



## An Analytical Study Of The Reality Of Educational And Psychological Guidance In Distinguished Schools In Babylon Governorate From The Student's Point Of View

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### Abstract

Purpose of this paper is to develop a questionnaire to identify reality of psychological and educational counseling in schools for gifted students in Babylon Governorate, and to identify reality of psychological and educational counseling in these schools from students' perspective. The researcher adopted descriptive-analytical method, as it is suitable for purposes of this study. research community was defined as students of Gifted Students School in Babylon Governorate for academic year 2024-2025, totaling (751) students. A random sample of (170) students, representing 22.636% of research community, was selected by lottery. The researcher administered questionnaire in its final form, consisting of (25) paragraphs, to 170 students in study sample between December 20, 2024, and December 25, 2024. Questionnaires were then collected, and data from sample's responses was compiled and statistically analyzed. most important conclusions reached were that psychological counselors in Gifted Students Schools in Babylon possess strong interpersonal skills and ability to build positive relationships with colleagues and students. Furthermore, psychological counselors in Gifted Students Schools in Babylon demonstrate high professional competence and possess interpersonal skills that qualify them to be distinguished counselors. There is also a high demand among students for consultations with psychological counselors at school.

**Keywords: Educational Guidance, Psychological Guidance, Distinguished Schools, Sport Psychology.**

### Introduction

Educational and psychological guidance within educational environment is generally considered one of most important means of helping students integrate into academic life and achieve highest levels of success. It also contributes to close monitoring of students' problems and provides them with advice and guidance to help them become well-rounded individuals, psychologically, socially, academically, culturally,

intellectually, religiously, mentally, and physically compatible, recognizing student as focus of educational process. Furthermore, it assists students in their gradual transition from general education environment to university environment, where they become more independent in making decisions, choosing their specialization, and developing their academic and behavioral skills.

Life of a school student is not limited to learning and teaching process that takes place within classrooms to achieve academic goals and objectives. Rather, it extends to include other aspects of great importance and necessity, with aim of building a well-rounded personality. Hence, educational and psychological guidance has become of paramount importance, reflected in attention given to this service by educational institutions, which strive to provide it in every educational institution. Guidance is considered a way to save time and effort for student, teacher, and society in general, illuminating path and alleviating burdens, pressures, and anxieties that students may experience.

educational counselor, with their scientific background and field experience, provides educational and guidance services to all those working in and present within educational institution, including students, teachers, and administrators—indeed, all those involved in educational process. role of psychological counselor in school is vital, aiming to achieve psychological, educational, social, and professional harmony to build a balanced personality that students enjoy and that helps them cope with school-related problems (Aqeel Mahmoud Atta 2004)

From this perspective, educational and psychological counseling is a professional service aimed at identifying problems that hinder a student's ability to acquire knowledge and interact with demands of school life. Assistance and support are provided by increasing students' awareness of their academic responsibilities and encouraging them to exert more effort in solving academic and personal problems that prevent them from achieving their educational goals. This is done by equipping students with diverse academic skills that enhance their academic performance and discussing their academic aspirations.

educational guidance system has been implemented in our intermediate and secondary schools since 1982, and was later extended to primary schools after fall of fascist regime. Hundreds of educational counselors were deployed in most of our primary schools, with hundreds of graduates holding bachelor's degrees in education and psychology appointed to guidance and counseling positions. These counselors underwent intensive training courses to familiarize them with their duties in schools and their educational role in enhancing educational and academic process. They were also provided with guidance clarifying their educational responsibilities within school. (Iraqi Ministry of Education. 1974-1975) Therefore, problem addressed in this study is to uncover perspectives of students in distinguished schools in Babylon Governorate regarding importance and practice of educational counselor's essential tasks. study's central problem lies in investigating practical application of educational counselor's duties from students' point of view.

Research objective are This research aims to develop a questionnaire to identify reality of psychological and educational counseling in schools for gifted students in

Babylon Governorate. Identifying reality of psychological and educational counseling in schools for gifted students in Babylon Governorate from students' perspective.

### *Terms definition*

Counseling: is a helpful process aimed at increasing client's capabilities and utilizing their available resources to cope with life's difficulties (Saleh bin Abdullah Abada and Abdul Majeed bin Tashi Niazi, 2002) or it is process through which a counselor, a qualified professional, attempts to help another person understand themselves, make decisions, and solve their problems.

Educational Guidance: This is process of helping students gain insight into their educational problem by understanding themselves and their abilities to arrive at a suitable solution that contributes to setting future goals that help them achieve self-actualization. (Hadi Mishan Rabi. 2003) Alternatively, it is process of helping an individual develop educational plans that align with their abilities, interests, and goals, thus achieving educational compatibility. (Zahran Hamed Abdel Salam ,1977)

Counseling Psychology: This is science that seeks to provide psychological services to individuals experiencing problems in their daily lives, whether psychological, emotional, social, or academic, with aim of overcoming these problems, reducing their negative effects and consequences, and helping individual achieve their personal goals. It also aims to assist them in their psychological, social, and emotional growth, and in making decisions appropriate to their abilities, capabilities, and circumstances, ultimately leading to healthy psychological and social adjustment (Zahran Hamed Abdel Salam, 1977).

Furthermore, counseling psychology has its own principles, philosophy, and rules for its practice, and a specialist trained in this field only practices it.

Counselor: A counselor is a person scientifically qualified to provide specialized assistance to individuals and groups facing psychological and social difficulties and problems. Due to various social, economic, and cultural variables, need has arisen for a specialist to help individuals facing such problems deal with them and try to overcome them, using their knowledge, experience, skills, and personal characteristics that qualify them to perform this role (Saleh bin Abdullah Abada and Abdul Majeed bin Tashi Niazi ,2002).

### **Research Methodology**

researcher adopted descriptive-analytical method as it was suitable for purposes of this study. research community consisted of students at School for Gifted Students in Babylon Governorate for academic year 2024-2025, totaling (751) students. A random sample of (170) students was selected, representing 22.636% of research community. research sample was randomly selected by lottery.

*Preparing a Form to Identify Reality of Psychological and Educational Guidance in Gifted Schools in Babylon Governorate, according to following steps:*

First: Defining Form's Axes: To begin process of defining form's axes, researcher distributed questionnaires to survey opinions of (12) experts regarding suitability of proposed axes to represent research instrument, which consists of (5) axes. This was done by placing a checkmark (✓) in one of two boxes belonging to proposed axis, along with making any modifications or additions to questionnaire form. After collecting and processing data, researcher used chi-square test to identify valid axes. results showed validity of all axes except for two: (Guidance Methods and Strategies - Behavior) psychological counselor with students) and axes that obtained a calculated chi-square value greater than tabulated value of (3.84) at a degree of freedom of (1) and a significance level of (0.05) were accepted. Table (1) shows validity of axes.

Table (1) shows validity of proposed axes for representing form.

No.	Proposed axes	Number of agree	Number of disagree	Chi-2 value calculated	Sig. Type
1	Qualifications and professional experience	12	0	12	Sig.
2	Personal skills	12	0	12	Sig.
3	Relationship with school environment	11	1	8.33	Sig.
4	Psychological counselor behavior	8	4	1,33	Insig.
5	Counseling methods and strategies	8	4	1,33	Insig.

Second: Preparing Form Paragraphs: An item is defined as "an action, task, or question that cannot be analyzed or broken down into smaller or simpler units. item is basic unit of form" (Muhammad Nasr al-Din Radwan, 2006). researcher initially prepared form paragraphs, using Likert scale (five-point answer choices) and organizing them based on scientific sources.

Third: Determining Validity of Form Paragraphs: researcher constructed a form consisting of (25) paragraphs in its initial form. This form was presented to (12) experts and specialists to determine suitability of these paragraphs for their intended purpose. After collecting and compiling paragraphs, researchers used chi-square test to identify valid paragraphs. It was found that all paragraphs were valid, as shown in Table (2).

Table (2) shows validity of form paragraphs.

Number of paragraphs	Number of answers		Calculated Chi-2 value	Sig. Type
	Validity	Invalidity		
2.1. 3. 4. 13. 14. 15. 16. 21. 22. 9. 17.	12	Zero	12	Sig

21. 24. 25 .				
5. 7. 8. 10. 11. 12. 18. 19. 20. 22. 23.6	11	1	8.33	Sig

### *Exploratory Study*

An exploratory study was conducted on December 1, 2024, with 20 students from research population outside main sample. exploratory study aimed to ensure clarity of test instructions. Ensure clarity of test items. Identify conditions under which test was administered and any associated difficulties. Determine time required to complete test.

### *Scientific Basis of Questionnaire:*

**Questionnaire Validity:** face validity of questionnaire was determined by relying on opinions of experts and specialists. This type of validity was achieved when questionnaire was presented to 12 experts and specialists to determine suitability of its items.

**Questionnaire Reliability:** researcher distributed questionnaire to a group of (20) students to determine its reliability coefficient. questionnaire was distributed on (December 1, 2024) and then redistributed to same individuals on (December 12, 2024). After calculating Pearson correlation coefficient between first and second responses, reliability coefficient was found to be (0.897), a high value indicating reliability of questionnaire.

### *Main Experiment*

researcher administered questionnaire in its final form, consisting of (25) items, to study sample of (170) students from (December 20, 2024) to (December 25, 2024). completed questionnaires were then collected, and data from sample's responses were entered and statistically analyzed.

### *Statistical Methods*

researcher used SPSS statistical package to analyze data and extract results.

## **Results and Discussion**

### *Presentation and Discussion of Results for First Axis (Qualifications and Professional Experience)*

After arranging and classifying data in analytical framework, according to frequencies and percentages, which was done meticulously and rigorously, observed results were obtained, as illustrated in Table (4).

Table (4) Means and Standard Deviations for First Axis (Qualifications and Professional Experience)

No.	Paragraphs	Mean	Standard deviations
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1	Possesses specialized academic qualifications in field of psychological counseling.	4.78	0.87
2	Sufficient experience in dealing with student problems.	4.77	0.67
3	Familiar with latest methods of counseling and psychotherapy.	4.92	0.88
4	psychological counselor participates in training courses to develop his skills.	3.78	0.91
5	Provides us with accurate and useful information when consulted.	3.77	0.67

Table (3) shows qualifications and professional experience. data in table indicates that arithmetic mean for sample items ranged from 3.77 to 4.78. These mean scores indicate that educational and psychological counselor possesses qualifications and professional experience necessary to work as a psychological counselor in middle and high schools. Educational and psychological counseling should be responsible for both individual and community. According to Miller, counseling involves helping individuals achieve self-knowledge, which leads them to make sound choices and develop behaviors that enable students to set SMART goals and follow right path. (Frank w.miller, 1978)

Educational and psychological counseling process is not defined solely by basic principles or rules, but rather it may be an ongoing process requiring study of individual's circumstances and development of useful and practical solutions. This is achieved by drawing upon scientific principles and rules on one hand, and by experience, practice, and an understanding of individual's realities, needs, and capabilities on other. educational and psychological counselor can thus assist client in resolving their specific problem by creating new and suitable conditions for them.

*Presentation and Discussion of Results for Second Axis (Personal and Social Skills)*

After arranging and classifying data in analytical framework, according to requirements of frequencies and percentages, which was done meticulously and rigorously, observed results were obtained, as illustrated in Table (4).

Table (4) Means and Standard Deviations for Second Axis

No.	Paragraphs	Means	Standard deviations
1	He communicates with me clearly and in an easy-to-understand way.	3.22	0.89
2	He shows genuine interest in my problems.	4.56	0.98
3	He maintains a friendly and comfortable relationship with students.	4.13	0.77

4	He treats me with respect and consideration.	3.99	0.98
5	He is an excellent listener without interrupting.	3.45	0.99
6	He uses a variety of techniques in counseling sessions.	3.89	0.89
7	He provides clear plans for addressing problems I face.	3.90	0.98
8	He conducts individual counseling sessions when needed.	4.55	0.72
9	He organizes helpful group counseling sessions.	3.98	0.98
10	He uses activities and methods that are appropriate for our ages and needs.	3.97	0.76

Table (4) (Personal and Social Skills) shows that arithmetic mean for sample items ranged from (4.56 to 3.22). These mean scores indicate that psychological counselor possesses personal and social skills that make him very close to students. Psychological counseling is conducted by guiding one person at a time, and strength and effectiveness of this method depends on depth of counseling relationship between counselor and client.

In this type of counseling, client may come forward on their own, feeling that their problems require someone to help them solve them. They then come to counselor and share how to confront and overcome their problems. Here, educational counselor must possess social and personal skills that enable them to prepare a program for counseling sessions. This program is clearly demonstrated with organized methods in these sessions, with counseling interview being one of most suitable tools used in this type of counseling (Hamed Abdel Aziz El-Feky. 1974)

This is where educational and psychological guidance comes in, directing and advising student to overcome and resolve their various problems. Educational and psychological guidance is a voluntary relationship agreed upon by both student and educational counselor. I can say that educational and psychological counselor aims to help student develop academic and life plans that suit their abilities, goals, and inclinations. They also assist in diagnosing and addressing problems student faces in life, helping them become a balanced and well-rounded individual. Furthermore, they help student maximize their academic, educational, and social potential and utilize it optimally to develop and modify their academic, social, and ethical behavior.

counselor also helps student achieve success and excellence by understanding their behavior and actions and assisting them in resolving problems they encounter during their studies (Hamed Abdel Aziz El-Feky. 1974).

*Presentation and Discussion of Results of Third Axis (Relationship with School Environment)*

After arranging and classifying data in analytical framework, according to frequencies and percentages, which was done meticulously and thoroughly, observed results were obtained table (5) show this.

Table (5) means and standard deviations for third axis

No.	Paragraphs	Means	Standard deviations
1	He maintains confidentiality of information I share with him.	3.90	0.87
2	He addresses my problems seriously and respectfully.	3.25	0.66
3	He adheres to professional ethics in his work.	3.99	0.63
4	He respects individual differences among students.	3.56	0.57
5	He treats all students fairly and without discrimination.	4.70	0.65
6	He responds quickly to emergencies.	4.33	0.89
7	He organizes activities that promote harmony among students.	4.13	0.58
8	He contributes to improving school's psychological climate.	4.89	0.89
9	He communicates with parents when necessary.	3.98	0.78
10	He collaborates with teachers in resolving student issues.	4.01	0.99

Table No. (5) Shows relationship with school environment. It is clear from data in table that arithmetic mean of sample items ranged between (4.89 to 3.98). These means give us an indication that counselor has ability to form relationships with school environment (teachers, students and employees).

This is an important method that psychological counselor should possess, namely relationship with school environment. This method is one of most important methods of counseling, and it is based on scientific, recreational and entertainment activities in general. This method usually begins with a sports activity such as ball games, or an artistic, singing or musical activity, or watching a film or play.

There are also magazines for practicing hobbies in accordance with nature of each personality. As for role of educational counselor here, it must be neutral and address modification and correction of behavior that appeared during activity. This method is often adopted with counselees who do not wish to visit clinics because impact of talk is mixed with this group. advantages of this method are that it makes counselee behave in his natural way, which allows counselor to take valuable snapshots of his social behavior that greatly benefit him in counseling process. This method also gives counselee an opportunity for emotional release (James Adams, 1980).

## Conclusions

school counselor at distinguished schools in Babylon possesses strong interpersonal skills and ability to build positive relationships with colleagues and students. school

counselor at distinguished schools in Babylon demonstrates high professional competence and possesses interpersonal skills that qualify him to be an outstanding counselor. Students frequently consult with school counselor. There are no professional development courses for school counselors to enhance their knowledge and skills.

### Recommendations

Regular workshops should be conducted for school counselors with students to clarify importance of their role both inside and outside school. school counselor should be provided with a private office away from administration and student noise. Students should be encouraged to consult school counselor with any problems they encounter.

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### Appendix (1)

Shows psychological counseling reality form used in research and its final version

Axis	Paragraphs	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Qualifications	He possesses specialized					

and professional experience of a psychological counselor	academic qualifications in field of psychological counseling.					
	He has sufficient experience to deal with students' problems.					
	He is up-to-date with latest methods of counseling and psychotherapy.					
	counselor participates in training courses to develop his skills.					
	He provides accurate and helpful information when I consult him.					
Personal and social skills	He communicates with me in a clear and easy-to-understand manner.					
	He shows genuine interest in my problems.					
	He maintains a friendly and comfortable relationship with students.					
	He treats me with respect and appreciation.					
	He is an excellent listener without interrupting.					
	He uses diverse methods in counseling sessions.					
	He provides clear plans to solve problems I face.					
	He conducts individual counseling sessions when needed.					
	He organizes helpful group counseling sessions.					
He uses activities and methods that suit our ages and needs.						
Relationship with school environment	He maintains confidentiality of information I share with him.					
	He deals with my problems seriously and respectfully.					
	He adheres to professional ethics in his work.					
	He respects individual differences among students.					
	He treats all students fairly without discrimination.					
	He responds quickly to emergencies.					
	He organizes activities that promote harmony among students.					

	He contributes to improving psychological climate at school.					
	He communicates with parents when necessary.					
	He collaborates with teachers in resolving student problems.					