Investigating the Counseling Needs Among the Second and Third Circle Students in Muscat Governorate: Presenting a Practical Guidebook Model.

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Abstract

The purpose of this study was to investigate the counseling needs among students, teachers and parents in the Sultanate of Oman, and to examine effects of gender, participants, qualification, experience, age, grade, and cumulative average, upon the student counseling needs scale (SCNS). The sample of this study consisted of 2001 (999 student, 811 parents and 191 teachers), in Muscat Governorate schools. The results of the first question showed that the total mean of the (SCNS) was ranged in the high level. Moreover, the findings of the second question indicated that the highest scores are for the items entitled " To know how to study and how to get the most out of my study time, "To take courses appropriate to my career choice", "To know how to pick a good college,".
*Results of the third question showed that there were significant differences due to the gender, participants, age, and grade, in favor of females, parents and teachers. Also, in favor of parents and teachers whom ages were more than fifty. Finally, in favor of eleventh and twelfth grades students, while there were no significant differences contoured to other variables. The results of this study present for the first time a model of practical guidebook for counselors to help them to help students meeting their counseling needs. The book consisted of 13 chapters in more than 320 pages. (**Keywords**: counseling needs, students, teachers, parents, and Oman).*

Introduction

Counseling needs determine the direction and intensity of human behaviors and play an important role in career choice and professional activities, counseling needs help to understand the motivational forces behind professional decisions (Rounds and Armstrong 2005). It has been a topic of interest for such counseling helping professions as counselors, psychologists and psychiatrists. Moreover, Corey (2001) states that the awareness of counselors for the need for controlling, convincing, sufficiency and recognition is important with regard to increasing the quality of the therapeutic relationship that they establish with their clients.

The American School Counselor Association (ASCA, 2004) has outlined school counselors' role in serving these students, including responsibilities such as serving on multidisciplinary teams to identify the targeted student and collaborating with others to provide social skills training in classroom settings, in small groups, or with individual students. To effectively implement some of these practices, counselors need to understand the counseling needs of students with specific disabilities. They also need to know how they can incorporate this knowledge into their ASCA-defined roles in serving students within the context of a comprehensive developmental counseling program (Chun, 2004; Reis & Colbert, 2004).

The ASCA (2005) emphasizes the counselor's role, as an expert on issues regarding child and adolescent development, to become leaders for change in the educational system. It continues to contend that, as an essential part of the educational system, it is the responsibility of the school counseling program to support the school's academic mission by promoting and enhancing the learning process for all students.

The primary function of the professional school counselor is to work individually and collaboratively with others to implement a comprehensive developmental school counseling program due to their needs, the program should focus on the academic, career, and personal/social developmental needs of all students, including of teachers and parents perspectives of students counseling needs (Bacanli, 1999). Inconsistencies in the roles of practicing school counselors and in counselor education programs have caused some school counseling scholars to begin to address the emerging role of the counselor regarding vocational, academic, cognitive, social and emotional needs among the primary and secondary students (Glenn, 1998; Isaacs, Greene, & Valesky, 1998; Keys, Bemak, Carpenter, & King-Sears, 1998; Lockhart, 2003).

During the school years, many students are confronted with academic, social, vocational, family and personal needs. These needs may shift with changes in age, experience, socioeconomic status, gender and qualification. Therefore, researchers agree on the need for an accurate and a regular assessment of school student needs. Most Countries around the world are addressing student needs in a variety ways. One of the ways used by some countries is the establishment of counseling programs in schools: United States (Gysbers, 2004), Hong Kong (Yuen, 2002), and Botswana (Navin, 1989). These programs have been structured to respond to the specific needs of students in these countries. In some of these countries, the move to establish guidance and counseling programs started with investigating the needs of students. Programs were then established that included continuous assessment of students counseling needs as they progress through school (Nyutu & Gysbers, 2008).

Student counseling center (SQC, 2014) in both of Sultan Qaboos University and University of Nizwa are the main professional centers in the Sultanate of Oman, they introduce the essential services for each of students, parents, academic and administrative staff and for society as all.

The student counseling centers in Oman Universities provide diverse services to help students deal with stress, handle a crisis or trauma, cope with the transition to college, gain strength from cultural and Islamic principles identity, or manage serious mental illness and many other issues. Counselors can help students increase resilience and positive well-being by developing effective coping and problem-solving skills. They also provide informational presentations and workshops relevant to college mental health.

Numbers of researches around the world investigate the student counseling needs; it is a continuous process for all ages, especially for those who transferring from stage to another and facing some developmental crisis (Harouna, 2002). Nyutu and Gysbers (2008) highlighted the importance of using assessment instruments to identify students' counseling needs in Kenya. While, Lucas & Berkel (2005) found that students with different needs use different counseling services. The results also provided a descriptive profile of the current counseling services and pointed out to the necessary changes that should be accomplished for improving current counseling services.

Many studies have shown that surveys of student needs have multiple benefits (Carney & Savitz 1980; Galagher 1993; Galagher, Golin & Kelleher 1992; Nicholas 1995; Nicholas, 1997; Van Schoor & Whittaker 1988). These benefits include their usefulness in developing large and small group programs focused on the expressed student needs especially for students who are reluctant to seek individual counseling (Nicholas, 2003).

In Turkey, Dogan (2012) analyzed the gender, grade, sources of referral, and problem areas of 1,664 student-clients who consulted a counseling center for individual counseling over an 11-year period. The results showed that grade, sources of referral, and problem areas varied significantly over the years whereas gender did not. Students who consulted the center in recent years were mostly in their final year, came from all sources of referral, and had preexisting mental health concerns.

In the same way, Civitci (2010) examined the relationships between vocational self-esteem and psychological needs (autonomy, affiliation, achievement, and dominance) in Turkish counseling students. In addition, the moderating effect of gender on the relationships between vocational self-esteem and psychological needs was investigated. The participants consisted of 281 undergraduate

counseling students at Pamukkale University, in Denizli, Turkey. Data were gathered by using the Vocational Self-Esteem Scale and the Needs Assessment Questionnaire. Results indicated that vocational self-esteem was positively related to need for affiliation and achievement in Turkish counseling students. Vocational self-esteem was higher in female students compared to male students. There was a stronger relationship between vocational self-esteem and need for achievement in females than males.

In the Arab world, many studies were conducted, especially in the field of students counseling needs, these studies were applied on college students, basic school students and high school student, even on special needs students and their families. The purpose of these studies focused on the academic, vocational, psychological and social needs.
On the other hand, the common result of all these studies found the importance of fulfillment and meeting the student's counseling needs. (Abu Assad, 2010; Aldahadha, 2008; Al- Musharaf, 2000; Al- Thaba, 1989; Farah and Almomany, 2002; Jamal Al-Layle, 2012; Qasem and Thani, 1994; Ramada, 2013; Semadi and Marie, 2012).

The ASCA (2004) emphasizes the importance of collaboration and evaluation and the inclusion of relevant stakeholders in the processes of investigating the students counseling needs. Teachers, students and parents must all be engaged in the development and maintenance of a school counseling program in order to ensure its comprehensiveness and benefit to all involved. Therefore, since a school counseling program involves many stakeholders in the achievement of collaboration and evaluation, it is important to investigate teachers, parents, and students views on the most and urgent students counseling needs.

A student whose personal guidance and counseling need is satisfied can; establish harmonious relationship with friends and parents, knows his/her self, improve problem-solving and communication skills. Besides, s/he can improve social skills, cope with test anxiety, make effective decisions and develop problem-solving skills (Akkok, 1996; Akman, 1992; Austin & Partridge, 1995). Additionally, Interviewing with students might help to determine their counseling and guidance needs, which depend on the in-depth interview (Gibson, Mitchell, & Higgins, 1983; Kesici, 2007).

The purpose of this study is to investigate the (SCNS) among the seventh to twelfth grade students according to their opinions in addition to their parents and teachers opinions. Through answering the following questions.
1. What is the level of (SCNS) among the students of study sample?
2. What are the most influential (SCNS) among the students of study sample?

3. Is there a significant effect for gender, participants, qualification, experience, age, grade, cumulative average, total, and sub-factor due to (SCNS)?

Methodology and Procedures

After determining the population of the study, (SCNS) was applied on a random sample of all students and their parents and teachers from seventh grade to twelfths grade. One school was chosen randomly from six Welayat (Al-Amarat, Matrah, Bosher, Al-Seeb, Qurayat and Muscat). All these regions were located in Muscat Governorate. The revised instruments were administered to participants at each school. During the administration, the purpose of the study was first explained to the participants and then individual consent was secured. Then, the instrument was distributed to the participants and took between 20 and 25 minutes to complete. After completing the instrument, the students were debriefed and thanked for their participation. After that, they took the (SCNS) to be applied by their parents. After three to seven days, the researchers assistants (N=Nine students, all of them from the graduate students in counseling) return to the same schools to collect the parents and teachers versions of (SCNS).

Population and sample

The target population for this study consisted of all students, teachers and parents in Muscat Education Directory, grades from seventh to twelfth, N=36202 (17964= Males, 18238= Females). (4570) usable instruments were returned with a response rate of 44%. A cluster random sample for this study comprised (2001) participants at the academic year fall, 2013/2014. They were distributed as the following: (999 students, 811 parents and 191 teachers). Table (1) shows the means, standard deviations, and numbers of the study variables on (SCNS).

The data were analyzed using the statistical package for social science (SPSS) to provide answers to the questions of the study. Means, T- test, and one-way ANOVA test, were used to analyze the data.

Instrument:

Nyutu and Gysbers (2008) administered the (SCNS) to (867) participants recruited from high schools in Kenya. The data were analyzed using exploratory factor analysis yielding five factors: human relationships, career development, self-development, social values, and learning skills. In this study, the researchers benefit from the (SCNS) through conducting the flowing process to be accredited and standardized due to psychometric properties:

Instrument Translation Process

Five translators bilingual in English and Arabic translated the English version of the (SCNS) into Arabic. These translators were instructed to retain both the form (language) and the meaning of the items, and to preserve them to the original as much as possible, but to give priority to meaning equivalence. When the Arabic translation was finalized, the SCNS was then back-translated (from Arabic to English) by six other members, bilingual in English and Arabic. The back-translated items were then evaluated by a group of five faculty members to ensure that the items meanings were equivalent between the original English version and the back-translated version. The differences found between items, were re-entered into the forward and back-translation process, until the evaluators were satisfied there was substantial meaning equivalence.

Instrument validity and reliability

Content validity for the (SCNS) was established by asking eleven expert raters to evaluate candidate items on quality (clarity, lack of bias, lack of offensiveness), and goodness of fit with the intended (SCNS). On a scale from one (poor) to four (excellent), the average quality rating was 3.48, and the average goodness of fit rating was 3.59. More than 80 % of the expert reviewers agreed to omit tow items, because they were not related to the Omani culture.

The internal consistency of the instrument was determined using a group of the same participants as a pilot study (N=205). The calculated coefficient alpha reliability for the (SCNS) was (0.88), (subscale alpha coefficients from .84 to .92).

The standards for instrument reliability for Cronbach's alpha by Robinson, Shaver and Wrightsman (1991) were used to judge the quality of the scale and five subscales in the instrument: .80 - 1.00 - exemplary reliability, .70 - .79-extensive reliability, .60 - .69 - moderate reliability, and <.60 - minimal reliability. Using these standards, the scale and the sub- scales possessed exemplary reliability.

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A Cronbach's alpha of 0.90 was determined using the same group of participants used in the pilot study above. Additionally, based on the above guidelines, the (SCNS) exhibited exemplary reliability, suggesting that the instrument is suitable to measure the construct understudy.

Finally, the instrument consisted of two parts: the first involves the introduction, instructions and the independent variables. The second involves the Student Counseling Needs scale, which consists of (50), items covering five subscales: human relationships, numbers of items are from (1-15). Career development, numbers of items are (16-27). Self-development, numbers of items are (28-35). Social values numbers of items are (36-45). Finally, learning skills numbers of

items are (46-50. All of those items in the positive dimension. The items consisted of a 6-point Likert scale ranging from one (strongly disagree), to six (strongly agree). Therefore, the minimum grade is (50) while the maximum grade is (300).

In order to correct the grades on counseling needs scale, grades were interpreted as the following: students who get grades from (1- less than 2.66) means low level of (SCNS). Grades that ranged from (2.67-4.33) showed moderate level of (SCNS). Finally, grades from (4.34 -6 and above) means high level of (SCNS).

Results

Results related to the first question

In order to answer question one regarding the level of (SCNS) among students of the study sample, means and standard deviations were calculated. Table (1) shows the numbers, means and standard deviations of the study sample on (SCNS) in light of gender, teacher role, participants, qualification, experience, age, grade, cumulative average and the total of (SCNS).

Table (1) the means, standard deviations, and numbers of the study variables on (SCNS).

Variable	Level	Number	Mean	Standard deviations
Gender	Males	1181	5.05	.832
	Females	820	5.11	.746
Participants	Student	999	4.93	.799
	Parents	811	5.23	.733
	Teachers	191	5.20	.904
Qualification of teachers	Diploma and less	425	5.20	.761
	Bachelor	386	5.24	.781
	Master and above	191	5.23	.763
Experience of teaching	Less than 5	26	5.08	1.031
	More than 5 to 10	54	4.99	.938
	More than 10	111	5.34	.838
Age of parents and teachers	Less than 40	249	5.27	.748
	More than 40 to 50	426	5.27	.633
	More than 50	136	5.01	.934

Grade	Seventh	249	5.14	.704
	Eighth	269	4.95	.694
	Ninth	149	4.93	.813
	Tenth	111	4.89	.833
	Eleventh	131	4.66	.891
	Twelfth	90	4.69	.955
Cumulative average	Less than 60	64	4.89	1.003
	60- 69	124	4.94	.845
	70-79	231	4.91	.720
	80-89	354	4.93	.769
	90-100	226	4.94	.845
Total		2001	5.07	.797

It is clear from table (1) that total mean of the study sample is (5.07) with standard deviation is (.797). Based on this result, the level of (SCNS) came in the high level, which is in the range from (4.34 - 6).

Results related to the second question
To answer the second question regarding the most influential (SCNS) among the study sample. Means, standard deviations and the rank for all items of the (SCNS) are determined by the following results.

Table (2) the means, standard deviations and the rank for all items of (SCNS).

Rank	N	Items	Mean	SD
.1	38	To know how to study and how to get the most out of my study time	5.21	1.21
.2	13	To take courses appropriate to my career choice even though most often they are taken by the opposite sex	5.19	1.17
.3	16	To know how to pick a good college	5.15	1.15
.4	36	To understand my strengths and talents	5.07	1.76

.5	37	To know how to develop learning habits and skills that I can use throughout life	4.93	1.13
.6	19	To understand the process of selecting courses that I would like to take	4.93	1.12
.7	39	To know how to handle my problems	5.3 8	1.17
.8	27	To know how to develop skills that will help me excel in all subjects that I like to take	5.36	1.22
.9	50	To understand that boys and girls can perform well in any subject	5.3 6	1.26
.10	12	To know how the place where I live affects job opportunities	5.3 3	1.36
.11	17	To understand my interests and abilities, and how these can help me make a career	5.3 2	1.16
.12	48	To know how to start and finish my assignments well	5.3 1	1.28
.13	43	To be able to complete the tasks and projects which I start.	5.3 1	1.53
.14	25	To know how to increase motivation for studying subjects that I think are difficult	5.2 7	1.19
.15	18	To know how to prepare for careers in which I am interested	5.26	1.16
.16	24	To know how to select courses that will help me meet my career goals	5.25	1.21
.17	49	To know how to organize my class and homework materials	5.2 8	1.31
.18	4	To understand how a job affects leisure time	5.2 3	1.18
.19	40	To understand, accept and like myself	5.2 2	1.29
.20	21	To know about various colleges and what they offer	5.20	1.67
.21	22	To know how to make plans for what I will do after completing high school	5.1 9	1.24
.22	35	To know which leisure and recreational activities best fit my interests and needs	5.1 9	1.49
.23	41	To know how to improve my writing, reading, and speaking skills	5.18	1.35
.24	20	To know how to seek help in selecting courses that would help meet my career goals	5.17	1.24
.25	28	To understand the importance of abstaining from premarital sex	5.17	1.45
.26	11	To know how to get along with members of both sexes while working together	5.16	1.24
.27	26	To know how to make choices that fit both my needs and interests	5.15	1.26
.28	42	To know how to improve my test-taking skills	5.15	1.26
.29	47	To know how to listen and ask questions in class	5.1 5	1.32
.30	44	To know how to express those thoughts and feelings that are important to me	5.14	1.30
.31	30	To be able to handle pressure from my friends related to the use of drugs and alcohol	5.1 3	1.42

.32	10	To know how to get along with boys and girls	5.12	1.28
.33	34	To know what drugs are and what they can do to people	5.12	1.60
.34	45	To develop good work habits	5.12	1.25
.35	8	To know how to deal with sickness or death in the family	5.11	1.96
.36	23	To know how to explore careers in a specific area in which I am interested	5.1 1	1.23
.37	46	To know how to take good notes	5.0 8	1.31
.38	14	To know some things that cause problems in families such as moving, divorce, death or unemployment	5.0 8	1.43
.39	15	To know how to find help when my family has problems	5.0 7	1.35
.40	29	To know the effects of pre-marital sex and teenage pregnancy	5.0 4	2.00
.41	7	To develop close and lasting relationships	5.03	1.46
.42	6	To understand how being male or female affects my career choices	5.02	1.38
.43	3	To know about the kind of decisions and difficulties I will face as a parent	5.0 1	1.40
.44	9	To handle discouragement from other students if I have an interest in or choose a course usually taken by the opposite sex	4.97	1.38
.45	31	To know how to help a friend who has a problem with drugs or alcohol	4.95	1.72
.46	32	To know where to find help for alcohol or drug problems	4.93	1.57
.47	33	To know how to say no to people who try to get me to use cigarettes, drugs and alcohol	4.88	1.66
.48	1	To handle disapproval or opposition from others if I choose a course usually taken by the opposite sex.	4.58	1.60
.49	5	To know about jobs that are usually filled by the opposite sex, but are available to both sexes	4.58	1.40
.50	2	To know about the causes and results of family break-up	4.11	1.66
.51	**Total scores of (SCNS)**		5.07	.797
.52	Factor (4) Social values		5.21	.939
.53	Factor (2) Career development		5.19	.877
.54	Factor (5) Learning skills		5.16	1.04
.55	Factor (1) human relationships		4.932	.832
.56	Factor (3) Self-development		4.930	1.09

It can be noted from Table (2) that the highest five mean scores are for the items entitled " To know how to study and how to get the most out of my study time, "To take courses appropriate to my career choice even though most often they are taken by the opposite sex", "To know how to pick a good college," "To understand my strengths and talents" and "To know how to develop learning habits and skills that I can use throughout life". one the other hand, the findings of the present study from table (2) revealed that the factor (4) Social values got the highest mean scores, while Factor (3) Self-development is the lowest one.

Results related to the third question

To find the effects of gender, teacher role, participants, qualification, experience, age, grade and cumulative average on (SCNS), one- way analysis of variance test was done. Table (3) shows the results.

Table (3) the effect of gender, teacher role, participants, qualification, experience, age, grade and cumulative average on (SCNS).

Variable	Mean Difference	Std. Error Difference	Df	T	Sig
Gender	-.06034	.03648	1983	-1.654	.034*
Teacher role	.22602-	.24327	189	-.929	.770

Variable	Sum of squares	Mean square	Df	F	Sig
Participants	43.458	2	21.729	35.364	.000**
Qualification	.248	2	.124	.210	.811
Experience	4.864	2	2.432	3.039	.051
Age	7.339	2	3.670	7.023	.001**
Grade	26.558	5	5.312	8.640	.000**

Cumulative Average	.253	5	.051	.079	.995

*Significant at the level of P ≤ .05
** Significant at the level of P ≤ .001

Table (3) shows that there is a significant effect for gender in favor of females (students, parents and teachers females), at level of P ≤ .05, (M=5.1101). In addition, the results show that there is a significant effect for participants, age and grade on (SCNS) mean, at level of P ≤ .001, while there is no significant effect for the other variables. To identify the differences between the different significant variables, Scheffe test was used. The statistical significant results of the analysis are shown in the table (4).

Table (4) Scheffe Post Hoc test identifies the significant differences among the participants, age and grade on (SCNS).

A	B	Mean differences between A and B	Sig
Students	Parents	-.29879*	.000**
Students	Teachers	-.27615*	.000**
Less than 40	More than 50	.26486*	.004*
More than 40 to 50	More than 50	.26460*	.002*
Seventh	Eleventh	.48232*	.000**
Seventh	Twelfth	.45779*	.000**
Eighth	Eleventh	.28678*	.039*

* The mean difference is significant at the level of P < .05

* The mean difference is significant at the level of P < .001

It is clear from table (4) that parents (M=5.23) and teachers (M=5.20) have high scores on the means of (SCNS) comparing with the students themselves (M= 4.93). It is means that the students need to expose for more counseling in order to fulfill and meeting their counseling needs from their parents and teachers perspective. The results also show that parents and teachers who have ages less than fifty years (M= 5.27) express that the students need more counseling and guidance comparing with parents and teachers who have ages more than fifty (M=5.01). Finally, Scheffe Post Hoc test for comparison, shows that students who are in the eleventh (M= 4.66) and twelfth (M=4.69) grades, revealed that they need counseling less than students who are in the seventh (M=5.14) and eighth (M= 4.95) grades. Which means that the highest counseling needs manifested by students who are in the youngest grades as like as the parents and teachers in the youngest ages.

Discussion

According to the previous results, it is clear that there is a need for counseling services of the students from seventh to twelfth grades in Oman. Simply, I can say that they need counseling because there are no counselors in the schools; the world became a small village. So, it is easy to get everything. Information technology overwhelmed our life. Therefore, students can find a new thing every day, which affect and complicate their life-style. On the other hand, the social workers in the schools cannot cover the role of counselor, because he is not qualified to deal with the psychological, academic, or vocational problems. Additionally, the life became very complicated because there are a lot of demands and tasks.

The high level of (SCNS) could be result of the overload of counselor's role and paucity of information related to career counseling and academic skills. More procedures, plans, strategies and efforts needed to meet the (SCNS) process. Teaching, training and offering a modern communized system for academic staff are essential to overcome the shortage of (SCNS) fulfillment.

In this study, (SCNS) was found to be higher in females comparing with males. This result is consistent with the results

of another study (Aricak and Dilmac, 2003; Çivitci, 2010) the possible explanation for this finding may be that males have counseling needs satisfaction better than females. Additionally, we assume that females have fewer activities than males and they obey the rules, directions and advice more than males. Therefore, they overwhelmed themselves with many tasks and duties comparing with the males. Additionally, they have fewer opportunities to express themselves. According to a study conducted on Turkish university students by Ozkan and Lajunen (2005),

females typically have such characteristics as being tender, affectionate, and sensitive to the needs of others and themselves.

As is revealed in the previous table, the highest counseling needs was manifested by the youngest parents and teachers. Another interpretation, may be arises because the gap and difficulties between generations, the new generation need more caring and counseling, we think that this view came from the globalization, social communication websites, modernization, and high technology. These new features of the world gave the young parents and teachers the impression that the students need more and more counseling. The same explanation and interpretation applied on the students at the eleventh and twelfth grade, probably because they were in the beginning of adolescence. the youngest students revealed that they need more counseling comparing with older students, and therefore they need to meet their counseling and caring. These results are consistent with previous research conducted in Turkey, United states of America and South Africa by Kesici (2007); Nyutu and Gysbers (2008); Peterson (2006); (Teed, 2002); Van Schoor and Whittaker (1988)

The assessing of (SCNS) has provided counselors, parents, and teachers with a unified vision for implementing and updating the data and the results to meet the student's needs. Needs assessments and the use of data are considered integral components in the modern programs. Therefore, when considering the data that has been presented in this study, it is important to recognize how such data can lay the foundation by allowing a counselor department to gear their services toward student feedback at the outset.

The counselors can design interventions specifically addressing each need reported by the students and adapt their program every year based on how the students respond to those services and how they respond to an annual needs assessment. Overall, it is essential, in the profession of counseling, to integrate feedback from the client into his services and interventions and needs assessments allow for that feedback. The continuing evolution of the (SCNS), in general, depends on the continuing research being conducted by schools counselors; they must continue to assess the effectiveness and efficiency of the guidebook, which is presented because of this study and depending on its results, with the ultimate goal of better serving students. The book was written in Arabic language, it was consist of 12 chapters as the following:

1. Teachers and counseling
2. A model for counseling in schools
3. Exploration of concerns and feelings

   4.   Strategies for intervention
   5.   Empowering children and young people
   6.   Peer counseling and support
   7.   Empowering parents and families
   8.   Coping with loss and trauma
   9.   Counseling of parents
   10.   The Professional School Counselor's Role in Academic and Career Planning
   11.   Promoting Achievement and Advancement of First-Generation College and University Students
   12.   Exercises and applications in counseling

Depending on the results of this study and its relationship with the previous results of literature reviewed we recommend the following:

1- Arranging effective workshops to train counselors, teachers and patents on the presented guidebook regarding the results of the (SCNS). Offering workshops and more attention should be given to female student, parents, teachers, and for students with learning difficulties by professional specialist in counseling regarding the results of (SCNS) and updating them.
2- Another angle of this research can be explored by using different samples such students with special need and investigate the factors and methods contributing to the effective of presenting guide book on meeting the counseling needs among the students and their teachers and parents. Other variables can be taken into considerations, such as time-management and counselor major.
3- From the previous results, we recommend for further researches on different samples that aim at investigating the factors and methods contributing to deal with counseling needs. We have to take other methodology in considerations, such as experimental studies. Training on group counseling program by professional specialist in counseling is very important, particularly focusing on quality and quantity of training program.
4- The results revealed that the highest counseling needs manifested by students who are in the youngest grades as like as the parents and teachers in the youngest ages. Depending on this result, we recommend to complete and continue the second part of investigating the students counseling needs among the grades from first grade until sixth grades.

There are some limitations to this study. The researcher may point out these limitations in the following points:

1. The results will be generalized to the participants of the study and limited to Omnia students and their teachers and parents, the results can be generalized to similar context, sample, instruments and procedures.

2. The results are bounded by eight demographic details (i.e. gender, teacher role, participants, qualification, experience, age, grade, and cumulative average). Other demographic details may have different results, accordingly.

3. The present study was limited to the fall semester of the academic year 2013/2014.

4. Results of the study were based on the responses from the (SCNS) used in this study.

Despite these limitations, however, it is considered that the findings obtained provide useful insights of relevance to counselors, teachers and parents in Oman.

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استكشاف الحاجات الإرشادية لدى طلبة الحلقة الثانية والثالثة لتعليم ما بعد الأساسي في محافظة مسقط: تقديم دليل نموذج عملي.

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الملخص: هدفت الدراسة إلى استكشاف الحاجات الإرشادية لدى طلبة محافظة مسقط في سلطنة عمان بالإضافة إلى معلميهم وآبائهم، في ضوء متغير النوع والفئة المستهدفة، والمؤهل العلمي، والخبرة، والعمر، والصف، والمعدل التراكمي. تكونت عينة الدراسة من (2001) مشاركا تم توزيعهم على (999 طالبا و 811 أبا و 191 معلما).

أشارت نتائج السؤال الأول إلى ان متوسط الحاجات الإرشادية لدى جميع أفراد العينة قد جاء في المستوى المرتفع، فيما أشارت نتائج السؤال الثاني إلى ان المتوسطات الحسابية المرتفعة قد جاءت للفقرات: " معرفة كيف أذاكر دروسي وكيف أحصل على درجات عالية." والفقرة " معرفة المقررات الدراسية المناسبة لاختياراتي المهنية بالمستقبل." وكذلك للفقرة "معرفة كيفية اختيار الجامعة المناسبة".

وأظهرت نتائج السؤال الثالث بان هناك فروقا ذات دلالة إحصائية بين المتوسطات الحسابية لدرجات الحاجات الإرشادية تعزى لمتغير النوع والفئة المستهدفة، والعمر، والصف، وذلك لصالح كل من: الإناث، والآباء والمعلمين، ولصالح الآباء والمعلمين الذين أعمارهم اقل من خمسين سنة، وأخيرا لصالح طلبة الصفي الحادي عشر والثاني عشر. فيما لم تظهر النتائج فروقا ذات دلالة إحصائية تعزى للمتغيرات الأخرى. لقد تمت مناقشة النتائج وقدمت هذه الدراسة ولأول مرة دليلا عمليا يستند على مسح الحاجات الإرشادية لطلبة الحلقة الثانية والتعليم ما بعد الأساسي وذلك في ضوء نتائج بيانات الطلبة انفسهم وآباءهم ومعلميهم، إذ تكون هذا الكتاب من 320 صفحة و 13 فصلا.

(الكلمات المفتاحية: الحاجات الإرشادية، المعلمين، الطلبة، الآباء، سلطنة عمان)