

The Attitudes of Basic Schools Teachers towards Counseling Services at Khartoum Locality –Sudan

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ABSTRACT

The aim of this study is to investigate the attitudes of teachers towards counseling services at Khartoum locality, and to determine the differences in these attitudes according to teacher's gender, qualification and experience. The sample of the study consisted of 82 male teachers and 165 female teachers, who have been chosen randomly from Khartoum locality basic schools. A questionnaire was prepared by the researcher as a instrument of the study to collect the data. The study findings showed that the attitudes of teachers towards counseling service are positive. There are no statistically significant differences among teacher's attitudes towards counseling services due to their gender, qualification and experience.

Keywords: Attitudes, Basic Schools, Counseling Service

The study of attitudes is one of the important subjects in psychology. The purpose of attitudes is to help people to make sense of the world and decisions, and so they aim to guide our reactions and interpretations of events (Carol: 2006). Attitudes are a psychological tendency that is expressed by evaluating a particular entity with some degree of favor and disfavor. (Eagly and Chaiken :1993).

Liking or disliking something or some situation without any strong reason to justify the liking or disliking. It is actually a combination of things such as personality, beliefs, values, behaviors, and motivation of an individual toward something and or some situation at their disposal. These different attributes will in one way or the other force individuals to act in a certain way towards a circumstance exposed to them all. This could be influenced by the cultural background (beliefs and values) and probably what motivates the particular individual(s) to do what they do (Pickens, 2005).

Teachers are considered one of the fundamental pillars in the educational process ,and the study of their own attitudes significantly affect the educational process .Beside their work in teaching ,

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their attitudes towards topics related to the educational process influence students positively or negatively ,such as counseling.

The aim of any education system is not only to adopt academic learning but also all round development of students, including cognitive, social, and self –esteem, personality reformulation ect. Exactly which is matching with counseling services. The purpose of counseling is to help clients with problems that may have aspects that are related to emotional suffering or problem behavior (Richard: 2012).

According to Shertzer and Stone (1981), counseling is a social service based on the recognition of an individual’s uniqueness, dignity, value and respect, and of the fact that every individual has a right to personal assistance when needed. Guidance and counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world (Lunenburg, 2010). Guidance and counseling have also been described as programs of services for individuals based on needs and depending on the influence of the various environments in which they live. It is, at the same time, a broad professional field with a wide range of activities, programs and services geared toward assisting individuals to better understand themselves, their problems, their school environments and their world and to develop adequate capacity for making wise choices and decisions in life(UNESCO.2004)

Students at the schools, like other individuals need psychological counseling as a right. School counseling is very old and historian in many studies and psychological books, What concerns this study is not historically followed, but what it is and its role.

Guidance and counseling in schools have been conceptualized as a program of activities that provide a gateway out of the problems increasingly present in this time of complex scientific, social, economic and technological development (Okobiah & Okorodudu, 2004). Students should be assisted at various levels in their educational development by providing academic counseling. All sorts of students: the gifted and talented, the low achievers, the handicapped and delinquents, should be assisted to plan their educational progress. (Lindhard 1985). The school counselor is supposed to facilitate the optimum development of students, remedy faulty development and prevent shortcomings (Makinde.1984)

The role of counselor at the school is limited to providing developmental and preventive and therapeutic services to students, thus, there is a very important role for school counseling to enhance psychological status for students, so it can step beside educational process. Specially in basic and primary schools, which is considered the first grade in psychological construction. Usually, elementary students’ developmental problems would include trying to understand themselves, their peers, family and school. They will be trying to identify what they value. Therefore, the counselors’ job would be to resolve, direct and aid students regarding their self image, value, self-assurance and peer’s family interactions (Kuhn, 2004). The importance of

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counseling in elementary and basic schools comes from the importance of the stage itself, because of its determinants in shaping the future of personality ,self steam and mental health as a whole.

In Sudan there is no service of school counseling as known ,just there are attempts in special learning, but it is limited .When we make a comparison in regional area as Sudan is an Afro – Arab country , we find that school counseling is existant in the most of Arab schools , and also in African schools .Although there is a government decree calls for existence of school counseling all over Sudanese schools and universities yet , till this moment it has not been activated in a proper .

Statement of problem :

The role of school counseling, specially in primary and basic schools is significant in the education process .Although the teachers know very well what is counseling and its importance theoretically ,through their academic qualifications , they don't find it applying in their career .Teachers attitudes towards counseling have the influence for existence of this service in our schools. These Attitudes can modify according to teachers age, gender and their qualifications.

Significance :

It can be seen that this study is important because it sheds light on teachers attitudes towards school counseling. The results of this study may help the authors of regulations of the ministry of education to activate school counseling as a student's service ,through teachers attitudes .Moreover ,it will access new prospects for additional researches about students attitudes towards counseling or investigate secondary school teachers attitudes.

Hypotheses:

In this study, the hypotheses are determined as follows:

- The attitudes of teacher in basic schools at Khartoum locality towards counseling service are positive.
- There are statistical significant differences between teachers attitudes towards counseling service due to their gender.
- There are statistical significant differences between teachers attitudes towards counseling service due to their academic qualifications.
- There are statistical significant differences between teachers attitudes towards counseling service due to their teaching experience.

METHODOLOGY

Method research approach: In this study the descriptive analytic research technique was used.

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Sample

The study was conducted with 247 teachers in basic schools of Khartoum locality, divided into 82 male and 165 female from different basic schools at Khartoum locality. Teachers and schools have been selected randomly.

Table 1: sample framework on population:

| Category of participant | population | sample | Percentage |
|-------------------------|------------|--------|------------|
| Male teacher | 500 | 82 | 16% |
| Female teacher | 2285 | 165 | 7.2% |
| Total | 2785 | 247 | 8.9% |

Instrument:

In this study the researcher prepared questionnaire (45) items, to test of the validity and reliability of the questionnaire form, a form of 40 piloting was conducted. Person correlation was used to test the validity, and the results indicated that the questionnaire was valid, and Alpha was used to investigate the reliability (0.95).

Data analysis :

After gathering data the researcher used statistical analysis represented in one sample test ,two independent sample test and one way anova test.

RESULTS

Here is achievement of the respective hypotheses of the study. These are present in the next subsections one by one:

Hypotheses 1: The attitudes of teacher in basic schools at Khartoum locality towards counseling service are positive, the table below shows that:

Table 2: t test one sample investigating the attitudes of teachers

| N | df | mean | Std. Deviation | Test value | t | Sig |
|-----|-----|--------|----------------|------------|--------|-------|
| 247 | 246 | 180.47 | 20.522 | 129 | 39.413 | 0.001 |

It is noted from the above table, that the significance value 0.001 less than 0.05, indicating the presence of statistically significant, and the mean 180.47 higher than the test value .This makes attitudes of teachers in basic schools at Khartoum locality towards counseling service are Positive.

Hypotheses 2: There are statistical significant differences between teachers attitudes towards counseling service due to their gender.

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Table 3: t test two independent sample investigating gender differences

| gender | N | mean | Std. deviation | t test | df | Sig |
|--------|-----|--------|----------------|--------|-----|-------|
| Male | 82 | 178.41 | 19.213 | -1.108 | 245 | 0.847 |
| female | 165 | 181.48 | 21.126 | | | |

From the above, it appears that there is no significant differences in teachers attitudes towards counseling service due to gender, with noticing that the mean of males 178.41 and female is 181.48 .

Hypotheses 3: There are statistical significant differences between teachers attitudes towards counseling service due to teachers qualification variable.

Table 4: one way ANOVA investigating qualification differences

| source | Sum of squares | df | Mean squares | F | Sig |
|----------------|----------------|-----|--------------|-----|-------|
| Between groups | 687.890 | 3 | 229.297 | 541 | 0.654 |
| With in groups | 102919.6 | 243 | 423.537 | | |
| total | 103607.5 | 246 | ***** | | |

Also there is no differences in attitudes towards counseling services according to teachers qualification, although in questionnaire divided into categories (educational Diploma, secondary school, bachelor and post graduate).

Hypotheses 4: There are statistical significant differences between teachers attitudes towards counseling service due to teachers experience variable.

Table 5: one way ANOVAs investigating experience differences

| source | Sum of squares | df | Mean squares | F | Sig |
|----------------|----------------|-----|--------------|-------|-------|
| Between groups | 734.074 | 3 | 367.037 | 0.871 | 0.420 |
| With in groups | 102873.4 | 243 | 421.612 | | |
| total | 103607.5 | 246 | ***** | | |

Also there are no differences in attitudes towards counseling services according to teachers experience, although in questionnaire divided into categories (less than 5 years, from 5 to 10 years and more than 10 years).

DISCUSSION

The study resulted positive attitudes for teachers of basic schools in Khartoum locality towards counseling services. Many studies have reached such a result and proved the positive attitudes of teachers towards counseling service (Valine ,Hatcher 1982, Quarto 1999 and Ahmed 2003) .There were studies conducted to investigate both teachers and students attitudes towards counseling services (Felecia 2011, Joushua, Florence 2014). No doubt the significance of counselor at schools, and counselor role in education ,so teachers very aware by this role, if this awareness comes from their qualification or experience. (Racha 2015) mentioned that Most teachers know some of the roles of the counselor even if they do not have a licensed school counselor in their school or even if they did not have a counselor at all. They identified the job of

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the counselor based on what the counselor does in their schools, and they knew that the counselor is of benefit to the school. Beside, they know how counselor helps them in their job by solving student's problems.

Also, the study finds that there were no differences among teachers attitudes towards counseling services due to their gender, qualification and experience. This result can be interpreted according to importance of counseling at schools, especially at basic schools. According to the gender, it is not a big deal to make a difference in the attitudes of teachers ,because the role of teaching itself ,not considering this difference, just depending on professional status. As for the qualification and experience not influence in the attitudes of teachers towards counseling service ,because in Sudan ,the teachers of basic schools, most of them graduated from university , and few of them graduated from higher school , that indicated , they are highly educated. Also experience not influence in the attitudes of teachers towards counseling service, because they now very well the importance of counseling service ,even they have no experience , and they have a dosage of psychology courses through their academic qualification, and they knew very well the importance of any psychological service in educational process.

RECOMMENDATIONS

1. The Ministry of Education should provide for funds to create the service of counseling in basic schools at Khartoum locality.
2. Counseling should be a fixed service in schools, which will encourage students to seek the counselor's help when they face a problem.
3. The Ministry of Education surveys the views and attitudes of teachers about education issues in general and then work out the implementation

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Conflict of Interests

The author declared no conflict of interests.

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