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Teachers' Perceptions toward School Counselors in Selected Private Schools in Lebanon

A Project Presented to the Department of Education

In Partial Fulfillment

Of the Requirements for the Degree of

**Masters of Arts in Education**

Emphasis: School Counseling

By:

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**Under the Direction of**

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Teachers' Perceptions toward School Counselors in Selected Private Schools in Lebanon

Date submitted: September 2009

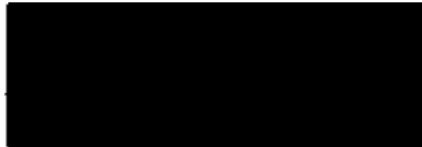
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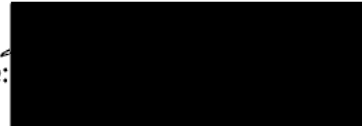
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RUNNING HEAD: TEACHERS' PERCEPTIONS OF SCHOOL COUNSELING

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Teachers' Perceptions toward School Counselors in Selected Private Schools in Lebanon

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### Dedication

I wish to express my genuine thanks to the people who motivated me and supported me through my graduate years and this project.

I dedicate this research paper to all my friends, Elsa Bechara, Dima Smayra, Manal Nehme, Sara Kawas, and Nour Naboulsi, who were by my side all the way till the end. Special thanks to my dad and two brothers who believed in me.

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My special appreciation and gratitude go to my mother for her unconditional acceptance, patience, understanding and support that made this project to happen.

In memory of my niece who indirectly motivated me to finish my project.

## Abstract

The purpose of the current study is to investigate teachers' perceptions toward school counselors in Lebanon. Semi-structured interviews were conducted with 100 teachers from 13 private schools in Lebanon. The interview questions were adapted from Amatea and Clark (2004), and Beesley (2005), who interviewed teachers concerning their perceptions toward counselors in their schools. The interviews were analyzed mainly using descriptive qualitative grounded theory in order to identify how teachers perceive counselors and the various rationales behind their perceptions. The sampled teachers held varied perceptions, some negative and some positive, depending on their personal experiences with counseling.



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## Chapter 1

### Introduction

The function of school counselors has hugely changed since 1960. Before the 20<sup>th</sup> century, school counselors didn't exist. It was the teachers' responsibility to use a few minutes from their period to help students (Bowers and Hatch, 2002).

Beginning with the industrial revolution in the 1900's, Schmidt (1999) stated that schools depended on teachers as being responsible to tackle the private, social, and vocational support to students. In the 1940's & 1950's a new form of school guidance was produced by E.G Williamson, which emphasized teaching skills (Kuhn, 2004). After the 1960's, professionals began identifying the role of the school counselor. Today, a school counselor identifies objectives and purposes, evaluates students' desires, and guides services within the schools curriculum (Quast, 2003). In addition, school counselors serve as leaders and are an indispensable part of the student's learning curriculum. They can help individual students or students in groups (American School Council Association, ASCA, 1999). They assist students resolve or adapt with any developmental modifications.

Usually, elementary students' developmental problems would include trying to understand themselves, their peers, family and school. They will be trying to identify what they value. Therefore, the counselors' job would be to resolve, direct and aid students regarding their self image, value, self-assurance and peer's family interactions (Kuhn, 2004). Students during intermediate school would be trying to recognize their individual personality and would obey the rules of their friends rather than their family. Therefore, the counselor edifies students' skills that are desired and aids students to balance between the secondary levels; the students would assess their skills and power and start scheduling for their future. Therefore, the counselor strives

to improve their decision making process regarding their future. He/She provides guidance, support and professional assistance.

### *Independent Variable*

#### School Counseling

### *Operational Definition of the Independent Variable*

The ASCA (2005) generally defines school counselors as specialized trained educators who work in K-12 schools to provide education, job, college willingness, and individual/social competencies to students. Their main tasks usually involve advising students and addressing their academic readiness, as well as conducting individual and group counseling. School counselors interact and collaborate consistently with teachers. This relationship plays an important role in the dynamics and the success of the counselors' work, especially since teachers are in the best position to assess a number of student outcomes and to refer them to and evaluate counseling.

The definition of the role of the school counselor and the tasks they actually engage in on the ground, however, are continuously modified through the perceptions and expectations of parents, teachers, and administrators (Stone & Dahir, 2006). This may be especially true in Lebanon, as school counseling is still considered a relatively new profession and has not been formally included in the education process; thus characterizing it with more flexibility but also more ambiguity. In fact, gaining an understanding of the perceptions and expectations of those involved in shaping and upholding the counselors' roles are key in understanding what counselors can offer, what can be expected of their work in the school, and how improvements

can be made. This information may also be instrumental in assessing some of the main elements that need to be included in Lebanese school counselors' training.

### *Dependent variable*

Teachers' perception of school counseling

### *Operational Definition of the Dependent Variable*

Teachers' perception refers to the awareness of teachers concerning school counseling. It refers to how well-informed those teachers are about the role and the job of a school counselor. Teachers' perception depends on the school counseling services offered by the Ministry of Education, schools, and universities in Lebanon.

### *Significance of the Study*

It can be seen that this study is important because it sheds light on how teachers view school counseling. It will contribute to the entire school body, since it will give schools new missions and visions specifically for education in the 21<sup>st</sup> century. It will also motivate schools and teachers to take on a more positive attitude. Moreover, it will open new prospects for additional research that will carry on along the same line and try to reaffirm the results achieved in this research by conducting parallel research in the different parts of the country.

### Transformed Roles

Since the 20<sup>th</sup> century, school counselors' roles have been acknowledged by the "3 C's". "The three "Cs" are: counseling, coordinating, and consultation" (Gysbers & Henderson, 1994). In addition to the "three C's," their role is also to evaluate and professionally test students (Beesley, 2005). Today, these roles are not enough, since they do not include and tackle all the

problems that children experience (Erford, 2003). Therefore, greater focus and interest increased in order to create and invent guidance models that focus on prevention and involvement (Johnson 2000). They believed that intervention, such as classroom guidance and either individual or group counseling, will contribute to students' achievement. Access to thorough scholastic training, which school counselors provide, can increase students' academic achievement. School counselors also try to decrease the discrepancy between under achieving students, inferior students and their more superior peers (Bowers & Hatch 2002). In addition, school counselors schedule training and workshops for teachers and principals in order to help them assess and explore students' achievement (House & Martin 1988). School counselors organize public activities in order to expose students to a range of experiences that will expand their consciousness and comprehension (Erford, 2003). Therefore, the counselor leads, encourages, supports, and trusts student's capability to thrive in school.

Principals, teachers and parents are the three vital indispensable "stakeholders" to promote the school counselor. Each one of them sees the counselors' role from their own point of view (Burnam & Jackson, 2000). The teacher needs to work agreeably and cooperatively with the counselor in order to offer the best services to students, especially because the teacher needs to invite the counselor to his/her classrooms for guidance lessons (Bemak, 2000). Counselors need to have a working relationship with parents so as to help the students benefit both academically and socially (Schmidt, 1999). In conclusion, it is essential that counselors work with the "three stakeholders" in order to increase the sense of unity between them and the students. The school counselor cooperates with teachers and principals in planning and developing parents' workshops, and community activities concerning educational, social and psychological needs (Erford, 2003).

## CHAPTER TWO

### Literature Review

In recent decades, school counselors have become an increasingly valued addition to school systems worldwide. In fact, a number of countries have passed laws that require their schools to be staffed with counselors (Amatea & Clark, 2004). The ASCA (2005) generally defines school counselors as specialized trained educators who work in k-12 schools to provide educational, job, college willingness, and individual/social competencies to students. Their main tasks usually involve advising students and addressing their academic readiness, as well as conducting individual and group counseling. School counselors interact and collaborate consistently with teachers and this relationship plays an important role in the dynamics and the success of the counselors' work, especially since teachers are in the best position to assess a number of student outcomes and to refer them to and evaluate counseling. According to Beesley (2005), teachers are the first and most effective assessors of counselors. Counselors also work with parents and administrators in order to assist in the improvement of the students' educational environment at large.

The definition of the role of the school counselor and the tasks they actually engage in on the ground however are continuously modified through the perceptions and expectations of parents, teachers, and administrators (Stone & Dahir, 2006). This may be especially true in Lebanon as school counseling is still considered a relatively new profession and has not been formally included in the education process, thus characterizing it with more flexibility but also more ambiguity. In fact, As such, gaining an understanding of the perceptions and expectations of those involved in shaping and upholding the counselors' role are key in understanding what

counselors can offer and what can be expected of their work in the school, and how improvements can be made. This information may also be instrumental in assessing some of the main elements that need to be included in Lebanese school counselors' training.

Although school counseling seems to be gradually gaining more acceptance in Lebanon, especially since the July 2006 war and the role that counseling services played in its aftermath, advancements have been slow despite repeated calls for the development of such services over the decades (Ayyash-Abdo, Alamuddin, & Mukallid, in press). Consequently, existing empirical research that can inform the important and needed process of developing school counseling services that fit the needs of students and the society in Lebanon is very limited. As such, the study of the perceptions of schoolteachers towards counselors in their schools is timely and necessary. For the purpose of this study, "teachers' perceptions" is used to refer to how teachers conceive of the role and tasks of the counselor, in the absolute and in relation to their own role and tasks, and to the expectations they have of the counselor. Because private schools in Lebanon offer the most developed services and house the majority of Lebanese students, the focus of the current study and following discussions will be on school counseling within the private sector.

A substantial number of researchers have studied teachers' perceptions toward school counselors, most of which took place within Western samples with a few emanating from Lebanon or other Arab nations. As teachers' perceptions vary widely across schools and different regions, a broad review of the literature is necessary. Some studies showed positive perceptions of teachers while others revealed negative perceptions.



Much of the research on the topic emanating from the West has reported positive attitudes towards school counselors on the part of teachers. For example, Cusky (1996) examined the perceptions of 152 teachers in public elementary schools and found that they viewed counselors to be most effective in consultation and support for teachers and individual counseling for students. Amatea and Clark (2004) studied the perceptions of 23 teachers in elementary, middle, and high schools, concerning the importance of school counseling services. The results showed that teachers emphasized the need for the counselors' support for classroom instructions, and their importance in directing students with special needs to appropriate resources. In her survey of 188 teachers across the American Southwest, Beesley (2005) found that her participants were satisfied with the counseling services in their schools. Similarly, Gibson (1990) and Oyaziwo & Imonikhe (2002) examined how teachers envision the job of school counselor at the secondary level and found positive perceptions all around.

On the other hand, a few studies revealed negative perceptions towards school counselors. For example Stelzer (2003) surveyed 100 elementary teachers and found that only a few of them understood the job of the counselor and what counseling actually is. Moreover, Valine, Higgins, and Hatcher (1980) found that teachers in their sample viewed counselors as ineffective.

#### *Perceptions towards School Counseling in Lebanon and the Arab Region*

The Arab world spreads from the Atlantic Ocean in the west to the Persian Gulf in the east, and from the Mediterranean Sea in the north to the Central African and the Indian Ocean in the south. The Arab world consists of 23 countries including Saudi Arabia, Lebanon, Syria, Kuwait, United Arab Emirates, Iran, Iraq, Morocco, Sudan, Egypt, Palestine, Jordan, Qatar,

Oman, Libya, Mauritania, Tunisia, Bahrain, Algeria, Yemen, Comoros Islands, Djibouti, and Western Sahara. For these Arab nations, existing research on school counseling indicates differing attitudes towards school counseling across these countries. Generally speaking, research concerning attitudes towards school counselors in Arab countries is rather modest, but general research on the topic mainly indicates a positive general attitude, whereby school counseling is viewed as influential and necessary (Al- Amir & Brinson, 2006; Saleh, 1987; Al-Sarraf, 1997; Samaneh, 2000). A survey conducted by Saleh (1987) showed that most teachers in Kuwait were satisfied by the counseling services even though few schools had counselors. In Kuwait, Al Sarraf (1997) found that teachers believe counseling to be very essential to the quality of their schools. Similarly, Al-Amir and Brinson (2006) found that students and teachers consider counseling as essential in the United Arab Emirates. These findings indicate that counseling as a profession is still young in the Arab region, but seems to be growing and gaining some interest; although it remains to be further understood and accepted by teachers and parents. Resistance to counseling is still present however, for example El Sherbeiny and Ayab (1995) found that most Kuwaiti's prefer to seek traditional healers to deal with psychological problems than to seek a counselor's services. Soliman (1994) stated that only five out of the 23 Arab countries provide either a diploma or a Master of Art in counseling. The universities of Jordan, Kuwait, Qatar, Riyadh, and Ain Shams offer degree programs in counseling (Wehrly, 1995).

In Lebanon, it seems that resistance to school counseling and the stigma associated with it has been decreasing during recent years. This new acceptance for school counselors may be due to the obvious effects of war, conflict, and ensuing political and social instability on children who are faced with difficulties in their everyday lives. Lebanon has faced several wars

since the 1980s to the present time. Children had to hide in shelters, watch close family members and friends get injured or die, go to school under dangerous conditions and be surrounded by talk of war and politics. Families were often separated or taken apart due to the pressure and difficulties of these wars, or due to changes in living conditions. These issues permeated in the school environment leading to sectarian fighting between children and tense school climates.

Consequent academic difficulties lead the government to introduce law 1030 in 1997, which requires every public school to have a guidance counselor to help students adapt to their social surroundings. This was also instigated by the projected challenges that had arisen from the introduction of a new national curriculum. However, only 70 out of the 1500 public schools have a guidance counselor (Hamzeh, 2008). With the help of UNICEF, a number of school practitioners were selected and signed up in a preparation program that shaped what they called "guidance counselors" (Hamzeh, 2008). In 2002, 120 teachers who had a minimum BA in psychology, sociology, or philosophy, were trained to use "preventive developmental approach to school counseling." Nonetheless, school counseling in Lebanon today still needs a lot of work. Counselors work under very difficult conditions, with very little support and room for advancement (Ayyash-Abdo, Alamuddin, & Mukallid, in press). Additionally, Hamzeh (2008) found that teachers and students in Lebanon hold very different perceptions and expectations of their school counselors. For example, she found out that parents and students agreed on the same perception concerning the roles of the counselor, such as consultation. As for teachers, they had different views when it came to implementing the role of the counselor in the Lebanese schools. As such, assessing the perceptions of teachers towards school

counselors consists of a first step towards gathering empirical data that can help promote the role and job of counselors in meaningful ways.

## CHAPTER THREE

### Methodology

#### *Purpose of the Study*

Teachers' perceptions of school counseling have been researched excessively, but not efficiently in the Arab World, especially in Lebanon. The purpose of this research is to assess teachers' perception of school counseling in Lebanon. The research questions consisted of 9 questions adapted from: Amatea & Clark (2004), and Beesley (2005). Questions 3 and 4 are adapted from Amatea & Clark (2004) and questions 5, 6, 7, and 8 adapted from Beesley (2005) in order for the data to be organized in themes based on Grounded Theory analysis.

#### *Hypothesis*

It is expected that the sampled Lebanese teachers will hold both negative and positive perceptions toward school counselors. Negative views may be engendered by the low level of exposure to counseling and to the existing stigma towards counseling and mental health services at large. Based on my personal experience as a teacher, schools in Lebanon are not well prepared to have counselors on staff. Teachers or psychologists are often the ones engaging in the work of the school counselor, which might add further confusion. In fact Hamzeh (2008) found that Lebanese teachers had misconceptions concerning the role of the school counselor. On the other hand, positive perceptions are likely to arise in light of the recent relative openness to counseling and mental health services in the country. Therefore, school teachers in private Lebanese schools will be interviewed and surveyed concerning their perceptions towards counselors in their schools in order to clearly understand their stance.

### *Method of Sample and Data Collection*

The participants will consist of 100 elementary, intermediate, secondary, and high school teachers from 13 different private schools. The schools were chosen randomly based on previous phone calls to check if they would approve a meeting. Participating teachers will be selected randomly and interviewed based on availability. The principals and administration of each school will be contacted beforehand in order to schedule an appointment for the teacher interviews, which will take place at the school itself. No incentives will be offered for participation in the study.

### *Interview of Teachers' Perceptions towards School Counselors*

The participants will be interviewed using a structured-interview designed for the current study and adapted from interviews conducted by Amatea and Clark (2004) and Beesley (2005). It consists of nine questions aimed at understanding teachers' perceptions toward school counselors and their roles (see Appendix A). Questions 3, 4, 8, and 9 have been adapted from Beesley. As for questions 6 and 7 have been adapted from Amatea and Clark. The interview questions were translated into Arabic and back-translated to ensure that the meaning was retained. The questions were chosen after a thorough review of the related school counseling literature. The questions were designed to elicit both qualitative and quantitative feedback. The interview will take approximately 10 to 15 minutes to complete.

### *Instrument*

Conducting interviews is one way of collecting data in a qualitative study. Interviews allow the researcher to explore the interviewee's mind and obtain information related to the interviewee's values, attitudes, and abstract thinking. The interview questions were semi-

structured in order to gain answers for defined questions. The items included both open-ended and close-ended questions. Because the instrument is designed and tailored for this study, there are no measures of validity or reliability provided yet.

#### *Data Collection*

The teachers were contacted in order to get their approval and consent to carry out this study. The interviews were conducted during the spring semester of 2008-2009. The researcher interviewed the teachers after informing them of the purpose and the reason for the study.

#### *Data Analysis*

The answers of the interview questions were transcribed in order to be analyzed. For each of the ten questions, the ratio of the possible answers was obtained.

## CHAPTER IV

### Results

The interview results were analyzed using constant comparative analysis (Glaser, 1976). Through this qualitative method, the interview results are analyzed a number of times until overarching categories of meanings generated by interviewees are identified. The analysis revealed the following four key themes which are further discussed below: solving problems, collaboration and support, referral, disadvantages of school counseling, and improvement of counseling.

#### *Background Information*

Approximately 80% of the teachers have five to eight years of experience. Five teachers had 23 to 25 years of experience. They had graduated a long time ago, well before the Lebanese Ministry of Education had imposed the school counseling law. Of the 100 teachers interviewed, 80 currently have a person working as a counselor in their school, and reported that they would definitely refer their students to him/her. However, only four out of the 13 schools included in the sample had a counselor who has a degree in counseling. Most of the counselors had majored in either psychology or education, and not in counseling.

#### *Solving problems*

The first theme that appeared consistently throughout the teacher interviews was "solving problems". The majority of the teachers expressed their perception of the counselor's job in terms of solving a certain problem. Different teachers specified different types of problems, which fall under three categories. Thirty teachers (30%) believe that the job of a counselor is to



solve students' psychological, social, and behavioral problems that affect academic achievement, 25% believe that the counselor's job is to facilitate the relationship between the parents and the teachers, and another 25% believe that the school counselor's job is to solve any kind of problem but did not specifying which types of problems. The remaining teachers gave varied individual definitions for the counselor's role, such as writing achievement tests or conducting assessments for learning or other disabilities. Three teachers rejected the idea of a counselor and one of them went even so far as to say that "counselors should be thrown in the sewage."

### *Collaboration and support*

The theme of cooperation and support was frequently mentioned by the interviewees. They believe that the teacher detects, identifies, and mentions the problem to the counselor, and then the counselor solves the problem as he/she sees fit. Therefore, the counselor needs the teacher to guide him/her and assist him/her to identify the problem. One teacher stated, "I detect the problem in my classroom, talk to the counselor about it and then he pulls him out of the classroom to start working with him." Thus, the teachers see clear differences between their role and that of the counselor. When asked directly about this difference and how they believe that counselors and teachers can cooperate together, 55 teachers reported that their job is purely for academic purposes while the counselor's is purely psychological. Another 30 teachers said that they detect the problem since they are daily in contact with the student, and then the counselor solves the problem. The rest of the teachers believe they do both jobs; to solve academic and personal problems, while the counselor guides them. As for teachers' perceptions of the efficacy of counseling, 65 firmly believe that students would improve with a counselor present; while 42 teachers believe that it is contingent on the specific case at hand and on the counselor.

### *Referral*

Referral was a repetitive theme. 80% of the teachers would definitely refer their students to the counselor. They believe that the counselor would be of great help and would be able to solve the problem. For example, one teacher said, "I would definitely refer my students because the counselor is there to help them solve any kind of problem they face and to learn to solve any future problem." Moreover, they state that these students improve when referred and found a difference in their academic results. As for the rest of the teachers, they stated that they would not refer their students since they are able to deal with the kids themselves.

### *Advantages and Disadvantages of School Counseling*

All the interviewed teachers believe that having a counselor at the school brings many advantages. For example, positive aspects of collaborative and communicative interactions of the counselor are commented on by 64 teachers and 34 teachers said that they cannot complete the school curriculum without the counselor's support. Nonetheless, 75% of the teachers reported also some disadvantages of having a school counselor. Out of these teachers, 28 think that the greatest disadvantage is having a poorly trained or unfit counselor. Another 38 teachers were concerned that the presence of a counselor would be used by teachers as an excuse to not have to deal with some of their students, or used by students to get out of some of their classes.

### *Improving counseling by training*

The fourth theme considered is to improve school counseling in Lebanon. Almost all of the interviewed teachers reported not being satisfied with the counseling services in Lebanon, yet believe it is starting to expand and hope it will prosper in the future. Teachers believed that to improve counseling there is a need for well trained and qualified counselors. Also, a significant

portion of the interviewees (32%) asked for counselors who understand the Lebanese culture.

One teacher asked for a counselor who understands the concept of confidentiality, and 18% said they would like to have a counselor who has taken more than three courses related to counseling.

Some teachers believed that three courses do not make a counselor fit enough to help students and even a psychologist or a social worker is not well trained to counsel students. The remaining teachers (10%) said that they do not know what can help improve school counseling.

## CHAPTER V

### Discussion

Teachers who were consulted symbolize a population that varies in knowledge, background, and the level of the school at which they teach. They expressed several worries about their needs and feelings toward counselors. The themes extracted from the results reveal teachers' perceptions and attitudes toward school counselors. A number of important themes were found. Most teachers know some of the roles of the counselor even if they do not have a licensed school counselor in their school or even if they did not have a counselor at all. They identified the job of the counselor based on what the counselor does in their schools. If the counselor was only helping students deal with psychological problems, that is what they mentioned as most important job. Since teachers did not have enough workshops to know the exact job of the counselor, they were general and unspecific. Most teachers interviewed are aware of the fact that a student's academic achievement might be blocked if he/she is facing any kind of nonacademic problem, however, not all of them would refer to the counselor but instead deal with it on their own. That could be the case due to our culture and religion that makes the family comes first. Moreover, they know that the counselor cannot work alone, he/she needs the teacher who usually refers the case to him. Most teachers who accepted the help of the counselor knew the difference between their job and his/her job. They understood that they detect or identify the problem in the classroom while teaching and the counselor then deals with it outside the classroom. Teachers with the longest teaching experience had different and negative perceptions of school counselors and this may be due to their having been tried at a time where school counseling was not yet present and such services were looked down upon or misunderstood. One teacher who has been teaching for 25 years social studies believed that he/

she needs to write the assessment exams since she had never contacted or talked to the counselor in her school that might be the reason why she thought that his/her job is to write the midterm exam.

Teachers knew that the counselor is of benefit to the school and he/ she is not there to take over their job, which is very important. They are also very well aware of the disadvantages of the counselor and each teacher based the disadvantage on what is going on in her/ his school. For example, one teacher explained that students can leave the class to go see the counselor whenever he/she wants, which was confirmed by the counselor at that school. Therefore, that teacher felt that if a student hates math for example, they would use the counselor as an excuse to leave class. Other teachers mentioned that counselors are not well trained or lack enough counseling courses since their counselors are either fresh graduate with a general counseling degree or have a psychology degree.

None of the Lebanese teachers in the sample are satisfied with the counseling services in Lebanon, which contradicts other studies done in the UK and the United States; and reaffirms findings from the Arab World. For example, Huntwork (2005) concluded that the majority of the teachers are satisfied with the counseling services by their schools. Al-Sarraf (1997) on the other hand found that Kuwaiti teachers are not satisfied with the counseling services in their country, although they believe it is essential. Day (1983) also noted that most people in Arab countries are not satisfied with school counseling. In Lebanon, most teachers explained the need for more counselors that is due to the fact that School Counseling is a new Masters program that did not exist before. Therefore, most counselors working in schools are either foreigners or with different major. One teacher is totally dissatisfied not because her school does not offer

counseling but because the parents need to pay the fees after each session which is totally unacceptable.

### Limitations

The results of this study are limited by the fact that it included 100 teachers from private urban schools only. Therefore, it is difficult to generalize the results. Furthermore, the researcher interviewed the teachers, which could have altered the teachers' responses since they knew why they are being interviewed..

### Conclusion and Recommendations

In conclusion, there is still a need for school counselors to further cooperate with teachers concerning the counselor's role and responsibilities in order to improve counseling in schools. Furthermore, counselors need to plan more workshops and seminars to guide teachers and educate parents. In addition, the Ministry of Education should begin a strategy in order to incorporate school counseling into all schools. The Ministry of Education needs to state the objectives and procedures concerning the rules, applications and authorization of the school counselor. As for higher education institutions, they are the ones responsible for improving school counseling by adding more courses and seminars for those majoring in counseling. In addition, the counseling program should become a major and not only an emphasis as is the case at present. Finally, counseling should be a free service offered by schools, which will encourage parents to seek the counselor's help when their child faces a problem.

A recommendation for further study would be to replicate this study using a larger sample. Moreover, the teacher should also be interviewed after two or three years to check how

their understanding of school counseling has changed over the years. This would allow for a more thorough assessment of the teachers' perceptions.

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Appendix A

Interview Question

1. How long have you served as a teacher? Which grade level do you teach and which subject?
2. Do you have a counselor at your school? Would you refer your students to him or her?
3. What services do you believe a counselor should perform?
4. How does the job of the counselor different than your job?
5. Do you believe that the students would improve if you refer them to your school counselor?
6. What are the advantages and the disadvantages of having a school counselor?
7. In what way do you believe the school counselor should interact with the teacher?
8. Are you satisfied with the counseling services in Lebanon?
9. In your opinion, what makes a good counselor?

These questions have been adapted from:

Questions 3 and 4 from Amatea& Clark, 2004

Questions 5, 6, 7, and 8 from Beesley, 2005

The data collected will be analyzed using grounded theory analysis. Themes will be obtained from these data.

## Appendix B

Name of Schools

1. American Community School

2. Antonion Sister School
3. Beshamoun High School
4. Beirut Evangelical Schools
5. Broumana High School
6. Champville High School
7. College Protestant
8. College Universidad
9. Kalaa High School
10. Melcort School
11. Saint Femine School
12. Saint Coeur School
13. Rawda High School

Appendix C

**Interview transcriptions:**

	T1	T2	T3	T4	T5
Q1	7 years. Grades 1-2-3	22 years. Grades 1-2	2 years. Grade 1	15 years. Grades 2-3	15 years Grades 1-2

Q2	Yes they have a counselor	Yes they have a counselor	Yes we have a counselor	Yes we have a counselor	No
Q3	Solve problems	Help parents, teachers, and students.	Solve individual problems	Detect the problems and solve it. To be supportive and effective	Check who needs help due to behavioral problems.
Q4	I have the experience from the look but the counselor practices	The counselor is an expert in psychology I am an expert in education	I am close to the kids, he/she is as a doctor	The teacher say the problem and the counselor solves it	The teacher sees the problem and the counselor remedy the child
Q5	Yes a lot		Definitely all students would improve	Of course they would improve. Every one has problems	They benefit a lot. It depends on the parents' cooperation
Q6	Ad. I refer to her when I have a problem  No disadvantages	More advantages than disadvantages	No disadvantages	You have help but parents do not approve	Ad: a lot  Dis: the teacher sends students to get rid of them
Q7	Good communication	Should have a good relation since dealing with the same child	I detect the problem and they refer back to us	The counselor can not work without me	Continues interaction
Q8	Every school should have a counselor	It is essential to have a counselor	Few school	Some schools yes while others no	Something new with trial and error
Q9	Needs more training not only methods	Not only methods	Should be professional	Know about the culture of the students	Need a masters degree with specialty

name/	T6	T7	T8	T9	T10
Q1	Two years. Grade 2	Six years. Grades 6-7-8	Six years Grade8	16 years Grade 6	Five years Grade 5

Q2	They do not have a counselor	Yes they have a counselor	No counselor	No counselor	Yes they have a counselor
Q3	Provide psychological help, guidance, diagnosis and assessment	Should help students who are struggling academically	Help students with low grades, at home and with learning disabilities	Identify academic problems and anything that affect education	Solve anything that affects the child academically
Q4	I help academically while he is for emotional help	I see him daily while he sees him when he has a problem	I teach them math while he teaches them social skills	We have the curriculum to finish while they work on psychology	We complete each other. I am purely academic since the counselor does not look at grades
Q5	Some children would benefit from the counselor	They slowly progress	Not necessary unless the counselor is competent	If you need him yes you will see a difference	It all depend on the child
Q6	Ad: behavior discipline. Dis: if the parents do not approve	Ad: a lot Dis: no disadvantage unless he is not a good counselor	Ad: help students Dis: parents disapprove	Ad: full of advantages Dis: if he is not equipped	Ad: to help above the academic level (divorce) Dis: when the child does not need him
Q7	Continuous interaction since he comes back with recommendation	Interact to know how the child is doing in the classroom	We can not finish the curriculum without his help	Cooperation to reach a solution	Work in parallel to check who needs counseling and then go back to him
Q8	No, we do not have enough counselors	We do not have enough counselors	No, it should first exit	Some schools do but they are also not satisfied	Now, it is flourishing but not enough. We do not care enough
Q9	More awareness	More training	Proper training	I do not know	training
	T11	T12	T13	T14	T15

Q1	10 years. Grades 5-6	12 years. Grades 11-12	7 years. Grades 10-11	5 years. Grades 7-8	12 years Grades 1-2
Q2	No they do not have a counselor	No they do not have a counselor	Yes we have a counselor	Yes we have a counselor	Yes we have a counselor
Q3	Help those who are facing academic and psychological problems	Responsible to write the academic exams and help the teacher academically	support the teacher and take care of nonacademic problems such as discipline	Detect the problems and solve it. To be supportive and effective	Solve the problems with the students
Q4	We detect the problem and they solve it.	We teach and they let out how they feel to the counselor	We teach academically and he/she teaches the meaning of education	The teacher say the problem and the counselor solves it	We see it from close he/she see it from far
Q5	Sometimes, it is not the child's problem so he/she will not improve	Sometimes, it depend if they are slow learners you will see no difference	Definitely all students would improve	Of course they would improve. Every one has problems	They benefit a lot. It depends on the parents' cooperation
Q6	Ad. Make the child's life much easier.  Dis: counselors are not well trained	Only advantages and no disadvantages	It depends on the child and the counselor.	Ad: support system  Dis: if the counselor is not fit	Ad: a lot  Dis: he might only use theory and not practical
Q7	cooperation	I detect the problem and the counselor tells me what to do	We teach and they teach us psychology courses	The counselor will not be effective without the teacher's help	Good unlimited relationship we feel comfortable
Q8	Not too many schools since school principles do not allow	Not a lot of schools allow it	Few school	None of schools I taught I had counselors.	In Lebanon it is not credible



Q9	Needs more training not only two courses	Should be trained to write exams	Should be professional	Should take more courses	Not only theory but practice
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name/ #	T21	T22	T23	T24 Teachers'	T25 Perceptions 41
Q1	12 years. Grades 11- 12	27 years. Grades: 10-11-12	Seven years. Grade:11	Three years Grades: 7-8	Five years Grades 5-6
Q2	They do not have a counselor	No they do not have a counselor	No counselor	Yes they have a counselor	Yes they have a counselor
Q3	Direct the student socially to the right way	Help students in working out their psychological and emotional problems. Help to understand how parents treat their kids	Help guide and assist both teachers and students	Solve behavioral and achievement problems	Guide the students psychologically
Q4	I help academically while he/ she helps them get their depression out	I detect symptoms while he/she goes into analyzing and curing	I teach subject matters while he/she spend outside class sessions to h	We have the curriculum to finish while they work on academic and behavior problems	I am purely academic since the counselor does not look at the curriculum
Q5	Some children would benefit from the counselor	Yes they will learn that the job of the counselor is to help them.	Yes, if he/ teaches them not to be sectarians	No if they child did not need help from the beginning	Some times the teacher would need counseling and not the child
Q6	Ad: students feel safe  Dis: whenever they have a problem go to the counselor	Only advantages no disadvantages	No disadvantages since the counselor knows everything	It depends on the personality of the counselor. Some students do	Ad: support system  Dis: if the counselor is not fit
Q7	My counselor sees the child but does not come back to me with recommendation	I will be in the middle I will seek his/her help then apply it in class	To be educated they need to feel safe.	Interact to reach a solution	we work side by side
Q8	No, we do not have enough counselors	We do not have enough counselors	None of the schools do and it sucks	Not well known due to the culture	Not satisfied they are always in a hurry
Q9	Should be fit	Should not break confidentiality	Supply basic needs	Learn about the Lebanese culture	No idea

	T31	T32	T33	T34	T35
Q1	Teaching science for 13 years	Teaching math for 8 year	Teaching geography and history for 10 years	Teaching biology for 9 years grades 11 and 12	Teaching French for one years
Q2	Yes we do	Yes we do	Yes we do	Yes we do	Yes we do
Q3	Good listener and analyzer	To help students when they fight	Helps them learn how to study and do tests	Helps students psychologically	Listens to them and take care of their needs
Q4	I can not do his job	I teach he listens	I know if the students need help and she helps	I teach she helps them psychologically	I am purely academic
Q5	Yes I would refer those who need help	Yes ofcourse	No I would not	Yes ofcourse	Yes ofcourse
Q6	No disadvantages full of advantages	No disadvantages except if he interferes with my classes	No disadvantages except if she does not know how to teach	No disadvantages	No disadvantages
Q7	Good communication	Needs cooperation	Hand in hand	She can not do anything with out me	Together we need to work
Q8	No not at all	Ofcourse not	No	I have no idea about counseling in lebanon	Not at all
Q9	Should be educated correctly	Knows the culture	Be a teacher	Good listener	Patient

name/ #	T36	T37	T38	T39	T40
Q1	Teach English for 11 years	Teach Arabic for 6 years	I teach English for grades 3 and 4.	Teach science grades 6 and 8 for 5 years.	Teach math for 6 years
Q2	They do not have a counselor	Yes we have a counselor who studied psychology	We have a counselor	Yes they have a counselor	Yes they have a counselor
Q3	Detect the problem and solve it even with parents	Her job is to help students guide them.	To listen and help me solve the problem.	Help students who have emotional problems.	Help solve student's problems.
Q4	Purely academic while her purely psychological	I help them in class.	I search for the problem and then he solves it.	I need to explain what the job of the counselor is.	I am purely academic since the counselor does not look at the curriculum
Q5	Some children would benefit from the counselor	Yes they will learn that the job of the counselor is to help them.	Yes, a lot	Of course the child would improve.	The child would improve if he is convinced
Q6	Dis: distance the teacher from the students	The disadvantage is she might interfere with my class.	The disadvantage is not being able to solve the problem.	No disadvantages	Ad: support system Dis: if the counselor is not fit
Q7	I have no idea	I do not know	To be educated they need to feel safe.	Interact to reach a solution	Deal with parents and teachers
Q8	No, we do not have enough counselors	We do not have enough counselors	Totally not satisfied	Does not know the culture	No I am not satisfied.
Q9	Should be qualified not a secretary working as a counselor	I do not know how	Should be good listener.	Deal with parents	Be professional

	T41	T42	T43	T44	T45
Q1	Teaching English for 5 years	Teaching sciences for grades 3 and 4	Teaching social studies for grades 5 and 6	I teach Art for 5 years	Teaching French for 3 years
Q2	We have a priest	We do have a priest	Yes we do	Yes we have a priest	Yes we do
Q3	He helps students solve social problems	When students feel lonely	Helps them spiritually	Understand students and help them solve problems	When we fight with the principle he comes
Q4	I teach my lessons	I teach subject matters	I teach	I teach	I teach she enlightens their way
Q5	No I do not refer my students	No I would not	No I would not	Yes I would	Yes I do if they need to
Q6	Disadvantage is that he is a priest so they view him religiously	He would use God for them to fear him	We need both a priest and a counselor	No disadvantages	No disadvantages
Q7	We need to understand each other	Need to work together	Hand in hand	His job is nothing without me	
Q8	No I am not	No iam not	No iam not	No iam not	Ofcourse not
Q9	Needs to study counsleing	Needs to be fit	Needs to be up to the responsibility	Needs to help parents too	Needs a lot of work

name/ #	T46	T47	T48	T49	T50
Q1	Teach English for 12 years	Teach English for 6 years	I teach science for over 13 years.	Teach math 8 years.	Teach history and geography for 10 years.
Q2	They do not have a counselor	Yes we have a counselor	We have a counselor	Yes they have a counselor who studied psychology.	Yes they have a counselor who is a social worker
Q3	The job of a counselor is to guide, counsel, and assist both teachers and students.	Her job is to guide, aid, and support the students.	To listen and help me solve the problem.	Help students when they fight between each other.	Deal with students when they face a problem. She also teaches them how to study.
Q4	Purely academic while her purely psychological	I detect the problem and she deals with it.	I can not do his job because I am not equipped with the theories.	Purely education while her job is psychology.	I am purely academic since the counselor does not look at the curriculum
Q5	Some children would benefit from the counselor	Yes of course they will improve. .	They might depending on the problem	I would not refer my students	The child would improve if he is convinced
Q6	Ad: the teacher can now concentrate at her work instead of working as a counselor too.	No disadvantage.	The advantage is that he would be a facilitator between the students and me.	The disadvantage is that the teacher can do the job of the counselor so she is not needed.	No disadvantages
Q7	The counselor needs to help all school staff	We need to educate the community.	The parents need to know the job of the counselor.	I do not believe a counselor is necessary.	I do not know
Q8	No, we do not have enough counselors	We do not have enough counselors	Totally not satisfied	I do not know	No I am not satisfied. We need more counselors
Q9	Needs to be well fit.	A counselor not any other major.	Needs to offer the basic needs.	No idea.	Be a counselor

	T51	T52	T53	T54	T55
Q1	Teaching English for 6 years	Teaching biology for 2 years	Teaching French for 1 year	Teaching Arabic for 8 years	Teaching Arabic for 7 years
Q2	Yes we do	Yes we do	Yes we do	Yes we do	Yes
Q3	Her job to deal with troubled students	Deals with emotional, social, and academic problems	Help teachers and principles to deal with troubled kids	Help students with psychological problems	Helps solve psychological social and academic problems
Q4	I do not deal with outside problems	I teach she helps academically	I only teach	I try solving the problem then send to the counselor	I do boh jobs but not a lot of time
Q5	I would refer	Ofcourse I would	Yes I would	Some times it depend	No I do not
Q6	The only disadvantage is if not fit	No disadvantage	No disadvantages	The disadvantage tha the students take him as excuse	No disadvantage
Q7	We need to work together	She needs to come back tome with recommendations	Needs to be one hand	To ask my help	Needs to ask me
Q8	No iam not	Not at all	No iam not	No iam not	I do not know
Q9	Helps teachers too	Be fit	Be patient	Knows who really needs help	I do not know

name/ #	T56	T57	T58	T59	T60
Q1	Teach math for 12years	Teach Arabic for 7years	Teaching math for 5 years	Teach biology for 8 years	Teach chemistry for 3 yers
Q2	Yes we have a counselor	No we do not have a counselor	We have a counselor	Yes they have a counselor	No we do not have a counselor
Q3	Detect the problem and solve	Her job is to help students solve psychological	To take care of the students	Detect any change in the child's behavior	Help the students with personal family problems
Q4	Purely academic while her purely psychological	I teach subject matter	I detect the problem and then he solves it.	I only teach biology while he investigate the problem	I am purely academic since the counselor does not look at the curriculum
Q5	No I would not because I do not face problems	Yes they will improve	Yes, a lot	Of course the child would improve.	I would only refer my students if he is capable
Q6	No disadvantage	The disadvantage is she might interfere with my class.	The disadvantage is interfering with how Ideal with my students	No disadvantages	Dis: if the counselor is not fit
Q7	I have no idea	I do not know	To be educated they need to feel safe.	Interact together	Deal with parents and teachers
Q8	No, we do not have enough counselors	We do not have enough counselors	not satisfied	I am not	No I am not satisfied.
Q9	Should be with a counseling degree	I do not know how	Should be good listener.	Good detector	Needs to be able to differentiate between counseling and madness



	T61	T62	T63	T64	T65
Q1	Teaching English for 5 years	Teaching economic for 5 years	Teaching history and geography for 5 years	I teach English for 9 years	Teaching history for 13 years
Q2	No we do not	We do	Yes we do	No we do not	Yes we do
Q3	Helps students solve problems	Help and guide students	Follow up with students	Listen to students and advice them	Listen to my students
Q4	Not a lot of difference because I can help my students	I teach subject matters and identify the problem	I teach	I teach English	I teach History
Q5	No I do not refer my students all the time	Some times it depend	No I would not	Yes I would	Yes I do if they need to
Q6	I do not know	No disadvantages	He needs to know subject matter	No disadvantages	No disadvantages
Q7	We need to understand each other	Need to work together	Hand in hand	Can not do his job without me	Help parents know the job of the counselor
Q8	No I am not	No iam not	No iam not	No iam not	Ofcourse not
Q9	Needs awarness	We need to make people understand	Needs to be up to the responsibility	Not well fit counselors	Needs to be a real counselor

	T66	T67	T68	T69	T70
Q1	Teaching English for 15 years	Teaching biology for 7 years	Teaching French for 3 years	Teaching Arabic for 11 years	Teaching music for a year
Q2	Yes we do	Yes we do	Yes we do	No we do not	Yes
Q3	His role work up close with students who are facing challenges	Provide necessary guidance to students in all ways	Well balanced kid from all directions	Connect the teacher with the students	Helps solve psychological social and academic problems
Q4	I do not deal with outside problems I do not have time	I teach she guide the student non academically	I only teach and finish my curriculum while she is there for them at any time.	I try solving the problem then send to the counselor	I consult her in all my cases
Q5	I would refer them ofcourse they improve	Ofcourse I would	Yes I would	They might	Ofcourse they will improve
Q6	The only disadvantage is pulling them out from the classroom	No disadvantage	No disadvantages except if not well trained	No disadvantages	No disadvantage
Q7	We need to work together	We need to be one hand	Work as a team	To ask my help	Help the parents
Q8	No iam not	Not at all	No iam not	No iam not	It is a mandatory to have one now
Q9	To be well trained	Needs to have experience	Be patient	To be able to help the students.	It is a must to have a real counselor

	T71	T72	T73	T74	T75
Q1	Teaching economy for 4 years	Teaching physics and chemistry for 23 years	Teaching French for 3 years	Teaching Arabic for 15 years	Teaching social studies for a year
Q2	Yes we do	No we do not have a counselor	Yes we do	No we do not	Yes
Q3	Help students solve problems that affect their education	Deal with the problems directly with the parents and students.	Well balanced kid from all directions	Discusses any concern with the teachers	Helps solve psychological problems
Q4	I notice the problem and he deals with it.	I teach she guide the student non academically	I only teach and finish my curriculum while she is there for them at any time.	I try solving the problem then send to the counselor	I consult her in all my cases
Q5	I would refer them ofcourse they improve	No I do not think it is needed	Yes I would	No	Ofcourse they will improve
Q6	The only disadvantage is a nonprofessional counselor	No disadvantage Except wasting time sometimes	No disadvantages except if not well trained	No disadvantages	No disadvantage
Q7	work together	We need to be one hand	Work as a team	To ask my help	Be there
Q8	No iam not	I am because he is not needed	No iam not	No iam not	No iam totally not satisfied
Q9	To be well trained	No	Be patient	He would be a plus	must to have a real counselor

	T81	T82	T83	T84	T85
Q1	Teach English for 3 years. Grades 1-2-3	I teach history and geography for 2 years Grades 1-2	I have been teaching French for 2 years. Grade 1 and 2	I have been teaching English for years. Grades 2-3	Have been teaching history Grades 1-2
Q2	Yes they have a counselor	Ne we do not have a counselor	Yes we have a counselor	Yes we have a counselor	Yes we do
Q3	Direct the students in case they are facing problems.	Strengthen the students' academic abilities	Help students who are disturbed	Give advice	Help teacher deal with misbehaving children
Q4	I teach and he solves problems	The counselor is an expert in psychology I am an expert in education	I teach while he listens to the kids.	The teacher say the problem and the counselor solves it	I do what she tells me to do
Q5	Yes a lot	Yes I would sometimes	Definitely all students would improve	Of course they would improve. Every one has problems	They benefit a lot. It depends on the parents' cooperation
Q6	The disadvantage if he is not taking his job seriously	More advantages than disadvantages	No disadvantages	No disadvantages except if he is a foreigner and does not know about our culture.	Ad: a lot Dis: disobeys the teacher
Q7	Good communication	Should have a good relation since dealing with the same child	I detect the problem and they refer back to us	Hand in hand	Continues interaction
Q8	Iam not satisfied	It is essential to have a counselor	No iam not satisfied	Some schools yes while others no	No iam not
Q9	Needs to be dedicated to his job.	Needs to be available at universities too	Should be well fit	Gives feedback to the teacher	Should be patient and good listener

	T86	T87	T88	T89	T90
Q1	Teaches English for 5 years.	Teaching math for 4years	Teach math	Teaching English for 5 years	Teaching mathfor 2 years
Q2	Yes we do	Yes we do have a counselor	Yes we do	Yes we do	Yes
Q3	Help students that are facing any kind of problem.	Helps students who have problems that negatively affect their grades.	Help students who are facing any kind of problem.	Perform academic and personal counseling.	Help students with low grades and problems at home
Q4	I notice the problem and she deals with it if I can not by myself.	The teacher guides academically.	I detect the problem and try to help them then she is there for them.	My job is purely academic	Take her opinion
Q5	I would refer them some improve.	Yes I would and believe they would improve	Yes I would if I can not solve it my self first.	Yes ofcourse.	Not all of them would improve it depends
Q6	The disadvantage is that the tuition would be high	No disadvantage	No disadvantages	No disadvantages	No disadvantage
Q7	work together	cooperation	We complete each other	Needs to contact the teacher at all times	Be there
Q8	No iam not	I am because he is not needed	No iam not	Yes I am	No iam totally not satisfied
Q9	Need professional counselors.	Educated counselors	The counselor needs to match with the environment he is put in.	.	Be able to deal with parents

name/ #	T91	T92	T93	T94	T95
Q1	Teach English 5 years.	Teaching English for 11 years	Teach biology for 6 years	Teach science for 5 years	Teach Arabic for 7 years
Q2	They do not have a counselor	Yes we do have a counselor	Yes we do counselor	Yes they have a counselor	No we do not have a counselor
Q3	Helps students that are facing any non academic problem.	Assist students	Help low achievers and those who have psychological problems.	Behavioral problems or social ones	Direct the students when they face social problem.
Q4	I help academically while he/ she helps them psychologically	I recongise the problem and he deals with it	I teach subject matters while he/she spend outside class sessions to h	I identify the problem	I teach
Q5	Some children would benefit	Yes they do	Yes	yes	Sometimes
Q6	Disadvantage that teachers will become lazy.	no disadvantages	No disadvantages except if not well rounded counselor	Full of advantages	No disadvantages
Q7	The counselor should come back to me	Work hand in hand	The counselor should be there for the teachers	Work hand in hand	Comes back to me
Q8	No, we do not have enough	Yes I am	None of the schools do	Not well known	Not satisfied
Q9	Should be professional		Fit for the job	Well rounded	Understanding

name/ #	T96	T97	T98	T99	T100
Q1	Teach English 4 years.	Teaching English for 8 years	Teach economics for 8 years	Teach science for 9 years	Teach Arabic for 1 year
Q2	They do have a counselor	Yes we do have a counselor	Yes we do counselor	No we do not	Yes we do
Q3	Guides students through education	Help students who are facing social or behavioral problems.	Helps student with any kind of problem	Solve's students' problems	Listen to the students.
Q4	I teach academically while he/ she helps them psychologically	I teach and direct the students to the counselor.	I can not do his job cause I am not equipped	I teach academically he would be psychologically	I teach and also listen to minor problems but him for major ones.
Q5	They do benefit in a way	Yes they do	Yes they might	Yes	Sometimes
Q6	Disadvantage the students would depend on him	Advantage she makes my job easier.	No disadvantages	Disadvantage if the counselor is not well equipped with the theories	Disadvantage that he pulls out students from their classes.
Q7	Advice me how to deal with the case	She comes back and tell me how to deal with the student	Work together	Works as a facilitator	Comes back to me
Q8	No, we do not have enough	No I am not	No I am not	Not well known	Not satisfied
Q9	Should know about the culture.	Should be well trained	Needs to be accepted by parents	Well trained	Needs to refer to the students always.

