

Attitudes of educational institutions principals towards the process of guidance and school counseling and its relationship to the performance of guidance counselors -A field study in some Jijel institutions-

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Received: 04/2023

Published: 10/2023

Abstract:

This research paper aims to know the attitudes of principals of educational institutions towards the process of guidance and school counseling and its relationship to the performance of guidance counselors. The field study was conducted in some educational institutions in the wilaya of Jijel. The descriptive analytical approach was used for its suitability for the study, and a set of statistical methods such as arithmetic average and standard deviation were adopted using spss program. Two questionnaires were prepared for this study, and were distributed to the principals of educational institutions (middle and secondary). The actual study sample consisted of (60) principals. The first questionnaire is for the attitudes of principals of the educational institutions towards educational guidance, and the second questionnaire is devoted to evaluating the performance of the educational counselor. The study reached the following findings:

- There is a correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards the importance of educational counseling and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards guidance practice and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards guidance services and the performance of guidance counselors.
- There are statistically significant differences at the significance level 0.05 in the performance scores of guidance counselors depending on the different educational institution (middle - secondary).

Key words: attitudes, principals of educational institutions, guidance and school counseling, guidance counselor.

The problematic:

The world is living in a state of technological progress that has invaded all fields, including education, where educational institutions need to intensify efforts to take care of learners, and

meet all their needs and desires. This can be attained by taking into account their abilities and preparations in order to achieve educational, psychological and social compatibility, as the school plays a role in achieving compatibility and satisfaction, by providing guidance and counseling services because it helps students to get along.

Jawdat Abd el Hadi (2007) pointed out, "the educational guidance is a process aims at helping the individual in drawing up educational plans that suit his abilities, tendencies and goals, and to choose the appropriate type of study that helps him to diagnose and treat educational problems in order to achieve his educational compatibility." (Jawdat Abd el Hadi, 2007, p.133).

Therefore, guidance and counseling are among the most important processes that assist in providing services that educational institutions have taken upon themselves to apply in order to achieve psychological, social, educational and professional compatibility for learners, and to bring them to the maximum goals of growth as one of the most important foundations on which the educational process is based, and contributes to reaching the objective of making the educational guidance process an essential part of the educational institution.

The person who is responsible for performing the process of educational guidance and counseling effectively is the guidance counselor, as his presence is important and necessary due to the crucial role he plays within the educational institution, especially for the assistance and accompaniment he provides to students in the process of making the right decision in choosing specialties, and setting the road map towards the future profession. The presence of a qualified and specialized counselor able to invest his professional skills and abilities to serve students and solve their various problems.....?

In this regard, Rafida el Hariri (2011) pointed out, "there are features that distinguish the educational counselor from others that make him able to do his work in a way that is consistent with the characteristics and requirements of his work, as "Carl Rogers" touched on three traits that a counselor should adhere to: congruence and harmony, empathy and emotional intelligence, and positive care". (Rafida el Hariri, 2011, p. 114).

However, despite the counselor's quest to perform his duties to the fullest, he finds, on the other hand, a set of difficulties that hinder the performance of his tasks, including the attitudes carried by educational dealers within the institution, including the principal, who is considered the direct administrative officer responsible for the educational counselor, as this attitude is of great importance in determining the path and behavior of the educational counselor. These attitudes are also considered one of the main factors in activating and improving the counselor's performance or weakening it, as Beaugardus (1925) saw, "the attitude is a tendency with or against some environmental factors." (Moukaddam, 2003, p. 243). We find that these attitudes may take two sides, a positive side and a negative side, as the positive attitudes of principals contribute significantly to making the counselor's performance good and activating his role within the institution.

The performance of the counselor has a role in forming positive or negative attitudes towards guidance, and this is by highlighting his efficiency, skill and ability to communicate and build good relationships with members of the educational staff, and give a clear picture of the educational counseling process within the institution. On the other hand, negative attitudes also affect the performance of educational counselor because they weaken and hinder the guidance process in the institution, as what the principal imposes on the counselor causes a hindrance to his performance, and all this makes him in conflict over the things he should do. At the same time, he cannot work without cooperation and communication with the principal, and all this weakens the counselor's energy.

Through the foregoing, we try in this article to identify the attitudes of principals towards educational guidance and counseling and their relationship to the performance of guidance counselors, and to identify the differences between the performance of educational counselors in different educational institutions. Based on the above, we raise the following questions:

- Is there a relationship between the attitudes of educational institutions principals towards educational counseling and the performance of guidance counselors?
- Is there a correlation between the attitudes of principals of educational institutions towards the importance of educational counseling and the performance of guidance counselors?
- Is there a correlation between the attitudes of principals of educational institutions towards counseling practice and the performance of guidance counselors?
- Is there a correlation between the attitudes of principals of educational institutions towards guidance services and the performance of guidance counselors?
- Is there a correlation between the attitudes of the principals of educational institutions towards the future expectations of guidance service and the performance of educational counselor?
- Are there statistically significant differences in the performance scores of the guidance counselors according to the different educational institutions (middle - secondary)?

1- The importance of study:

- Improving the relationship between the educational counselor and the institution's principal in order to develop and improve the guidance process within the educational institution.
- Helping the educational counselor clarify his role in the institution to improve his performance through principals' support for him.

2- The objectives of study:

- Identifying the attitudes of educational institutions principals towards educational counseling and its relationship to the performance of guidance counselors.
- Identifying the correlation between the attitudes of principals of educational institutions towards educational counseling and the performance of the educational counselor.
- Identifying the correlation between the attitudes of principals of educational institutions towards the importance of educational counseling and the performance of guidance counselors.
- Identifying the correlation between the attitudes of principals of educational institutions towards guidance practice and the performance of guidance counselors.

- Identifying the correlation between the attitudes of principals of educational institutions towards guidance services and the performance of guidance counselors.
- Identifying the statistically significant differences at the significance level 0.05 in the performance scores of the guidance counselors according to the different educational institutions (middle - secondary).

3- The hypotheses of study:

- **The general hypotheses:**

- There is a correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of guidance counselors.

- **The Sub-hypotheses:**

- There is a correlation between the attitudes of principals of educational institutions towards the importance of educational counseling and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards guidance practice and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards guidance services and the performance of guidance counselors.
- There is a correlation between the attitudes of principals of educational institutions towards guidance practice and the performance of guidance counselors.
- There are statistically significant differences at the significance level 0.05 in the performance scores of guidance counselors depending on the different educational institution (middle - secondary).

4- Key concepts:

Procedural definition of attitudes:

Attitude is an individual's tendency or willingness towards a specific subject, idea, situation, or person, clearly shown through the individual's behavior, whether it is negative or positive, and it can also be measured through the degrees obtained in the attitudes scale.

Procedural definition of principals of educational institutions:

The principal is the person responsible for the counselor, where the counselor works under the supervision of the principal, as he is the one who pushes him to do his job and perform the tasks assigned to him effectively and efficiently.

1- Educational guidance:

“It is a method of helping students to know their capabilities and abilities, so that they can be used appropriately in choosing the easiest study for them, and overcoming the academic difficulties they face in order to achieve adaptation and success.” (Moushabika Mohamed, 2007, p. 186).

- **Procedural definition of educational guidance:**

Educational guidance is a process that aims to help students exploit their abilities, tendencies, and preparations to enroll in the type of study or specialty appropriate for them, and provide them with insight into academic problems, and how to deal with them in order to achieve school adaptation and psychological health.

4- Performance:

“Performance is the result of the interaction of internal factors related to the internal organization of the institution and external factors related to the external environment surrounding the institution, in addition to subjective and / or personal factors, which are factors related to the manager himself.” (Ben Yamina Said, 2015, p. 10).

- Procedural definition of performance:

Performance is every action or achievement that an individual performs. The word performance implies the achievement of a profession and the actual and real performance of it. It is measurable.

- Procedural definition of the educational counselor’s performance:

It is the educational counselor's fulfillment of his duty as estimated by the principal of the educational institution or the principal of the school and vocational guidance center.

5- Literature review:

The attitudes of public school principals in the districts of Gaza towards educational counseling and its relationship to the performance of the educational counselor:

The study of Ahmed Mohamed Awad (2003) aimed at identifying the attitudes of public school principals in Gaza district towards educational counseling and its relationship to the performance of educational counselors. This study included a research community consisting of (62) male principals, (79) female principals, (62) male counselors, and (79) female counselors. The questionnaire tool was also relied upon to determine the attitudes of school principals towards educational guidance, which consists of (40) items divided into 4 dimensions, and to determine the performance of the educational counselor in force in the Ministry of Education. This measure included two aspects (an administrative aspect and a technical aspect). One of the most important conclusions reached by the researcher is that the attitudes of public school principals towards educational guidance are positive, and the researcher believed that this is due to the fact that the principals are educational persons, who have received education and training in the subjects of education and educational psychology. The researcher also believed that what the results of the study revealed called for satisfaction with them regarding the positive impact on the school educational guidance program, which is represented in supporting the program and assisting the educational counselor in his work.

The study of Nasser Rafiq Tawfiq Al-Salama (2003) aimed to identify the performance of the educational counselor in public secondary schools in the schools of the Jenin and Qabatiya districts from the point of view of both administrators and teachers. In this study, the researcher tried to know the role of each of the variables of gender, job title, Experience, academic qualification, place of residence, specialty, directorate and their impact on the performance of the educational counselor in secondary and government schools. This study included a research community consisting of (826) administrators and teachers, but only (782) of them responded to the study tool. The questionnaire tool was relied upon, which included four areas (public relations; personality; scientific, professional, technical, and applied areas). One of the most important conclusions reached by the researcher is that the performance of the educational counselor in secondary government schools in the Jenin and Qabatiya districts was great at the overall level of the four areas, and that the performance of the educational

counselor differed according to each of the previous variables (directorate, gender, job title, experience, academic qualification, place of residence, specialty).

The study of Ahmed Ismail Al-Bardini (2006) aimed to identify the reality of educational guidance in schools affiliated with the government and the UNRWA in the Gaza district, and to highlight the problems facing the counselors and the appropriate solutions. The study sample consisted of (269) male and female counselors from government and agency schools. The researcher also used a questionnaire consisted of (45) items distributed over three fields: problems field; preparation and training field; administration, teaching staff and working conditions field. One of the most important conclusions reached by the researcher is that there is agreement and variation in the prioritization of problems, and that there are no statistically significant differences in the problems of school administration, teaching staff, and problems of working conditions due to the variable of the educational district, but there are problems of preparation and training due to the variable of supervision authority and educational district.

The study of Ziyad Mahmoud Muhammad Shoman (2008) aimed at identifying and evaluating the level of job performance of psychological counselors in the governorate of the Gaza Strip, and identifying the image they have in their job performance in the light of some variables. The sample of the study consisted of (207) male and female counselors, (104) of them were working in the UNRWA and (103) were working in the Ministry of Education, distributed equally between males and females. A set of measures was relied upon to validate the hypotheses: a measure of the level of job performance of the psychological counselor from the point of view of principals of educational institutions, a measure of the level of job performance of the psychological counselor from the point of view of the supervisors of guidance and psychological counseling, in addition to the measure of job satisfaction of the psychological counselor. Among the most important conclusions reached by the researcher is that there are no statistically significant differences for psychological counselors attributed to gender variable, while there are statistically significant differences in the level of job performance attributed to employer variable, and there are no differences with respect to years of experience variable, and there are also statistically significant differences attributed to counselors' job satisfaction variable.

1- Definition of attitudes:

There are many definitions of attitudes, each one interprets it according to his specialty, including:

- Allport (1954) defined it as "a state of mental and neurological readiness which is organized and formed through experiment and experience, and which causes a dynamically directed effect on the individual's responses to all subjects and situations that relate to this direction". (Moukaddam Abd el Hafid, 2003, p. 243).
- Baldwin's definition is "the willingness to do something." (Souhir Kamil Ahmad, 2000, p. 70).
- There are many attitudes, and they vary according to the stimuli that are associated with them and have emotional characteristics.
- Attitudes reflect a relationship between the individual and the object of the attitude.

- Attitudes are individual towards specific stimuli; they may be positive, negative, or neither.
- Attitudes may be limited or general.
- Attitudes consist of two main dimensions: a cognitive dimension and an emotional dimension.
- Attitudes vary in clarity and obviousness, some of which are clear-cut and some are ambiguous.
- The attitude has the characteristic of stability and relative continuity, but it can be modified and changed under certain circumstances.
- Attitudes may be strong and remain strong over time and resist change and modification, and they may be weak that can be modified and changed. (Mahmoud Ahmad at all, 2010, p. 318).

2- Attitudes components:

Attitudes can be formed as a result of the integration of four elements:

- **Perceptual component:**

It is the sum of the elements that help the individual to perceive the external stimulus (or social situation), or in other words, the cognitive formula through which the individual determines this or that social situation. This perception may be sensory when attitudes towards material things or what is tangible are formed, and it may be social perception when tendencies towards social stimuli are formed.

- **Cognitive component:**

It is a group of experiences, knowledge, and information related to the subject of the attitude, which has passed on to the individual through transmission, indoctrination, or through direct practice, as well as the balance of beliefs and expectations.

- **Emotional component :**

The emotional component of the attitude is its distinctive characteristic, which distinguishes it from opinion. The emotional charge accompanying the attitude is that color, which, based on its depth and degree, distinguishes the strong attitude from the weak attitude.

- **Behavioral component:**

It is the sum of clear expressions and responses that an individual gives in a situation in a certain exciting manner, and it is logical that a person comes with a certain behavior as an expression of his awareness of something, his knowledge and information about this thing, and his affection and emotion towards this thing. (Saad Abd el Rahman, 2008, p. 276).

1- Educational guidance definition:

There have been many definitions of educational guidance, including the following:

- Akl (1996) definition is "Educational guidance is a human process that ensures the provision of guidance services through preventive, developmental, and remedial programs to students, to help them choose the appropriate study, enroll in it, continue in it, and overcome the problems they encounter in order to achieve compatibility and academic productivity." (Moushabika Muhammad, 2007, p. 176).

- In another definition, “it is the assistance provided to school students with the aim of appropriate orientation and making the right decision in order to achieve the educational goals that they aspire to reach.” (Sami Melhem, 2007, p. 351).

2- Educational guidance objectives:

Educational guidance aims to adopt a developmental program that is characterized by continuity in order to follow up and evaluate students in all aspects: academic; professional; social; and subjective, and to build; refine; and produce a good, interactive, and beneficial individual for society.

The objectives of educational guidance can be summarized as follows:

- Helping students choose the type of study and specialty that suits their abilities, readiness, and tendencies.
- Finding out the reasons for the low level of achievement and repeated failure, overcoming them and finding appropriate solutions for them.
- Identifying students who are late in school, examining the reasons for their delay, and searching for the appropriate treatment for them. (Moushabika Muhammad, 2007, p. 187).

*** The applied side of study:**

An exploratory study was conducted to adjust the targeted measurement tools. Two questionnaires were tested on a sample of (30) to ensure that the two tools had a degree of validity and reliability.

- **The first tool:** a questionnaire of the attitudes of principals of educational institutions, where the self-validity of this tool was estimated at (0.84), which is a high level of validity. This indicates that the tool is valid.

- **The second tool:** guidance counselor evaluation questionnaire:

The validity of the second instrument was also estimated at (0.98), which is a high validity coefficient and indicates that the tool is valid.

b- Reliability:

Two methods have been used to calculate the reliability coefficient of the instrument, as follows:

Calculation of reliability coefficient by the Alpha Cronbach method:

The first tool: identifying the attitudes of principals of educational institutions towards educational guidance.

The reliability of the second instrument was calculated using the Alpha Cronbach equation and the value of the reliability coefficient was estimated at (0.71), which is a high coefficient that proves the applicability of the instrument.

The second tool: questionnaire to evaluate the performance of guidance counselors.

The reliability coefficient of the second instrument was calculated using the Alpha Cronbach equation, and the value of the reliability coefficient was estimated at (0.98), which is a high reliability coefficient that proves the applicability of the instrument.

Calculation of the reliability coefficient by the half-fractionation method:

The first tool: principals' attitudes questionnaire.

After dividing the instrument into individual and pair paragraphs, the scores of the two halves were used to calculate the correlation coefficient between them, resulting in the reliability coefficient of half of the instrument, which was estimated at (0.63).

After correction using the "Siberman-Brown" equation, the reliability coefficient was estimated at (0.77), which is a high reliability coefficient, indicating the reliability of the study instrument and that it is applicable.

The second tool: guidance counselors' performance evaluation questionnaire:

In the second tool, the paragraphs were also divided individual and pair, and then the degrees of the two halves were used in calculating the correlation coefficient between them, where the reliability coefficient of half of the tool was estimated at (0.81).

After correction, using the "Siberman-Brown" equation, the value of the reliability coefficient is estimated at (0.89), which is a high reliability coefficient that indicates the reliability of the study instrument.

The significance	Performance questionnaire	Attitudes questionnaire	Test	
Good	Agreement of 80% of the arbitrators	Agreement of 80% of the arbitrators	a- Arbitrators validity	Validity
Good	0.98	0.84	b- Self-validity	
Good	0.89	0.77	a- Reliability coefficient by half-fractionation method corrected by the "Siberman-Brown" equation.	Reliability
Good	0.71	0.98	b- Reliability coefficient using "Alpha Cronbach" equation.	

Table (01): the results of the psychometric tests of the research instrument

4* The basic study:

It was conducted for the academic year (2019), where the questionnaires were distributed to the principals of educational institutions (middle and secondary), and their number reached (60) principals; (30) principals in middle schools, and (30) principals in secondary schools.

After distributing a questionnaire of attitudes of principals of educational institutions towards educational counseling, and a questionnaire of educational counselor performance evaluation, (60) questionnaires were obtained, representing the final number in the basic study.

5* Statistical methods:

To achieve the objectives of the study, the following statistical methods were used:

- 1- (T) Test to study the differences between the performance scores of guidance counselors.
- 2- Arithmetic average and standard deviation.
- 3- Pearson's correlation coefficient to know the relationship between principals' attitudes towards educational guidance and the performance of guidance counselors.

Where the statistical processing was carried out using the statistical program SPSS.

6* Table of results:

- **Results of the general hypothesis:**

In table (02), the results of the general hypothesis stated that "there is a correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of the counselor."

Variables	Arithmetic average	Standard deviation	Total
Attitudes	122.98	9.20	60
Performance	119.40	13.96	60

Table (02): the arithmetic averages and standard deviation for each of the attitudes of the principals of educational institutions and the performance of educational counselors

It is clear from table (02) that the value of the arithmetic average for attitudes of principals of educational institutions is (122.98), and the standard deviation is (9.20), while with regard to the performance of educational counselors, the value of the arithmetic average is (119.40) and the standard deviation is (13.96).

To ensure the significance of the correlation between educational institutions principals' attitudes and guidance counselor performance, a Pearson correlation coefficient was calculated, as shown in the following table:

Attitude and performance	Correlation coefficient	Autonomy degree	Significance level
Attitudes of educational institutions' principals and their relationship to guidance counselor performance.	0.60	58	Function

*Significance level ($\alpha = 0.01$)

Table (03): the significance of the correlation between educational institutions principals' attitudes towards educational guidance and educational counselor performance.

It is clear from table (03) that the value of the correlation coefficient is (0.60), the value of a function at the level of significance ($\alpha = 0.01$); therefore we accept the hypothesis that there

is a correlation between educational institutions principals' attitudes towards educational guidance and its relationship to educational counselor performance.

The figure showed a strong direct correlation, and there was no evidence of recessive relationship or undesirable effect of abnormal values, which reinforces and confirms the results of the "Parson" correlation as previously presented.

- **The results of the first hypothesis:**

The results of the first hypothesis stated that "there is a correlation between the attitudes of principals of educational institutions towards the importance of educational guidance and the performance of guidance counselor."

To confirm this hypothesis, the arithmetic averages and standard deviations were calculated as shown in the following table:

Variables	The arithmetic Average	The standard deviation	Total
Attitude	30.33	2.69	60
Performance	119.40	13.96	60

Table (04): the arithmetic averages and standard deviations of each of educational institutions principals' attitudes towards educational guidance importance and guidance counselor performance.

It is clear from table (04) that the value of the arithmetic average for educational institutions principals' attitudes towards educational guidance importance is (30.33), and the standard deviation is (2.69), but with regard to educational counselors' performance, the value of the arithmetic average is (119.40) and the standard deviation is (13.96). To ensure the significance of the correlation between these degrees, the "Pearson" correlation coefficient was calculated.

Attitude and performance	Correlation coefficient	Autonomy degree	Significance level
Attitude toward educational guidance importance and its relationship to guidance counselor performance	0.03	58	0.80

*Significance level ($\alpha = 0.05$)

Table (05): the significance of the correlation between principals' attitudes towards educational guidance importance and guidance counselors' performance.

It is clear from table (05) that the value of the correlation coefficient is ($R = 0.03$), which is a non-significant value, and therefore we reject the hypothesis that there is a correlation between educational institutions principals' attitudes towards educational guidance importance and educational counselor performance.

- **The results of the second hypothesis:**

The results of the hypothesis stated that "there is a correlation between educational institutions principals' attitudes towards counseling practice and educational counselor's performance."

To confirm this hypothesis, the arithmetic averages and standard deviations were calculated as shown in the following table:

Variables	Arithmetic average	Standard deviation	Total
Attitude	26.58	3.22	60
Performance	119.40	13.96	60

Table (06): the arithmetic averages and standard deviations of each of the principals' attitudes towards the guidance practice and counselors' performance.

It is clear from table (06) that the value of the arithmetic average for educational institutions principals' attitudes towards guidance practice is (26.58), and the standard deviation is (3.22), while with regard to educational counselors' performance, the value of the arithmetic average is (119.40), and the standard deviation is (13.96).

To ensure the significance of the correlation between these scores, the "Pearson" correlation coefficient was calculated as shown in the following table:

Attitude and performance	Correlation coefficient	Autonomy degree	Significance level
Attitude towards guidance practice and guidance counselor performance	0.39	58	0.002

*Significance level ($\alpha = 0.01$)

Table (07): the significance of the correlation between principals' attitudes towards counseling practice and educational counselors' performance.

It is clear from table (07) that the value of the correlation coefficient is ($R = 0.39$), which is a function at the significance level (0.01), and therefore we accept the hypothesis that stated that there is a correlation between educational institutions principals' attitudes towards counseling practice and guidance counselor performance.

- **The results of the third hypothesis:**

The results of the third hypothesis stated that there is a correlation between educational institutions principals' attitudes towards counseling services and guidance counselor performance.

To confirm this hypothesis, the arithmetic averages and standard deviations were calculated as shown in the following table:

Variables	Arithmetic average	Standard deviation	Total
Attitude	35.46	3.85	60
Performance	119.40	13.96	60

Table (08): the arithmetic averages and standard deviations of each of educational institutions principals' attitudes towards counseling services and counselors performance.

It is clear from table (08) that the value of the arithmetic average for educational institutions principals' attitudes towards counseling services is (35.46), and the standard deviation is (3.85), while with regard to educational counselors performance, the value of the arithmetic average is (119.40) and the standard deviation is (13.76).

To ensure the significance of the correlation between these scores, the "Pearson" correlation coefficient was calculated as shown in the following table:

Attitude and performance	Correlation coefficient	Autonomy degree	Significance level
The attitudes towards counseling services and its relationship to counselor performance	0.37	58	0.003

*significance level ($\alpha = 0.01$)

Table (09): the significance of the correlation between principals' attitudes towards counseling services and guidance counselor performance.

It is clear from table (09) that the value of the correlation coefficient is ($R = 0.37$), which is a function value at the significance level (0.01), and therefore we accept the hypothesis that there is a correlation between educational institutions principals' attitudes towards counseling services and educational counselor performance.

- **The results of the fourth hypothesis:**

The fourth hypothesis stated that "there is a correlation between educational institutions principals' attitudes towards the future expectations about counseling service and guidance counselor performance".

To confirm this hypothesis, the arithmetic averages and standard deviation were calculated as shown in the following table:

Variables	Arithmetic average	Standard deviation	Total
Attitude	32.66	2.72	60
Performance	119.40	13.96	60

Table (10): the arithmetic averages and standard deviation of each of principals' attitudes towards the future expectations about counseling service and counselors' performance.

It is clear from table (10) that the value of the arithmetic average for educational institutions principals' attitudes towards the future expectations about counseling service is (32.66), and the standard deviation is (0.72), while with regard to educational counselors performance, the value of the arithmetic average is (119.40) and the standard deviation is (13.96).

To ascertain the significance of the correlation between these degrees, the "Pearson" correlation coefficient was calculated as shown in the following table:

Attitude and performance	Correlation coefficient	Autonomy degree	Significance level
Attitude towards future expectations about counseling service and its relationship to guidance counselor performance	0.21	58	0.09

*Significance level ($\alpha = 0.05$)

Table (11) the significance of the correlation between the principals' attitudes towards the future expectations about counseling service and the educational counselors' performance.

It is clear from table (11) that the value of the correlation coefficient is (0.21), and it is a non-significant value at the significance level (0.05), and therefore we reject the hypothesis that there is a correlation between educational institutions principals' attitudes towards future expectations about counseling service and educational counselor performance.

- **The results of the fifth hypothesis:**

The results of the fifth hypothesis stated that "there are statistically significant differences at the significance level ($\alpha = 0.05$) in the performance scores of educational counselors.

To confirm this hypothesis, the arithmetic averages and standard deviation were calculated as shown in the following table:

performance	Arithmetic average	Standard deviation
Middle	117.96	14.96
secondary	112.83	12.99

Table (12): the arithmetic averages and standard deviations for educational counselors' performance.

We note through table (12) that there are no differences in the arithmetic averages and standard deviation for the performance of educational counselors, where the value of the arithmetic average of counselors performance in middle schools is (117.96) and the standard deviation is (14.96), and with regard to the performance of the counselors in secondary schools, the value of the arithmetic average is (112.83) and the standard deviation is (12.99).

To ensure the significance of the differences between the performance of educational counselors, (T) test was calculated.

Variable	Autonomy degree	(T) calculated	(F) calculated	Significance level
Educational counselors performance	58	0.79	0.45	0.50

*Significance level ($\alpha = 0.05$)

Table (13): the differences between the performance of counselors.

The tabular value of (T) at the degree of autonomy (58) and at the significance level ($\alpha = 0.05$) is 2.

It is clear from table (13) that the calculated value of (T) (0.79) at significance level (0.05) is not a function, and therefore we reject the hypothesis that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the performance scores of educational counselors according to the level of educational institutions (middle, secondary).

7* Study results discussion in light of hypotheses:

- **General hypothesis discussion:**

Based on the results of the hypothesis shown in table (p. 87), which stated that there is a correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of the guidance counselor, the results of the study revealed that there is a strong direct correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of the educational counselor, where the correlation coefficient was estimated at (0.60), that is, the more the attitudes of principals towards educational guidance, the greater the performance of the educational counselor.

It can be said that this strong correlation is mainly due to the fact that the principals of educational institutions are aware of the fact of the importance of educational guidance, considering that educational guidance is an important aspect of the educational process due to the importance of the services it provides to students, as well as the awareness of principals of the seriousness of students' academic, psychological and social problems that they face, especially as they are in the stage of growth and adolescence; it increases their need for someone to help them overcome these problems, and guide them towards making sound decisions to achieve academic, psychological and social compatibility.

All this made the principals of educational institutions feel the need to provide such services in the institution, as they contribute to facilitating the task of the school administration, and its teaching staff in solving the problems of students, and directing their behavior in order to raise their achievement and increase their motivation for achievement, creativity and excellence, which positively returns to the yield of the educational institution.

The success of the guidance work also depends on the effectiveness of the counselor's performance, and this quality of performance is linked to multiple factors, including the attitudes of principals towards educational guidance, these attitudes have a major role in activating and strengthening the performance of the counselor, especially if they are positive.

Equally, we say that the more the attitudes of the principals of educational institutions towards educational guidance are positive, the more the performance of the educational counselor is good, and this result is consistent with the results of the study of "Ahmed Mohamed Awad 2003", where the researcher in this study found that there is a direct correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of the counselor.

- **Discussion of the first hypothesis:**

Based on the results of the first hypothesis shown in table (p. 59), which stated that there is a correlation between the attitudes of principals of educational institutions towards the importance of educational guidance and the performance of the counselor, the results revealed that there is no correlation between educational institutions principals' attitudes towards educational guidance importance and educational counselor performance.

It can be said that the lack of a correlation is due to the fact that there are factors other than the principal's attitude towards the importance of educational guidance that affect the performance of counselors, including their rehabilitation and periodic level improvement, as well as their desire to work and follow up by officials in the directorate, in addition to experience and specialization, and the extent to which his needs for work are provided (office, means, standards). As well as the attitudes of students towards the importance of educational guidance, and the extent to which all educational dealers understand the role played by the educational counselor, and among the reasons is also that the counselor could not highlight the importance of educational guidance in the institution and did not give a clear picture of the nature of his counseling work, this is what made the attitudes of principals towards the counseling process negative.

In addition, the counselor does not perform his role to the fullest, and this is what gave a negative image of counseling in the principals' eyes, and that his role has become more administrative than guidance. The results of the first hypothesis differed with the results of the study of "Ahmed Mohamed Awad 2003", where the researcher found in his study that there is a correlation between the attitudes of principals of educational institutions towards the importance of educational guidance and the performance of the educational counselor.

- **Discussion of the second hypothesis results:**

Based on the results of the second hypothesis shown in table (p. 60), which stated that there is a correlation between the attitudes of principals of educational institutions towards the importance of educational guidance and the performance of the educational counselor, the results of the study revealed that there is a weak direct correlation between the attitude towards counseling practice and the performance of educational counselor, that is, the more the attitudes of the principals of educational institutions towards guidance practice, the greater the performance of the educational counselor.

It can be said that the existence of a weak direct correlation is due to the fact that the principals of educational institutions consider that guidance practice is at the level, and that the educational counselor performs his guidance tasks to the fullest, because he plays his role, both in the administrative and the guidance side. Where we find that he organizes media sessions and also conducts interviews with students who have problems and works to solve them, as he attends periodic meetings in the institution and organizes administrative files for students, and this confirms this direct correlation between the attitude towards counseling practice and the performance of the educational counselor.

The efficient counselor who has skills and abilities, and performs his tasks is a positive attitude for the principals towards guidance practice, and this returns positively to the performance of the counselor. The educational principal provides him with support for the success of the counseling process.

The study results are consistent with the results of the study of "Ahmed Muhammad Awad 2003", where he found that there is a correlation between the attitudes of principals of educational institutions towards the educational counselor and the performance of counselor.

- **Discussion of the third hypothesis results:**

Based on the results of the third hypotheses shown in table (p. 62), which stated that there is a correlation between the attitudes of principals of educational institutions towards the importance of educational guidance and the performance of the educational counselor, the results revealed that there is a weak direct correlation between the attitude towards counseling services and the performance of the educational counselor, i.e. the higher the attitudes of principals towards counseling services, the greater the performance of the educational counselor.

It can be said that the existence of this direct correlation between the attitude towards counseling services and the performance of the counselor is due to several reasons, including that the principals of educational institutions realize the importance of educational counseling services due to the exacerbation of students' problems as a result of social, intellectual, and cultural changes. They also have awareness that these services are of great importance in the educational field, as these services are integrated to meet the needs of students, whether psychologically, educationally or socially.

Educational counseling services are not limited within educational institutions only, but extend to the external environment of the role of socialization related to the school such as parents, psychiatric clinics, health centers and counseling centers. This is what made the attitudes of the principals of educational institutions towards counseling services positive due to the important role of such services in educational institutions. Since the attitudes of principals towards counseling services are positive, this works to improve the performance of the educational counselor continuously, so the principals support the counselor and work to help him in order to provide guidance services to students.

The results of this hypothesis are consistent with the results of the study of "Ahmed Muhammad Awad", where the researcher found in his study that there is a correlation between the attitudes of principals of educational institutions towards counseling services and the performance of the educational counselor.

- **Discussion of the fourth hypothesis:**

Based on the results of the fourth hypotheses shown in table (p. 63), which stated that there is a correlation between the attitudes of principals of educational institutions towards the future expectations of counseling service and the performance of the educational counselor, the results of the study revealed that there is no correlation between the principals' attitude towards future expectations towards counseling services and the performance of the educational counselor.

It can be said that the lack of a correlation is due to several factors, including that there is no serious attempt to improve educational counseling services, in addition to the lack of understanding of the important role played by the educational counselor in educational institutions, and that the idea of trying to change or improve in the field of educational guidance was not given any attention.

Therefore the principals of educational institutions do not expect from the concerned authorities any attempt to amend in this area. Also, the principals did not reach any actual proposals in the field of developing and improving the counseling work, and if any, they are not serious, and do not live up to the level of actual application in the field. This is what made the attitudes of the principals of educational institutions towards the future expectations of the counseling service in this way; their attitudes did not affect the performance of the educational counselor.

The current study differs with the results of the study of "Ahmed Mohamed Awad 2003", as the researcher found that there is a correlation between the attitudes of principals of educational institutions towards educational guidance and the performance of the educational counselor.

- **Discussion of the fifth hypothesis:**

Based on the results of the fifth hypotheses shown in table (19) (p. 64), which stated that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the performance scores of educational counselors in different educational institutions (middle - secondary), the results of the study revealed that there are no statistically significant differences between the performance scores of educational counselors in different educational institutions.

It can be said that the absence of differences in the degrees of performance of counselors is due to the fact that the educational counselors and the different level of educational institutions, in which they work, are aware of their tasks and their guiding role, and that the counseling process is of great importance, whether in the middle or secondary, given that students in the middle stage, a sensitive stage they are going through adolescence, where physiological changes occur resulting in psychological problems as well as their questions abound, which increase the need for the presence of the counselor. The secondary stage is not much different, as students have reached the stage of establishing their future lives in terms of study and work; they also need someone to guide them, in addition to the supervision and follow-up by the principals of educational institutions (middle and secondary), all these factors have an impact on determining the role of the counselor and improving his performance.

Therefore, we find that there are no differences in the performance grades of educational counselors, because each of these educational stages needs educational counseling services.

The results of the current study are consistent with the results of the study of "Ziad Mahmoud Mohamed Shoman 2008", where the researcher concluded in his study that there are no differences in the performance of educational counselors.

Finally, we can say that the effectiveness and quality of guidance counselors performance increase, whenever there is an appropriate atmosphere and good management that provides working conditions for guidance counselors, and this comes through:

- Activating and deepening the relationship between the principals of educational institutions and guidance counselors and cooperation between them to improve the services provided to students.

- Encouraging educational institutions principals and counselors to improve their level and qualify them through the intensification of training courses.
- Introducing students to the roles and tasks of guidance counselors.