses his emotions thus getting to the point that can help the counselor understand him. <sup>26</sup>

### The Counseling Process

The source of personality problems is due to lack of adjustment of tensions. It is desirable to try to adjust these tensions rather than escape from them. This adjustment takes place during interviews between

---

<sup>26</sup> Robert Thorndike, Measurement and Evaluation in Psychology and Education (New York: John Wiley and Sons, Inc., 1958), pp. 406-409.

the pupil and an understanding person who is able and willing to help.

There are many possible causes for any behavior and if we want to understand any behavior, we have to know the characteristics of the situation as well as that of the child who reacts to that situation. In order to understand the behavior of a pupil, the teacher has to ask the question WHY ? because behavior is caused.<sup>27</sup> Sometimes behavior is similar among children, yet the causes might be different. Thus it is very important to understand the cause of that behavior. Each pupil is different from the other; the teacher should help the child to grow in his own best way. This depends on the cause of behavior, for behavior is developmental and has a basis for being so.

Teachers benefit a lot from a conference with the child; the teacher usually has an interview with each pupil at the beginning of the year so as to establish a relationship of respect, confidence and understanding. She has to listen to what the student wants to tell her; and try to help him in overcoming his difficulties or in attaining his purposes.<sup>28</sup>

In her guidance process, the counselor should supply the kind of personal relationship that each pupil especially needs so as to discuss common problems, help build self-confidence and should recognize needs that require further study outside the class.<sup>29</sup> The counselor's assistance should be stimulating and have a balance between doing everything and doing

---

<sup>27</sup> Herman Peters, Op. cit., p. 26.

<sup>28</sup> Ruth Strang, Op. cit., pp. 242-243.

<sup>29</sup> Ibid., pp. 115-116.

nothing, that is placing some of the responsibility upon the interviewer provided consideration is given for his strength. In other words, responsibility should be placed upon the individual in terms of his abilities.

"The interview is the backbone of the counseling process. It offers an opportunity for the student to use the resources within himself and those available to the counselor to gain insight and to make sound plans."<sup>30</sup>

The establishment of the rapport is very important in an interview; the counselor when feeling at ease with herself will make the counselee feel at ease, too. In order to feel at ease they should both sit comfortably and feel relaxed.

"How does one personality react upon another" ? The answer lies in "empathy". Empathy comes to us as a translation of the word of the German psychologist, "einflung" which means literally "feeling into". It is derived from the Greek "pathos", meaning a deep and strong feeling akin to suffering, prefixed with the preposition "in".... "empathy means a much deeper state of identification of personalities in which one person so feels himself into the other as temporarily to lose his own identity".<sup>31</sup> In this process of empathy, many relations take place like understanding and influence.

Adler recognizes empathy as one of the creative functions in personality and goes on to say: "Empathy occurs the moment one human being speaks with another. It is impossible to understand another individual if it is

---

<sup>30</sup> Ruth Strang, Op. cit., p. 378.

<sup>31</sup> Rollo May, Op. cit., p. 75.

impossible at the same time to identify one's self with him".<sup>32</sup>

The goal in counseling is to get to understand the counselee according to his own unique pattern and the counselor's previous experience will help him understand the pupil. The counselor is supposed to give herself up and surrender to the situation.

After the rapport has been established, talking about the problem will be the next stage. The interpretation stage begins when the counselor starts to ask the leading questions. Then the counselor will offer suggestions and will help the pupil solve his problems.<sup>33</sup>

A fundamental method of interpretation is to have the individual tell the story of his experiences and then have the story retold to him as it appears to the person to whom the story was told.

The final stage in the counseling procedure is the transformation of the personality; the wrong attitude must be corrected. It is called transformation because it gives the person a new form. In this change, the job of the counselor is to free the counselee to be himself. This is not given by advice because it would hinder the pupil's independence, yet the counselor should act as an information giver and be ready to answer any question.<sup>34</sup>

---

<sup>32</sup> Rollor May, Op. cit., p. 79.

<sup>33</sup> Ibid., p. 131.

<sup>34</sup> Ibid., pp. 150-151.

The counseling process in the elementary school differs from counseling at other levels only in its use of some techniques which fit to the development of the young child.

The counselor's office with all its attractive pictures, books and toys offer a relaxing situation in which the child can handle his tensions, and learn to live with himself and with others.

One common ground on which both adults and children meet is in the need to express their attitudes. Play therapy gives this opportunity of working out disturbing feelings; children, instead of talking out how they feel, just play it out.

"The study of play as a means of understanding the child is a comparatively new approach in the field of psychology. It is a technique whereby the child can express his feelings and emotions with something he is familiar". "Rousseau was the first to advocate that the child be educated through play. He offered the suggestion that the teacher himself enter into the play activity".<sup>35</sup>

Play therapy appears to have arisen from attempts to apply psychoanalytic therapy to children. An important aim of the Freudian therapy was to bring to consciousness of repressed experiences. Play therapy is based upon the hypothesis of the individual's capacity for growth and self direction; the work of the therapist is to test this hypothesis. The child should be helped only temporarily because the child has capacity for self-help; therapy can help a child emotionally to accept the fact that was repressed and to find satisfaction elsewhere.<sup>36</sup>

---

<sup>35</sup> Herman Peters, Op. cit., p. 162.

<sup>36</sup> Carl Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Company, 1951), p. 235.

The therapy hour belongs to the child alone. The therapist is there to provide warmth, understanding and company but not leadership; if the child is not ready for a certain kind of play, he is not to be forced on doing it. <sup>37</sup>

Dr. David Levy has been a leader in the experimentation with dolls as a means of therapy with children. He has suggested the use of a doll as a means of giving the child freedom of expression. The doll may be identified as the mother, the father or the sibling. This kind of therapy is most suited to the younger group.

There are many other forms of activity which may be used in the same therapeutic fashion. Drawings may give the child the opportunity to express his feelings. Finger paintings, soap-carving and dancing can also help to offer similar outlets.

Alert teachers have recognized some of the personal values in dramatic expression. One of the essential features of the use of puppets is that free expression is encouraged in children. In the expressive therapy, the child is released from the tension of feelings and he is physiologically more fit to meet the real situation. In addition, there is a reduction in the feeling of guilt. <sup>38</sup>

Play involves all kinds of activity, beginning with the young child who passes through stages that include motor activities like picking up objects, and as the child grows, his environment widens and he begins to have friends; with each new group of friends, the play

---

<sup>37</sup> Rogers, *Ibid.*, pp. 238-242.

<sup>38</sup> Carl Rogers, The Clinical Treatment of the Problem Child (New York: Houghton, 1902), pp. 305-320.

activities increase.

The play room should be simple; the only things that should be there are toys. There should be a sink and the floor should be washable. The toys must be made in such a way that when the child uses them he can use his imagination as much as possible to reveal his emotional needs. The toys are not to be expensive because the child, in time of aggression, might break the toy. Most important is the fact that the room is the child's play room, thus he must be respected and helped to understand that he can do anything he likes.<sup>39</sup>

When the child is using his toys, the counselor is to be non-emotional; i.e., when the child breaks a toy, the counselor must not show any symptoms of anger, or nervousness for this might hinder the child's understanding of himself.

According to Gordon, play therapy has three functions:

1. Play may help the therapist to observe the child and then to understand his behavior.
2. Play would help the child to express himself and share his anxieties, and
3. the child will learn through his play many social techniques such as that of adjustment and role-learning.<sup>40</sup>

There are children with special disabilities such as speech defects and poor vision, who must receive special treatment and this is hard to do in a formal classroom with formal seating. On the other hand, such additional adjustment problems should be provided.

---

<sup>39</sup> Herman Peters, Op. cit., pp. 163-164.

<sup>40</sup> Gordon, Op. cit., p. 287.



Some emotionally disturbed children are shy and other are aggressive. Teachers who are understanding can help them both.

"Most emotional disturbances in children stem from deficiencies, conflicts and breakdowns in family relationships". The parents are not understanding and they cannot fulfill the needs of their children; so talking with parents in school or at home can add to the teacher's understanding of the child. If the teacher can be sympathetic and ask for the parent's help, they are willing to share with her their insights about the causes of the disturbances that are rooted in the family.<sup>41</sup>

It must be emphasized that the teacher does not become the child's therapist. Rather, it is as a teacher that she develops a relationship with the disturbed child; her influence on the emotionally disturbed child can be therapeutic.

An evaluation of the child and the family can determine whether the school faculty can give them effective help or whether they should be referred to a family social agency or a psychiatric clinic. Self-evaluation by the school faculty is also essential.<sup>42</sup>

In the process of evaluation, the teacher has limited resources.

Two sources of data are available for a teacher:

1. Behavior within the counseling situation.
2. Behavior outside the situation.

---

<sup>41</sup> "The Teacher and the Emotionally disturbed Child". The Elementary School Journal, Chicago, (Oct. 1964), pp. 34-35.

<sup>42</sup> The Elementary School Journal, Ibid., pp. 35-37.

It is very difficult for the teacher to evaluate herself as a counselor because of the fact of being objective and not caring much about her own behavior during the counseling situation. <sup>43</sup>

This kind of evaluation of the child and the family by the school is ideal. Realistically, it is very difficult and often impossible to accomplish.

#### Studies Related To The Subject.

This part of the chapter discusses four studies that are related to guidance and counseling. These four studies are:

1. Practicum experience for elementary school counselors in the Ohio State University.
2. Information available for guidance about individual pupils and the relation of guidance to the curriculum.
3. Comparison of the competencies for regular classroom teachers and teachers of emotionally disturbed children.
4. Extent to which schools referred to records accumulated by elementary schools, the counseling program and problems in counseling.

The first study was conducted by Hill and Nilzche (1961), after studying information from 154 masters degree programs written about guidance in the schools of the United States. The results concluded that very few universities had planned programs for the preparation of elementary school guidance workers.

---

<sup>43</sup> Ira Gordon, Op. cit., pp. 303-305.

The purpose of the study is to give an idea about the practicum experience for elementary school counselors in the Ohio State University .

### Method

The practicum experience program is one semester in length and includes these basic components.

1. Supervised experience in an elementary school working with children and teachers.
2. Weekly seminar sessions.
3. Weekly individual conferences with the counselor-educator.

The counselor in training spends five hours per week working in an elementary school. This time is divided between classroom guidance activities and counseling. Classroom guidance consists of activities designed to help children understand:

1. Their own behavior.
2. Their peer relationships.
3. Their strengths and weaknesses.
4. Their world of work.
5. Their emotions.

This classroom approach has been used at the fifth-grade level and it was being tried in grades four and six.

Much of the counselor's time is devoted to individual counseling. Most of the interviews are an outgrowth of the classroom guidance activities. Almost all these interviews are developmental in nature involving many of the children for one or two sessions rather than the intensive kind.

Each counselor-in-training accepts a limited number of referrals from teachers who have children manifesting a more serious learning or behavior problem.

A three-hour seminar session is scheduled for all practicum students each week. The number is between eight to ten with elementary and secondary school counselors. The focus is on the counselors-in-training, their concerns and experiences and how they feel about themselves as persons and as counselors.

### Findings

"In conclusion, it should be emphasized that the approach at Ohio State University is one of searching for the most effective elements of an elementary school counselor's training program. It should be recognized that the program is only entering its fourth year; very little has been done in the primary grades ...; and there is a need for experimental research to study the effectiveness of methods now being used".<sup>44</sup>

A second study, the Reavis Study was based on the responses of 68 high schools in an 11-page questionnaire, 273-item check list covering the information - personnel available for guidance, professional materials available to counselors, personal information about individual pupils, the relation of guidance practices to the curriculum and placement services. The responses indicated the need for further investigation.<sup>45</sup>

---

<sup>44</sup> Bill Raines, "An Approach to Practicum For the Elementary School Counselor". The Personnel And Guidance Journal, American Personnel and Guidance Association, (Sept. 1964), pp. 57-59.

<sup>45</sup> Eugenie Leonard, The Individual Inventory in Guidance Programs in Secondary Schools, Educational Division Bulletin No. 215, 1941), p. 2.

A third study was based on a comparison of the competencies for regular classroom teachers and teachers of emotionally disturbed children. A competency list developed for teachers of emotionally disturbed children was used in a questionnaire to determine what specific competencies are needed by such teachers in contrast to those needed by regular classroom teachers.

"The study was unable to identify special competencies needed by teachers of emotionally disturbed children".<sup>46</sup>

A fourth study was concerned with the philosophy and current usage of the individual inventory in guidance programs in the secondary schools of the United States.

The study was designed with the following purpose in mind:

1. Use of records in the elementary school.
2. Who does the counseling, the kinds of counseling and the agencies that cooperate in the counseling program.
3. What do you consider the most difficult problem(s) in carrying out an effective counseling program in your school ?

#### Method

The secondary schools selected for the study were those that reported in the 1938 Biennial Survey of the U.S. Office of Education that they had one or more persons working as counselors. "Approximately, 13,00 such schools are listed in "Public High Schools having counselors and Guidance Officers", by W.J. Greenleaf and R.E. Brewster, Misc, 2267, U.S. Office of Education, 1939".

---

<sup>46</sup> Barbara Dorward, "A Comparison of the Competencies for regular classroom Teachers and Teachers of Emotionally Disturbed Children". Psychological Abstracts, Vol.38, No.4, (Aug. 1964), p. 718.

The 1300 schools do not represent all high schools in the United States. The number includes the schools having the most advanced and complete guidance programs.

A 12-page questionnaire was mailed on February 15, 1940 to each of the 1297 high schools. By April 1, 1940, 891 copies had been returned. Eighteen of them reported that because of school budgets they no more have counselors. Therefore, Questionnaires from 870 high schools form the study.

Findings of Part I. Records used from the Elementary School.

Practically all the 870 High Schools reported at least some kind of record from the elementary schools. Teacher's marks, test scores, attendance records and personal information can easily be recorded on small cards. It appears that the records received by most of the high schools are restricted to these data which are easy to record. Whereas the information dealing with personal problems that are more difficult to record, were regularly received by only about one quarter of the schools.

Test results for entering pupils are received by about three-quarters of the high schools. Practically all of these test results cover achievement and intelligence tests.

Findings of Part II.

Who does the counseling, the kinds of counseling and the agencies that cooperate in the counseling program.

These findings apply to the 870 high schools reported in the study.

The replies to the questionnaire were that any division of counseling into such categories as academic, personal and vocational.

is arbitrary, and the pupil is helped on all by the same person.

Academic counseling is done by the counselor in two-thirds of the schools, by the principal; and home-room teacher in about one-third of the schools, and by the teacher in about one-quarter of the schools. In more than one-third of the schools the three work together.

Personal counseling is done by the counselor in three fifths of the schools, by the principal and teacher in one-third of the schools.

There is generally good cooperation between the counselor and other school agencies. In all schools the counselor may refer pupils to the classroom teacher, attendance officies and public health nurse. In over one-half, they are referred to the vocational department and psychologist.

### Findings for Part III.

#### The most difficult problem in carrying out a counseling program.

The schools are aware of the lack of facilities for following up on the information obtained and decisions made by the pupil while in school.

A need is felt for coordinating not only the curricula of the elementary schools with their own curricular opportunities but also the guidance procedures of the lower schools with the procedures in the high schools.

Many indicate an appreciation of, and an exasperation at the limitations of the present high school curriculum.

<u>The Problems Indicated</u>	<u>Percentage</u>
Lack of time.	44%
Lack of trained personnel.	40%
Inadequate philosophy of guidance.	12%
Lack of cooperation with family.	12%
Lack of cooperation by teachers.	12%
Curricular inadequacies.	10%
Lack of testing facilities.	8%
Inadequate records.	7%
Lack of occupational information. <sup>47</sup>	6%

---

<sup>47</sup> Eugenie Leonard, Op. cit., pp. 1-36.



## Chapter III.

### Procedure

The present chapter deals with the following items:

1. School Population.
2. Methodology.
3. Analysis of Data.

#### School Population.

The schools chosen for the study are those that were:

1. Willing to cooperate.
2. Run and administered privately.
3. Located in Beirut and the neighbouring district.
4. Oriented by a modern philosophy of education in which the child is treated as an individual and according to his own unique personality, needs and problems.

The subjects that are used in the study are selected from a number of private schools in Beirut that meet the criteria just mentioned. These are:

1. Ahliah School.
2. Beirut Evangelical School For Girls.
3. British Lebanese Training College.
4. Green Meadows.
5. International College.
6. Makassed School For Boys.
7. National Evangelical School For Girls.
8. National Protestant College.

9. Pinewood College.
10. Rawdah High School.
11. The Elementary Model School of the Union Of Lebanese Women.

All of the schools are private, and four of them are directed by religious institutions and groups.

Of the schools selected, 98 percent have three levels of education: Primary, elementary, and secondary. Most of the elementary schools are co-educational, particularly at the primary level.

Very few of the schools are newly founded, that is they date three or four years ago. On the other hand, there are schools that have been founded a hundred years ago.

All of the schools studied are Anglo-saxon, except one which is very old and was influenced by the French, yet it teaches the English language.

As Beirut is becoming a very crowded city, the schools are trying to move to districts outside the city. The newly founded schools are not located in town but around it. The others are in Ras Beirut and other parts of town.

Most of the schools selected have principals for the elementary school except in the case of two or three who have one principal acting for all classes in the elementary and secondary. Only two of the principals have an M.A., one a B.A., one an A.A. degree and three have a high-school diploma.

### Methodology

A questionnaire was prepared for the principals of the elementary schools. It was designed to help reveal the extent to which counseling is used in these schools and the person responsible for planning that program. The questionnaire, consisting of six pages, was prepared for guiding the interviewer in asking the questions.

The questionnaire consists of four major parts:

History of counseling.

Role of counseling.

Program of counseling.

Interpretation to community.

The history of counseling is concerned with the length of time in which the schools interviewed, have had a counseling program and their appreciation of that program.

The role of counseling tells about the symptoms that the principals of these schools think need counseling and if they can provide counseling for all students or only for those that seem the most serious. This part also deals with the one responsible for doing the counseling, and the qualifications that are required of her.

The third part of the questionnaire is the program of counseling, and it describes the data required for group, as well as individual counseling, and the methods of handling an interview.

The last part deals with the parent-teacher meetings as one source of information for the counselor, and other relationships that a school has designed for self-improvement regarding counseling.

Most of the questions used in the present study are structured. The interviewee will have to check one of the answers found on the questionnaire. Yet, not all questions can be structured; some of them are open-ended, in which the interviewee has to discuss or define certain points.

The structured questions are purposely designed by the writer because of the fact that many interviewees do not like open-ended questions. In the present study, many of the responses are not restricted by a Yes or No answer, the respondents are free to express their views concerning some of their experiences at school.

The interview method is used for obtaining all data required in a short time, and for defining any points whose content the principal may be unfamiliar with. The interview was carried on in the principal's office after an appointment was made with her either by a telephone or by personal contact.

The interviewer was faced with many problems like misunderstanding the question and wanting it explained further, or misunderstanding the purpose of the interview. Many principals thought that the interview was made for testing their knowledge, hence, they would give an ideal answer of the situation instead of giving the real one. But this problem was solved by stressing the point that the interview was made mainly for research purposes.

Not all principals were kind in answering the questions at the beginning, fearing the subject of the study, but as the interview went on, and they were given the opportunity to express what they have;

they felt more at ease and became more confident in telling some of their experiences with children and teachers.

#### Analysis of Data

There are different forms of representing research findings and the simplest is the frequency distribution or tabulation.

"All that is meant by this is the presentation in one column of different qualities of an attribute, or different values of a variable, together with entries in another column showing the frequency of the occurrence of each of the classes".<sup>1</sup>

For the purpose of analysis, the sample is divided into two groups on the basis of history of counseling, who is doing the counseling, and program of counseling.

The findings are represented in table form, and in some cases the results need discussion. Group A includes the schools that have counselors as specialists, who work in a special program made for counseling students. Group B includes the schools that use counseling with children but is indirectly planned by the principal or classroom teacher at any time a problem occurs.

The data will be analyzed in chapter IV.

---

<sup>1</sup> William Goode, Hatt Paul, Methods in Social Research (New York: McGraw-Hill Book Company, 1952), p. 343.

## Chapter IV

### The Findings

The present chapter presents and discusses the findings of the study under the following main headings:

1. History of counseling.
2. Role of counseling.
3. Program of counseling.
4. Interpretation to community.

The schools used in the study are divided into two groups, (1) those that have a counseling program, and (2) those that do not have a counseling program.

#### History of counseling

Two of the schools studied have a counseling program - a special program planned for by the administration to work out methods of guiding children, and later help them solve their problems.

The counseling program is run by a specialist whose time is spent for the planning and execution of the program. The levels included are primary, elementary and secondary. The program is newly built, about three years ago, hence, it is still a new process.

In the International College, the philosophy and methodology of counseling seem to be well established by now. At Pinewood College, the philosophy of counseling continues to be in the process of crystalizing the aims, methods and points of emphases.

Both schools felt an increasing need for such a program because the personality of the child demands more understanding and guidance especially in our country where problems of children are increasing enormously.

The two counselors of the International College and Pinewood College are, respectively, Dr. Adia Halawi Mourribi and Mr. Ahmad A. Sidawi. Dr. Mourribi had her undergraduate work in home economics education at the Beirut College For Women, 1954. This was both intercepted and followed by teaching home economics and English as well as library work and administrative duties.

She obtained her Master of Sciences degree from Oklahoma State University with a major in child development and family relationships, 1956, and her Doctor of Philosophy from the Pennsylvania State University with a major in child development and a minor in psychology, 1959.

Her Doctor of Philosophy dissertation was on the level of aspiration of preschool children as related to parental acceptance. Thus she was and is interested in the areas of motivation and level of aspiration.

Her experiences have been both in theory, research and counseling services. She has had practicum in these areas at the Merrill-Palmer Institute of Human Development in Detroit, Michigan, where she spent a period of fifteen month's internship.

After her return back to Lebanon, November 1960, Dr. Mourribi accepted an appointment at the International College as a psychologist in charge of testing. In this capacity, she designed a series of

intelligence tests in Arabic for the Arabic speaking scholar. These tests have demonstrated an acceptable degree of utility and practicability and thus are being used for selection and counseling purposes.

Besides testing, Dr. Mourribi is doing counseling in its various phases at the International College, and she is presently teaching in the areas of both psychology and child development at the Beirut Collge For Women.

Her concept of the role of counseling is to help an individual develop an insight into the dynamics of his personality through a process of social interaction designed to bring about the best kind of human socialization; such a process places a great emphasis on a creative relationship between a therapist and his client. The fulfillment of this creative relationship depends, to a great extent, on personality variables of the counselor, among which are empathy, real genuine understanding and compatibility of social interaction.

Mr. Ahmad Sidawi, the counselor of the Pinewood College had his undergraduate work in psychology and sociology from the Michigan State University in 1953. He obtained his Master of Art, from the same university in 1954, majoring in guidance and counseling and minoring in psychology. In addition, he had extra credits of theoretical and practical training at Michigan State University.

His experiences comprise both teaching and counseling at the elementary, secondary and the college levels. Supplementary to the above, he acted as representative of the ministry of education on various psycho-educational matters at Point IV mission to Lebanon from 1955-1960.



In another capacity, he held in-service training programs for government teachers from 1955-1965. He also is a co-editor of an educational magazine at the Ministry of Education in Beirut.

According to him, the concept of the counseling role is a comprehensive and an interdisciplinary approach to the personal, educational and vocational adjustment of the school child. It continues on all levels including elementary, secondary and college. It is built on the teacher's contributions to the guidance program. Besides the teacher's help, the other staff members and the community can be of great help in contributing something of themselves to the development of the child.

Regarding the history of counseling, the other group of schools do not have a counseling program, yet, some of the principals feel that there is an increasing need for such a program; unfortunately they cannot afford to have a specialist.

Some of the schools, although they do not have counseling have something that takes care of the functions of counseling in the school: such as a student council committee, a discipline committee, or a special person in charge of discipline. Such a person is not necessarily a specialist in the field, but any teacher whom the administration feels is able to carry on such a responsibility.

When asked about the presence of a counseling program in her school, a principal responded that her school does not need to have counseling because of the lack of problem children in the school. She added that all problem children are found in school X.

It may be that the principal interviewed did not want to admit to herself the fact that there could be problem children in her school, either because of her disbelief in such a program, or out of frustration for not being able to afford it.

In addition to the ten schools interviewed, the investigator visited a school where the counseling program has not been stated yet; after a few months it would be ready to plan the program.

The schools used in the present study are both old and new historically, however history alone does not determine the philosophy of the school. The writer has come across an old school, The International College, which practices a modern philosophical orientation; it has a counseling program and a counselor specialized in the field. This is an unusual step in our country merely because the old schools are usually traditional, influenced by the old methods of teaching and counseling with children.

#### Role of counseling

One of the most important aspects of counseling is its role; the role it plays in guiding a child through a process that coincides with his behavior, personality and background.

The role of counseling varies according to the school's philosophy, the principal's personality and her belief.

Data obtained in the present investigation revealed the following definitions:

1. Some principals think that counseling is guiding the child all through his life.

2. Others think that counseling is helping solve children's problems after they have occurred.
3. And still others, combine the first two definitions into one, saying that counseling is both guiding and helping solve the problems of children.

There are certain symptoms of behavior that indicate a need for counseling. Some of these symptoms are:

Aggression - "Behavior characterized by hostile action toward some person or object".<sup>1</sup>

Withdrawal - "The act of a pupil in leaving school permanently"  
But the writer means in withdrawal - when the child is withdrawn from other children and prefers to be alone.

Disobedience- "Non compliance in action with the dictates or desires of an authority, such as those of a parent or teacher.

Isolation - "A form of punishment in which the child is removed from the group and from group activities".  
In the content of present research isolation can be both externally and internally induced.

Dullness - "A child who is unable to keep up with his grade in school because of a moderately subnormal intelligence"

---

<sup>1</sup> Henry Garrett, General Psychology (New York: American Book Company, 1955), p. 644.

- Giftedness - "Possessing high intellectual ability, with mental age well in advance of the norm and consequently of high I.Q."
- Inferiority - "A controlling emotional attitude due to actual or inquired adequacy".<sup>1</sup>
- Delinquency - "A youthful offender against the standards of society; may be an offender against the law, against school discipline, against the moral code".<sup>2</sup>
- Quietness - When a child is still, smooth, silent and noiseless.
- Noisiness - Making loud sounds.
- Fantasy - "Day-dreaming, fanciful and uncontrolled imagination".<sup>3</sup>
- Physically handicapped - "Is the one who differs so markedly from the group as to require special training to develop his potential capacity ... Physical and sensory handicaps include difficulties with speech, hearing and vision, orthopedic defects, epilepsy and low vitality".<sup>4</sup>

---

<sup>2</sup> Carter Good, Dictionary of Education (New York and London: McGraw-Hill Book Company, Inc., 1945), pp. 123-452.

<sup>3</sup> The New American Webster Dictionary, Ed. The National Lexicographic Board, Limited.

<sup>4</sup> Dorothy Rogers, Mental Hygiene in Elementary Education (New York: Houghton Mifflin Company, 1957), p. 376.

These symptoms of behavior are chosen by the writer because she assumes them to be commonly found in schools.

In the following table, the answers as to what symptoms of behavior indicate a need for counseling, and how many of them are found in the schools, are presented.

The table shows the symptoms of behavior that are found in the schools studied, and the symptoms needing counseling.

Interestingly enough, a certain symptom elicits different kinds of responses from different schools. Except for delinquency, all symptoms investigated are found to exist commonly in the schools.

With delinquency, all schools were agreed that it should not be a symptom that would pervade the school atmosphere. When a child is in school he no longer is a delinquent, was a common opinion in the minds of all principals interviewed.

Looking at the table, the two symptoms that are designated to need more counseling are physical handicap 90 percent and delinquency 80 percent. However, physical handicap was a symptom that had a frequency of occurrence 80 percent while delinquency had none.

Following the symptoms of behavior that indicate a need for counseling, the principals were faced with the question whether they can afford to provide counseling for all students in the primary level showing these symptoms or only those that seem the most serious. The answers are presented in the following table.

Table I

<u>Symptoms of Behavior</u>	<u>Symptoms found in schools</u>			<u>Symptoms needing counseling</u>		
	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	<u>Very often</u>	<u>Usually</u>	<u>Rarely</u>
Aggression	4	2	4	6	4	0
Withdrawal	2	3	5	4	4	2
Disobedience	3	3	4	2	4	4
Isolation	2	4	4	6	1	3
Dullness	7	2	1	6	3	1
Giftedness	7	2	1	2	6	2
Inferiority	1	4	5	3	4	3
Delinquency	0	0	10	8	1	1
Quietness	3	4	3	2	6	2
Noisyness	4	4	2	3	6	1
Fantasy	1	2	7	4	2	4
Physical Handicap	8	0	2	9	1	0
<b>Total</b>	<b>42</b>	<b>30</b>	<b>48</b>	<b>55</b>	<b>42</b>	<b>23</b>

Table II

Providing Counseling For Students

---

<u>Extent of Application</u>	<u>Number of Schools</u>	<u>App. Percentage</u>
All Students	4	40
Most Serious	6	60

---

This table shows that 60 percent of the schools can provide counseling only for those students who are most seriously disturbed. The other 40 percent can provide for all students whether they are problem children or not.

One of the schools that can afford counseling to the most serious uses general counseling for all students and special care for the most serious. Most serious problem children are usually sent to a psychiatrist.

All the responses that indicated the provision of counseling for all students are schools which do not have a counseling program; and the writer is not sure whether they knew what they were saying, or did not understand what is meant by counseling.

It is concluded from the responses that the classroom teacher is responsible to talk with every child if there is an opportunity. The teacher also talks to a group when the problem concerns them as a whole group. Further more, the teacher being the counselor tries to help every child as long as there is the right time and place for discussion.

Those who take care of the counseling program are specialists, principals and classroom teachers. The following table shows the number of schools who have counselors as specialists, counselors as teachers and principals:

Table III

The Person Responsible For the Counseling Program

<u>Type of Counselors</u>	<u>Number of Schools</u>	<u>App. Percentage</u>
Principal	1	10
Classroom Teacher	1	10
Principal and Classroom Teacher	6	60
Specialist, Principal and Classroom Teacher	2	20

As the table shows, 60 percent of the schools have their counseling program sponsored by the principal of the school and the classroom teacher working together. Twenty percent have a counselor as a specialist who works with the principal and the classroom teacher in helping the students. Another ten percent have the principal alone acting as counselor, and the remaining ten percent have the classroom teacher alone handling the problems of children.

The schools where the teacher acts as the counselor believe that the counselor should have training, education, experience and personality fit for counseling. Such counselors, however, demand a higher salary than the schools can afford, hence the teacher takes care of counseling.



The teacher, by being with the children all day, can get to understand them as much as a counselor might do. She is always making use of observation, records and tests which supplement her guesses about the child, thus becomes better equipped with the right information for better use. But when a problem gets more serious and the teacher cannot handle it by herself, she refers the problem to the principal. Hence, both teacher and principal will try to help the child in the best way they think will change him to a happy person.

#### Program of Counseling

As indicated before, a minority of the schools have a special program set for counseling. This program is not separated from the educational program; as nine of the principals indicated that it is an integral part of the educational program.

One principal said that the teacher writes her observation about each child on special observation sheets every three months, then the counselor writes a report for the parents.

Counseling is an integral part of the educational program in the sense that certain incidents that happen in the classroom while learning link education with counseling. They are interrelated because they supplement each other.

Observation, records and tests are sources of information for the counselor in order to know the characteristics and behavior of the child; so she would not resort to false generalizations.

The following table presents the use of observations, records and tests in the schools studied. The results are:

Table IV

Use of Observations, Records and Tests

<u>Types of Information</u>	<u>The Schools that have</u>	<u>App. Percentage</u>
Observations	10	100
Records	10	100
Tests	2	20

Two of the schools use intelligence tests that are directed by counselors.

One other school uses blocks and drawings for knowing the student's intelligence, but such a method to be used by teachers cannot be very accurate because teachers are not qualified enough to be able to analyze the results of the tests.

Observations and records are used in all the schools interviewed. All principals use records, although each compiles different kinds of data. They all use those records as referrals when in need.

Data filled in cumulative records differ with different schools: 80 percent of the schools include in the record grades, behavior and special things; 10 percent are interested in the general information concerning the child and 10 percent include only the grades of the child and nothing is mentioned about his personality.

Regarding the extent to which schools rely on records, responses also differed. 90 percent of the schools said that they rely to a great extent on records and use them even when the child is not in trouble. The remaining 10 percent do not rely much on records because the child is developing, thus they rely more on the child's development.

Observation is one of the most important sources of information merely because it is a first-hand kind of data. That is why all the schools rely greatly on observation and they observe the child in the classroom, in the playground, at recess, at meals and when he is alone; thus, the child is seen in different situations.

Counseling is of two kinds; group counseling and individual counseling. Group counseling is usually done in the homeroom. The teacher meets with her class daily to discuss some of the problems that the class as a whole is facing; and usually from this meeting emerges individual problems which also need counseling.

The following table shows the number of schools having group counseling.

Table V

Group Counseling

<u>The Schools</u>	<u>No. of Schools</u>	<u>App. Percentage</u>
Schools that have	8	80
Schools that do not have	2	20

The table shows that 80 percent of the schools have group counseling and 20 percent do not have group counseling. The schools that have group counseling practice it in the form of a homeroom meeting; the teacher meets her pupils daily in the morning for fifteen or twenty minutes and they discuss different topics. The teacher has the opportunity to give them advice.

In one of the schools, the whole elementary children meet in a hall together to discuss common problems.

Individual counseling is not totally separated from group counseling because many times, a teacher recognizes a problem child while in a homeroom meeting.

The following table shows the practice of individual counseling in the schools studied:

Table VI

Individual Counseling

<u>Place for interviews</u>	<u>No. of Schools</u>	<u>App. Percentage</u>
Classroom	8	80
Office	1	10
Special place	1	10

All the schools have individual counseling, but obviously, each school practices counseling differently and by different people.

The table shows that 80 percent of the schools use individual counseling in the classroom, 10 percent have it in the office, and the other 10 percent have a special place for counseling. None, even the school which has a special place, is not equipped for play therapy.

Play therapy is a relatively new method that is not practiced in the schools of Beirut, except in some cases such as in Art education; play therapy is practiced indirectly here because through art the child expresses himself freely. The child unconsciously releases himself from the burden he is carrying; this is a good opportunity to help a child, unfortunately, any teacher cannot analyze a child's drawings if she is not specialized enough.

The next table presents the way appointments are handled in the different schools:

Table VII

Appointments for Individual Counseling

<u>Kinds of appointments</u>	<u>No. of Schools</u>	<u>App. Percentage</u>
Special time	3	30
When the problem occurs	6	60
During recess	1	10

Three schools have a special time for the children to come and talk over their problems. One school uses the recess period for interviews. The rest of the schools do not have any special time for

appointments; anytime a child feels the need to discuss his problem with the teacher or principal, will go directly.

The time allowed for interviewing is not limited; the child is free to take as much time as needed to talk with the counselor about his problem.

#### Interpretation To Community

In collecting data, talking with the parents about their child is very helpful for both the teacher and the parents; parent-teacher meetings are a good opportunity for them to meet.

Children behave differently at home because of the different environments and social contacts, thus, the teacher does not know the child at home and the parents do not know their child at school. A meeting for the teacher and the parents can be done either at school or by visiting the parents at home.

All the schools investigated have parent-teacher meetings that take place at the school.

The following table shows the number of meetings that take place during the year:

Table VIII

#### Parent - Teacher Meetings

<u>Number of Meetings</u>	<u>No. of Schools</u>	<u>App. Percentage</u>
Once a month	2	20
Three times a year	2	20
Twice a year	2	20
Once a year	4	40

The number of meetings varies in the different schools. Two schools have a meeting each month, two other schools meet three times a year, two others meet twice a year, and the other four schools meet once a year. Most of the schools are not ~~morely~~ satisfied with the parent-teacher meetings that take place in the school; in addition, they send their teachers to visit the children's homes, and when necessary the school gets in contact with the parents and calls them to come over to her.

When asked about the discussion that is carried out between the parents and the teachers, the responses were indicative of the following objectives:

1. The child, the school, the parents and methods of teaching.
2. Problems of children including lessons, behavior and character.
3. Miscellaneous, such as general school announcements, films and speakers.

Besides the parent-teacher meetings, there are other ways of contacting the community and other schools. Fifty percent of the schools investigated have relationships with the community and other schools through letters, interviews, visits, field trips, christmas programs, associations, Board of Education, plays and concerts. In addition, the minority of the schools communicate with other schools to compare standards, textbooks, administration, methods of teaching, calender, and for sharing bits of advice.

A counselor cannot proceed with her work unless she has an aim to direct her. The aim planned would not be reached if the counselor does not evaluate herself and the methods she is using.

One school out of the whole sampling population plans for its counselor in the evaluation program. The counselor with the help of the parents and principal try to evaluate the counseling program. This is accompanied by self-evaluation for the most part.

The other schools, which are the majority, have their evaluation done by the principal and parents who criticize the teacher, thus she tries to improve herself. Self evaluation, although more important than criticism by others, is not used.



## Chapter V

### Summary And Conclusions

The aim of the present investigation is to find out the use of counseling in some of the private schools of Beirut. The data gathered is concerned with the primary level; the age ranging between six and eight years.

The motivating factor for the writer to deal with this topic stemmed from her interest to know about counseling in the schools in her community. Moreover, it is hoped that the result of the study will be of value to the schools and those interested in the development of this modern method of helping solve children's problems.

The schools chosen for the study are those that are willing to cooperate, private, located in Beirut and those that are mostly involved with the topic studied. Hence, the results of this study should provide them with factual information which is expected to increase their understanding of the individual child and provide ways and means for a better living.

The sample of this study is very small due to the time limit during which the survey had to be carried out. Besides, the great majority of our schools have no counseling program and therefore use similarly traditional methods of handling children.

From the answers of the ten schools interviewed, some conclusions can be drawn:

Out of ten schools interviewed, two were found to have incorporated a counseling program within the prescribed curriculum; this program seems to be quite established and oriented toward further reorganization and reintegration. In both schools the counseling program is in the hands of a specialist well trained and experienced.

The term counseling means different things to different schools. Some think of it in global terms as planning for incorporation of proper attitudes and behavior, others think of it in specific terms such as helping resolve specific problems, and others think of it as a preventive measure.

There are certain symptoms of behavior that are found in children. Most of the schools whether they have such maladjusted children or not, feel that such symptoms of behavior need counseling because the child in some cases is maladjusted and if not helped at the right time, he might become worse.

The schools interviewed are all agreed that the behavior symptoms considered in the investigation, irrespective of the frequency of their occurrence, need focalized counseling. However, only what is considered as a serious symptom is being handled in specific; this is because of shortage of time and trained personnel.

About 80 percent of the schools of the sample have no counselors, counseling is left to principal and classroom teacher who help the child indirectly; counseling and education are assumed to be integrated.

Standardized tests including intelligent tests are used by 20 percent of the schools, while observations and records are used by all the schools to provide enough data for better understanding of the child.

Group counseling is done in the classroom by most of the schools. The teacher meets with her children for a short time in the morning to discuss problems, and tries to help them solve them. Individual counseling is common in all schools, yet, it is done by different persons.

Play therapy is not practiced in any school; sometimes it is used indirectly.

All the schools studied have parent-teacher meetings that take place in the school for a better relationship between home and school. In these meetings the teachers and parents discuss the child in relation to his behavior, lessons and grades. They also discuss the school, the parents and the methods of teaching; in some schools, speakers, films and announcements are also included in the plan.

In addition to the parent-teacher meetings, the teachers, when in need visit the parent at home.

The minority of the principals use self-evaluation for self-improvement in relation to the methods used in counseling.

The findings of the present study, as it has been stated are factual in nature. They only present the responses of the principals to questions pertaining to the methods they use in guiding their children.

However, for further research, the investigator suggests that a wider type of study should be made, including some cases in counseling and how an interview should be done between a counselor and a counselee. So studies of different kinds of guidance and counseling could hopefully be carried on to enrich theory and research in child development.



2. Methodology

i.

ii.

iii.

D. Do you find that there is an increasing need and appreciation for such a program as the years go by ?

Yes

No

How ?

Why ?

E. 1. If you do not have a Counseling Program, do you have something that takes care of the functions of Counseling in your school.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. What does it involve in terms of:

a. Philosophy

b. Structure of Program -

1. Who does it ?

2. Methods used.

3. Training she has had.

II. Role of Counseling

A. How would you define Counseling ?

B. What symptoms of behavior do you consider indicate a need for counseling ?

	<u>Symptoms found in Schools</u>			<u>Symptoms needing Counseling</u>		
	<u>Always</u>	<u>Sometimes</u>	<u>None</u>	<u>Very Often</u>	<u>Usually</u>	<u>Rare</u>
a. Aggression						
b. Withdrawal						
c. Disobedience						
d. Isolation						
e. Dullness						
f. Giftedness						
g. Inferiority						
h. Delinquency						
i. Quietness						
j. Noisy						
k. Fantasy						
l. Physical handicap						

2. Can you afford to provide Counseling for all students in the primary level showing these symptoms or only those that seem to you the most serious ?

All

Most Serious

\_\_\_\_\_

\_\_\_\_\_

C. Who does the Counseling Program in your school ?

1. Specialist \_\_\_\_\_

2. Principal \_\_\_\_\_

3. Classroom teacher \_\_\_\_\_

D. What qualifications are required of the Counselor ?

- 1. Education and training \_\_\_\_\_
- 2. Experience \_\_\_\_\_
- 3. Personality \_\_\_\_\_

III. Program of Counseling

A. Is there a special program set for Counseling ?

Yes                      No

B. Is Counseling an integral part of the educational program or is it separate ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Does the Counselor use tests ?

Yes                      No

1. What kinds of tests ?

- a. Achievement \_\_\_\_\_
- b. Intelligence \_\_\_\_\_
- c. Projective \_\_\_\_\_
- d. Play therapy \_\_\_\_\_

D. Does the Counselor refer to records ?

Yes                      No

E. To what extent does he rely on tests and records ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F. Does he supplement the tests and records with objective observation so as to follow up the study of the child as a whole ?

In the classroom \_\_\_\_\_

In the playground \_\_\_\_\_

At recess \_\_\_\_\_

At meals \_\_\_\_\_

When alone \_\_\_\_\_

G. Does the teacher carry 1) group Counseling ?

Yes    No

2. Individual Counseling ?    Yes    No

- a. Is there a special time for appointments ?
- b. How much time is allowed ?
- c. Is there a special place ?
- d. Is the place private, attractive and far from noise ?
- e. Are there enough toys and other instruments for the Counselor to use play therapy ?

IV. Interpretation to Community

A. Do you have parent-teacher meetings ?

Yes    No

1. How often do they meet ?

Once a week \_\_\_\_\_

Every two weeks \_\_\_\_\_

Once a month \_\_\_\_\_

Once a year \_\_\_\_\_



2. Where do they take place ?

3. What is usually discussed ?

B. Do you use any other means for communicating with the Community ?

What are they ?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

C. Do you have any other relationships with other schools, teachers or principals ?

What kind ?

D. Does the Counselor evaluate the program and himself ?

When ?

How ?

\*\*\*\*\*

## Bibliography

- Arbuckle, Dugald. Teacher Counseling. Boston: Abbison-Wesley Press, Incorporation, 1950.
- Baruch, Dorothy. New Ways In Discipline. New York, London and Toronto: McGraw-Hill Book Company, Incorporation, 1949.
- Byrne, Richard. The School Counselor. New York: Houghton Mifflin Company, 1963.
- Deschweinitz, Karl. The Art of Helping People Out of Trouble. Boston and New York: Houghton Mifflin Company, 1924.
- Driscoll, Gertrude Porter. Child Guidance In The Classroom. New York: Columbia University Press, 1955.
- Garrett, Henry. General Psychology. New York: American Book Company, 1955.
- Good, Carter. Dictionary Of Education. New York and London: McGraw-Hill Book Company, Incorporation, 1945.
- Goode, William. Methods In Social Research. New York, Toronto and London: McGraw-Hill Book Company, Incorporation, 1952.
- Gordon, Ira. The Teacher As A guidance Worker. New York: Harper and Brothers Publishers, 1956.
- May, Rollo. The Art of Counseling. New York: Abingdon Press, 1939.
- Peters, Herman. Guidance In The Elementary School. New York: The Macmillan Company, 1963.
- Prescott, Daniel. Emotion And The Educative Process. Washington, D.C.: American Council On Education, 1938.
- Psychological Abstracts. "A Comparison of the Competencies for regular classroom teachers and teachers of emotionally disturbed children". Dorward Barbara, Col 38, No.4, August 1964.
- Roeber, Edward C. The School Counselor. Washington, D.C.: The Center for Applied Research in Education, Incorporation, 1963.

- Rogers, Carl Ransom. Client-Centered Therapy. Boston: Houghton Mifflin, 1951.
- Rogers, Carl Ransom. The Clinical Treatment of the Problem Child. New York: Houghton, 1962.
- Strang, Ruth. The Role of the Teacher In Personnel Work. New York: Teachers College, Columbia University, 1953.
- The New Webster Dictionary, Ed. The National Lexicographic Board, Limited, 1951.
- The Elementary School Journal. The Teacher and the Emotionally Disturbed Child, The University of Chicago Press, October, 1964.
- The Individual Inventory In Guidance Programs in Secondary Schools. Leonard, Eugene. Consultants, Occupational Information and Guidance Service, 1941.
- The Personnel And Guidance Journal. "An Approach to Practicum For the Elementary School Counselor". Raines, Bill. American Personnel and Guidance Association, September, 1964.
- Thorndike, Robert. Measurement And Evaluation In Psychology And Education. New York and London: John Wiley and Sons, Incorporation, 1958.
- Tyler, Leona. The Work of the Counselor. New York: Appleton-Century Crofts, Incorporation, 1953.