

Counsellor's Role in the Private Girls' Secondary Schools of Saudi Arabia

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Abstract

This paper focuses on the perceptions of private secondary school female counsellors regarding their actual and ideal role in Saudi Arabia. Furthermore, this paper also highlights the problems that are faced by the female school counsellors in discharging their day to day routine chores. A combination of quantitative and qualitative methods is applied to collect data from – female school counsellors working in different schools located in Jeddah. The Questionnaire used was developed by Al Ghamdi (1999) containing six dimensions for both, the actual roles and the ideal roles of the female school counsellors. Paired samples t-test is used to unearth significant differences among the six dimensions. ANOVA technique was used to study the differences between the six dimensions based on the demographic characteristics. From the statistical analysis it is witnessed that there exist significant differences among the mean perceptions of the counsellors across all the six dimensions with regard to their actual and ideal roles in an educational setup. However, mixed findings were revealed when demographic characteristics were used as factors with the six dimensions employing the ANOVA technique. Findings of this paper can provide effective future guidelines to educational policy managers in Saudi Arabia for devising policies and training programs which will enhance the efficiency of female school counsellors and will also be beneficial to all stakeholders - academic staff, students and parents, in an educational institution.

Keywords

Counsellor, perception, gap, actual, ideal.

Introduction

Saudis believe that private schools can provide education in a much better way than other schools so whoever can afford their tuition fees send their children to them. (Wyne et al., 2002). In that way private education takes an important place in Saudi education system and also helping Saudi government in providing education. In private schools, boys and girls also get financial aid and free text books by Ministry of Education. (Al-Bahadel, 2004). Change in trend towards private schooling is actually the result of social change. (Al-Zahrani, 1990). Researchers found that need for counselling psychological and other problems of students was identified and thus acceptability of counsellors in school was present. (Al-Sayed, 2002). Empirical studies also showed positive response of students to effective counselling. (Al-Rebdi, 2004). Otaibi (March 23, 2014) found out that the counsellors face a deficiency in the support by the students, parents and public. People are not aware about counselling in schools. Most of the people in Saudi Arabia do not have any idea about it. In addition, there are some financial restrictions which are faced by the schools and educational facilities when it comes to the provision of such facilities. The counsellors are not provided with the right training. In addition, the culture in Saudi Arabia also makes it hard for the counsellors to get accepted in the schools for providing guidance. The society in the country is less open. Furthermore, he found out that the school counsellors in Saudi Arabia require a lot of training and money. They require a lot of help and suggestions from the other experienced people working in the same field. When they would be provided ideal cooperation from the educational institutes, they would be able to provide better services. (Otaibi, March 23, 2014).

Perceptions and attitudes toward the role of student counsellors in Saudi Arabia have been investigated by many researchers over the last 20 years. Most of the existing studies have been conducted only on boys' schools and at the educational public sector. Consequently, the current study is important among previous studies in a way that it has investigated the role of counsellors and their performance within private girls' schools particularly at secondary level (with pupils aged between 16-18 years).

Thus, it is important to direct attention to counselling in private girls' schools, since this area has not received the attention it deserves. Areas addressed in this study include the perceptions of counsellors regarding their actual and ideal roles. Dahir et al. (2009) emphasized the need to listen to school counsellors' job-related perceptions in order to positively impact the school counselling field. He says, "We must pay close attention to the opinions and perceptions of professional school counsellors, those who are closest to the source of their student and school building needs" (p. 191). It is hoped that the research will make a significant contribution to the understanding of the issue; problems faced by student counsellors in Saudi private girls' schools. Furthermore, it will assist universities in designing training programmes for private school counsellors. Finally, the participants in the study were themselves expected to provide useful suggestions for developing and improving counselling programmes and directing students within private girls' schools, and the findings will be submitted to the Ministry of Education for their consideration.

Objectives

The objectives of the study are as follows:

1. To determine the differences between what counsellors believe their role should ideally be and how they actually perform it in their schools.

2. To determine whether there are differences in counsellors' views regarding their role. Also, differences might be looked into the counsellor's age, school size and teaching experience.
3. To identify the existing gap in the perception of female counsellors between the actual and ideal roles which they need to perform.
4. To recommend strategies for further development of counselling programmes in Saudi Arabia's private girls secondary schools.

Literature Review

School counsellors are on the forefront of the field directly serving students and schools; as a result, it is imperative that the field is aware of school counsellors' perceptions (Gysbers & Henderson, 2012) and the variables impacting school counsellors' job activities. Leuwerke et al, (2007) argued that counsellors must have a clear understanding of their roles and use this knowledge to inform others of their role in the school. Nonetheless, in practice, there is gap between the actual and ideal functions.

Dahir says, "Throughout the last half of the 20th century, and continuing into this new millennium, confusion has persisted as to the nature, function, purpose, and role of counselling in schools" (Dahir, 2004, p. 344).

Multiple researchers found that school counsellors are spending more time than ideal in "other" or inappropriate school counselling job activities, including clerical, administrative, and fair share job activities. For years, researchers have demonstrated the discrepancies between school counsellors' actual and preferred job activities, including several clear-cut consistencies across the literature. Discrepancy has existed between school counsellors' actual and preferred job activities (Scarborough & Culbreth, 2008), whether due to being assigned non-preferred activities, following non-preferred recommendations school counselling by leaders and organizations, or other variables School Counsellors' Perceptions of their Academic Preparedness for Job and Actual Job Activities (Goodman-Scott, E, 2013).

All authors (Baggerly & Osborn, 2006; Dahir et al., 2009; Hatch & Chen-Hayes, 2008; Rayle & Adams, 2008; Scarborough, 2005; Scarborough & Culbreth, 2008; u et al., 2011) found that school counsellors' job activities differed by school level (Goodman-Scott, E, 2013). Scarborough and Culbreth (2008) found that when comparing school counsellors' actual and preferred activities, although high school counsellors preferred performing counselling, consulting, collaboration, and curriculum related activities, in comparison to elementary and middle school counsellors, they had the greatest discrepancy between tasks they actually performed and tasks they preferred to perform. In fact, there are mixed findings in the literature regarding high school counsellors' degree of appropriate duties when compared to elementary and middle school counsellors. In summary, many studies have documented the difference in school counsellors' activities based on school level Although studies above have examined how school counsellors' perceived their roles across several variables and content. No study so far, has examined school counsellors' perceptions of their own role in private schools. Thus, there exists a need to gather additional data on school counsellors' perceptions of their role as it relates to school counsellors' job activities in private schools. According to Rayle and Adams (2008), "Even as our profession is transforming and redefining the roles of school counsellors, more must be done". Thus, there is a need to continue examining school counsellors' roles and activities, but in different settings.

In 2013 a study was conducted which worked at assessing the perceived significance and provision of counselling and guidance. The study made use of a survey design. It also incorporated 336 participants. The researcher made use of techniques like t-test, Chi-square test, Independent sampling and Kruskal-Wallis test for analyzing the data. According to the Otaibi findings in 2014, it was concluded that the community of schools had very bad awareness regarding counselling and guidance in the schools. The utilization of the services was done in higher proportion by the male students as compared with that of females. There was a fear of asking for help by the female students which lead to the underutilization of such services. The schools do not have written projects, responsibilities and duties of the counsellors. There were no rooms for counselling in the schools. Very loose coordination was found among the teachers, principals and counselling projects. Several recommendations were also made. (Alemu, 2013).

With the exception of Al-Rebdi's study in 2004, all previous researches used quantitative methods for research. We have also used questionnaire based method to quantify the qualitative variables.

Hypotheses

Based on the objectives and the literature review following hypotheses are framed:

H1: There is significant difference between the perceptions of female school counsellors regarding their actual and ideal roles across the six dimensions.

H2: There is a significant difference among the perceptions of female school counsellors with different age groups across the six dimensions.

H3: There is a significant difference among the perceptions of female school counsellors with varying teaching experience across the six dimensions.

H4: There is a significant difference among the perceptions of female school counsellors with size of the school across the six dimensions

Research Design & Methodology

The research approach used in this study was cross-sectional which includes using one time contact with the respondent through the questionnaire and a part of the data collected through semi-structured interviews in order to corroborate whether the information gathered through questionnaires is reliable and valid. So in a sense it is primarily a quantitative study with a tinge of qualitative nature.

Questionnaire/Instrument: For the current study we adopted the questionnaire developed by (Al-Ghamdi, 1999). The topics used in the questionnaire fell into six main categories/dimensions:

1. Counselling Category: (items 1, 7, 19, 21, 23, 28, 33 and 39).
2. Developmental, Educational and Career Guidance Category: (items 6, 8, 11, 18, 22 and 24).
3. Consultancy Category: (3, 4, 9, 16, 17, 20, 27, 29, 31 and 34).
4. Evaluation and Assessment Category: (10, 15, 25, 35 and 36).
5. Programme Management and Development Category: (5, 12, 13, 32, 37 and 38).
6. Personal and Professional Development Category: (2, 14, 26 and 30)

7. The 39-item questionnaire is attached in the Appendix.

"The questionnaire consisted of 39 statements grouped into six categories: individual and group counselling (8 items), developmental, educational and career guidance (6 items), consulting (10 items), evaluation and assessment (5 items), programme management and development (6 items), and personal and professional development (4 items). The questionnaire was divided into three sections. In Section One, participants will ask to provide general background information. In Section Two, they will ask to rank each function of the counsellor on a five-point scale (from 1= very unimportant, to 5= very important). In Section Three, participants will ask to rank each function again, but in regard to how often the counsellor performed it. The ranking for this section is based on a five-point scale (always =5, often =4, sometimes =3, rarely =2, and never =1). The questionnaire only consisted of statements designed to obtain the specific information required." (Al-Ghamdi, 1999).

The following analysis techniques have been used:

- Cronbach's Alpha has been used to check the internal consistency of the questionnaire.
- Descriptive statistics have been used to describe the data.
- Paired t-tests have been used to check significance of variables.
- The one-way analysis of variance (ANOVA) test has been used to determine any difference present in perception of actual and ideal role of female counsellors across demographic groups.

Jalil, M. M (2013) states, "if the objective is to say something meaningful about the population then non-random technique can give useful results". In view of the said considerations, purposive sampling technique was used to select the sample of female counsellors.

Results and Analysis

Sample Characteristics: Table 1 presents the demographic characteristics for the sample of 54 female school counsellors. In the age group one group of 23-28 was dropped because no respondent was found in this group. Majority of counsellors (33%) were from the age group (29-34). In teaching experience the group 21& above was dropped being not responded. Majority of female counsellors (61.1%) were having 6 to 10 years teaching experience.

Table 1: Demographic Characteristics

		<i>Range</i>	<i>n</i>	<i>%</i>
Age Groups	1	(29-34)	18	33.0
	2	(35-40)	15	27.7
	3	(41-46)	13	24.07
	4	(47&above)	08	14.81
Teaching Experience	1	(6-10)	33	61.1
	2	(11-15)	11	20.4
	3	(16-20)	10	18.5
Size of School (Number of Students)	1	(1-150)	32	59.3
	2	(151-300)	22	40.7

Cronbach's alpha of six dimensions is shown in the table 2 which shows that all items are reliable to measure different dimensions.

Table 2: Internal Consistencies

Factors	No: of Items	Cronbach's Alpha (Actual)	Cronbach's Alpha (Ideal)
Counselling	8	0.766	0.744
Developmental, Educational and Career Guidance	6	0.702	0.716
Consulting	10	0.686	0.717
Evaluation and Assessment	5	0.623	0.600
Programme Management and Development	6	0.628	0.621
Personal and Professional Development	4	0.638	0.620
Total	39		

Table 3: Descriptives Analysis and Paired Samples T-tests

			Paired Samples Descriptive Statistics				Paired Samples Test			
			Mean	N	Std. Deviation	Std. Error Mean	Mean differences	t	df	Sig. (2-tailed)
Pair 1	Counseling	A	4.4213	54	.44991	.06122	-.24306	-4.498	53	.000
		D	4.6644	54	.34325	.04671				
Pair 2	Developmental, Educational and Career Guidance	A	3.7778	54	.62445	.08498	-.60802	-7.375	53	.000
		D	4.3858	54	.43657	.05941				
Pair 3	Consulting	A	4.0926	54	.48907	.06655	-.42222	-6.953	53	.000
		D	4.5148	54	.34500	.04695				
Pair 4	Evaluation and Assessment	A	4.1037	54	.44762	.06091	-.21111	-2.871	53	.006
		D	4.3148	54	.41409	.05635				
Pair 5	Program Management & Development	A	4.2099	54	.50281	.06842	-.27469	-4.342	53	.000
		D	4.4846	54	.36953	.05029				
Pair 6	Personal and Professional Development	A	3.2361	54	.69773	.09495	-.87500	-8.623	53	.000
		D	4.1111	54	.48967	.06664				

Table 3 presents descriptive statistics of the collected primary data. Data was personally collected by the researcher from 54 female school counsellors. It was seen that mean of actual and ideal counselling are not distinct with small standard deviations. We cannot say that there is much difference present in actual and ideal role of counselling, however, literature suggests that there

exist differences. There was a need of performing paired samples t-test in order to see whether paired differences are significant or not. Counselling was measured through item 1, 7, 19, 21, 23, 28, 33 and 39. Mean of actual role is almost 4.42 as shown in Table 3 which shows that on average female counsellors often perform these tasks whereas mean of ideal role is almost 4.66 which approximately equals to 5 referring that female counsellors should always perform these tasks i.e. this task is very important. From this we can say that our data is showing differences in actual and ideal role of counsellors in a way that the roles under counselling which need to be performed always (i.e. very important) are performed often not always as a routine matter. Personal judgement also contaminates the data where counsellors think that they are almost performing ideal job role and reports the same, however, the results of their actions depict a different scenario.

The mean of developmental, educational and career guidance role is almost 3.8 whereas mean of ideal role is 4.4. Means are distinct which show that there exists difference in actual and ideal role of guidance. The variable is measured through items 6, 8, 11, 18, 22; 24. Consulting has a mean 4.1 in the actual role whereas, mean of ideal role is almost 4.5 which suggest that consulting is often performed whereas it has to be always done (i.e. it is very important). Again like counselling, consulting role is found to be over perceived. Literature suggests that there exists significant difference in actual and ideal role of consulting of female counsellors. Means of Ideal and actual roles of evaluation and assessment performed by female counsellors are somewhat different. Data of program management and development roles show that mean of actual role is almost 4.5 whereas ideal role's mean is 4.2 which suggest that program management and development needs to be performed often (i.e. it is important) in contrast to always performed (i.e. very important). Not to consider a role very important when it is of simple importance.

Table 3 shows mean of actual role of personal and professional development is 3.2 whereas mean of ideal role is 4.1. This variable is measured through item 2, 14, 26, 30. There is a marked difference between means witnessed in this dimension. Meaning that the role is performed sometimes whereas it ought to be performed often (i.e. it is important) as part of the counsellor's responsibility.

In order to confirm whether there exist significant differences between actual and ideal roles of female counsellors, we use paired sample t-test also shown in the right panel of table 3. All pairs differ significantly at 1% level of significance which is an indication that in all the six categories, significant difference exists between the mean perception of actual and ideal roles of female school counsellors.

Table 4: ANOVA and Independent Samples T-test

ANOVA	Counseling	Developmental, Educational and Career Guidance	Consulting	Evaluation and Assessment	Program Management and Development	Personal and Professional
Age	F(4.117,4); p < 0.01	F6.533,4); p < 0.01	F(2.515,4); p > 0.05	F(3.441,4); p < 0.05	F(7.502,4); p < 0.01	F(2.796,4); p < 0.05
Teaching Experience	F(2.057,4); p > 0.05	F(0.802,4); p > 0.05	F(0.486,4); p > 0.05	F(0.844,4); p > 0.05	F(0.883,4); p > 0.05	F(0.533,4); p > 0.05
<i>T-tests</i>						
Number of students	t(-2.162,52); p < 0.05	t(-3.080,52); p < 0.01	t(-1.12,52); p > 0.05	t(-2.34,52); p < 0.05	t(-2.01,52); p < 0.05	t(-1.85,52); p > 0.05

In order to study whether there exist any differences among the six dimensions across the age groups, years of experience and size of school, ANOVA and independent sample t-tests are performed in Table 4. As seen from table the mean perception of all the six dimensions among the age groups differ significantly at 1% to 5% level of significance, except for consulting whereas, the six dimensions do not differ significantly with years of teaching experience. Thus it can be said that age can predict female counsellor's role but Teaching experience cannot.

Size of school is studied with only two groups so we performed independent samples t-test. Going by table 4 significant difference is exhibited between the two groups of the schools but only in the four dimensions of counselling, developmental, evaluation and program management. For the rest two dimensions of consulting and personal and professional dimensions there exist no significant difference. Thus it can be said that Size of school can predict female counsellor's role to some extent as the dimension of counselling differ significantly across the two school groups.

Hence, we may summarize our results that three grouping variables namely age, and number of students (i.e. the size of school) can become important predictors of counsellors' role perception.

Gap Differences

In order to address the research question regarding the existing gap between the perceptions of female school counsellors regarding their roles table 5 presents the headcount of counsellors. Since there were many zeros in the lower two scales of both the actual and ideal roles therefore, instead of using five categories the researcher used three categories – Moderately Important, Important and Very Important, for both Actual and Ideal roles.

Table 5: Actual and Ideal Role Count and Percentages

Item No:	Actual Role of Counsellors						Ideal Role of Counsellors					
	Sometimes (Moderately Important)		Often (Important)		Always (Very Important)		Moderately Important		Important		Very Important	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	6	11.1%	24	44.4%	23	42.6%	6	11.1%	11	20.4%	37	68.5%
7	2	3.7%	12	22.2%	40	74.1%	1	1.9%	4	7.4%	49	90.7%
19	6	11.1%	25	46.3%	20	37.0%	4	7.4%	17	31.5%	33	61.1%
21	5	9.3%	11	20.4%	38	70.4%	1	1.9%	13	24.1%	40	74.1%
23	7	13.0%	17	31.5%	29	53.7%	5	9.3%	10	18.5%	39	72.2%
28	7	13.0%	19	35.2%	26	48.1%	2	3.7%	18	33.3%	34	63.0%
33	6	11.1%	16	29.6%	32	59.3%	3	5.6%	13	24.1%	38	70.4%
39	4	7.4%	16	29.6%	33	61.1%	2	3.7%	11	20.4%	41	75.9%
6	21	38.9%	18	33.3%	7	13.0%	9	16.7%	25	46.3%	19	35.2%
8	11	20.4%	20	37.0%	20	37.0%	5	9.3%	19	35.2%	30	55.6%
11	4	7.4%	24	44.4%	23	42.6%	0	0.0%	17	31.5%	37	68.5%
18	19	35.2%	20	37.0%	7	13.0%	6	11.1%	24	44.4%	24	44.4%
22	16	29.6%	15	27.8%	13	24.1%	11	20.4%	20	37.0%	23	42.6%
24	13	24.1%	17	31.5%	21	38.9%	6	11.1%	17	31.5%	31	57.4%
3	8	14.8%	16	29.6%	28	51.9%	7	13.0%	21	38.9%	26	48.1%
4	9	16.7%	18	33.3%	27	50.0%	4	7.4%	11	20.4%	39	72.2%
9	7	13.0%	19	35.2%	26	48.1%	2	3.7%	17	31.5%	35	64.8%
16	12	22.2%	12	22.2%	15	27.8%	1	1.9%	22	40.7%	30	55.6%
17	6	11.1%	15	27.8%	31	57.4%	3	5.6%	14	25.9%	37	68.5%
20	6	11.1%	18	33.3%	29	53.7%	1	1.9%	16	29.6%	37	68.5%
27	12	22.2%	11	20.4%	14	25.9%	4	7.4%	21	38.9%	27	50.0%
29	6	11.1%	22	40.7%	26	48.1%	1	1.9%	17	31.5%	36	66.7%
31	12	22.2%	20	37.0%	21	38.9%	11	20.4%	18	33.3%	25	46.3%
34	15	27.8%	16	29.6%	23	42.6%	4	7.4%	19	35.2%	31	57.4%
10	3	5.6%	6	11.1%	43	79.6%	2	3.7%	14	25.9%	38	70.4%
15	10	18.5%	5	9.3%	1	1.9%	26	48.1%	13	24.1%	7	13.0%
25	6	11.1%	10	18.5%	36	66.7%	3	5.6%	10	18.5%	41	75.9%
35	4	7.4%	12	22.2%	38	70.4%	0	0.0%	13	24.1%	40	74.1%
36	2	3.7%	11	20.4%	39	72.2%	7	13.0%	13	24.1%	28	51.9%
5	11	20.4%	18	33.3%	21	38.9%	6	11.1%	24	44.4%	23	42.6%
12	18	33.3%	25	46.3%	9	16.7%	7	13.0%	17	31.5%	30	55.6%
13	6	11.1%	9	16.7%	38	70.4%	4	7.4%	10	18.5%	40	74.1%
32	5	9.3%	14	25.9%	33	61.1%	3	5.6%	16	29.6%	35	64.8%
37	10	18.5%	18	33.3%	23	42.6%	5	9.3%	20	37.0%	29	53.7%
38	8	14.8%	16	29.6%	29	53.7%	2	3.7%	23	42.6%	29	53.7%
2	14	25.9%	19	35.2%	19	35.2%	4	7.4%	14	25.9%	36	66.7%
14	18	33.3%	10	18.5%	4	7.4%	14	25.9%	22	40.7%	17	31.5%
26	18	33.3%	6	11.1%	2	3.7%	20	37.0%	19	35.2%	11	20.4%
30	17	31.5%	20	37.0%	12	22.2%	11	20.4%	23	42.6%	20	37.0%

Table 5 shows that majority of counsellors (44%) of respondents always address the development needs of students (item #1) i.e. considers it important, whereas in the ideal role 68% of counsellors

opted it as very important task. Likewise 74% of counsellors always i.e. consider it very important to; help students in solving their problems (item #7) whereas 90% counsellors consider it a very important task. Only 46% counsellors often, i.e. considers it important, to assist students in making appropriate decisions whereas 61% counsellors consider that this task is very important. 63-74% counsellors think that female counsellors should always meet students, assist them understanding their abilities and solving their problems, assist them adjust to environment and counsel parents on their children's problems. However, 48-70% female counsellors always perform these tasks. Hence a difference between actual and ideal role of counsellors exists for which they need proper training.

Similarly in development, educational and career guidance category, 37.0% counsellors sometimes collate information and provide workshop to students to help them develop social skills whereas 44.4% counsellors consider it to be very important. Rest of tasks including conduct of special educational tasks, work with students, collate information and provide information to students and conduct of special programs are considered to be very important by majority of respondents whereas mostly counsellors perform these tasks either sometimes or often i.e. considers them important or very important.

Majority of counsellors always perform consulting tasks and it is also considered to be most important task by majority of respondents. Most of the sub-tasks of evaluation and assessment and program management are always performed by the counsellors who are considered very important by the respondents. In case of personal and professional development, most of the tasks are performed according to their degree of importance with an exception of conducting research related to students' needs and problems (item#14) .Majority of counsellors responded to moderately important category (33.3%) in the actual role but to an important task (40.7%) in the ideal role category. Overall a difference between actual and ideal role exists which is more evident in counselling category.

Conclusion

In Saudia Arabia, role of counsellors in private schools has been identified as very important. Work on identification of ideal role of male counsellors as mentioned in literature is found but no work is found on female counsellors which need to be addressed. A study by (Kazem, A., & Garry, H., 1994) similar to some extent to the present study was conducted in Kuwait- a country which almost follows the Saudi cultural cum educational model used the questionnaire developed in Connecticut by Ibrahim & Thompson (1981) with four categories Comparing the results of the two studies one sees similar results prevailing in both the studies on common items. In educational counselling category the item addressing the provision of counselling services to parents and helping students to understand their abilities, and interests in both the studies was perceived as either very important or important. Likewise in both the studies teaching experience has not been found as a significant predictor for female counsellor's role. To summarize the discussion we say that in the present study significant differences exist between the actual and ideal role of female school counsellors perceptions. If this gap is bridged effectively then efficiency of schools can be enhanced vis-e-vis all the stakeholders. If counsellors are all time addressing student's and parent's need and collecting information to help students, avail different opportunities, collect information and do proper evaluation then service of counselling provided by female counsellors can be improved. Also female counsellor's perception about their own roles differs with age and number of students i.e. size of school. Government's role can also be pivotal in bridging this difference of perception of female

counsellors regarding their own roles. In addition to providing funds to private schools, government may provide on the job training facility for female counsellors for better understanding of their roles in the academic institution and to remove the role ambiguity. The female counsellors role needs to be spelled out more clearly by the educational managers and the inadequacies in communication of their roles should also be smooth lined so that all the stakeholders of an educational setup should know when, why and how to contact the female school counsellor. This research primarily addressed the actual and ideal role of female school counsellors; however, the results may also be replicated to look into the perceptions of female teachers and female principals on the same topic and the gap difference in the perceptions of the three (counsellors, teachers and principals) may be studied concurrently.

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