

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools



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ABSTRACT: This study aims to identify the relationship between the obstacles to educational counseling and counseling skills in dealing with crises in the suburbs of Jerusalem's schools. The study sample consisted of (71) counselors, males and females. The study results revealed an inverse relationship between the obstacles to educational counseling and counseling skills in dealing with crises in schools in the suburbs of Jerusalem. The findings of the study showed that there were no differences in the average degree of educational counseling obstacles in the suburbs of Jerusalem's schools due to the variable of gender, except for those of the counselor himself, where the differences were in favor of males. The findings also revealed no differences for the variables of years of experience and specialization. In addition, the findings showed no differences in the level of counseling skills in dealing with crises due to gender, years of experience, and specialization variables, except for the field of counseling (interventional) skills to deal with crises in favor of counselors specializing in psychology.

KEYWORDS: Obstacles of Counseling, Educational Counseling, Dealing with Crises, The Suburbs of Jerusalem's Schools.

INTRODUCTION

School counseling is considered one of the most important psychological and educational services schools seek to provide for their students to develop their abilities, prevent them from falling into various problems, limit their aggravation, and treat them if they occur. For the school counselor to perform this significant and sensitive role efficiently and competently, he must have sufficient and necessary counseling skills. He must also provide what is required to do his tasks appropriately and correctly because achieving effective counseling in the school requires the counselor to possess the essential counseling skills related to his job and his ability to employ them so that he achieves the desired goals (Al-Rabadi, 2014).

Despite the great responsibility of the educational counselor within the school, his work is not devoid of obstacles and problems that he may encounter; they are many, various, and varied that prevent him from reaching his counseling goals (Al-Tuf, 2004). School crises reflect a real issue in schools, and their impact on the educational process cannot be denied or underestimated (Heath & Sheen, 2005). For the school counselor to work correctly during his interventions to deal with crises so that his intervention depends on scientific foundations and appropriate strategies, he must possess specific skills and previous experience in the field of crisis management that help him succeed in his interventions (Amatea & Clark, 2005). In his study, Miller (2012) confirmed the availability of appropriate counseling skills for intervention and dealing with crises, and since school counselors are concerned with intervention and dealing with school crises, they must have the appropriate readiness and preparation to provide these services. The specialized studies indicate the counselor's effectiveness and capacity to help students. Counseling is more effective when it occurs through experienced mentors who have personal experiences and the skills of the counseling process (Gladding, 2008). Abu Youssef (2008) demonstrated this, as he believed that this role is played by the mentor, who guides, modifies behavior, corrects it, increases the individual's self-confidence, abilities, and capabilities, and generally helps him adapt.

The issue of studying crises in educational institutions has received good attention. There have been many studies in this field, including (Al-Zulfi, 2010; Al-Asimi, 2013; Abdul-Wahhab (2012), and Al-Mursi (2012), which all highlighted the significant role of school administration in dealing with crises. However, few studies dealt with student counseling roles and the extent to which student counselors can deal with school crises. Therefore, this field needs additional studies that shed light on it and highlight the efforts made to solve problems in educational institutions. Through my work as a school counselor in the Palestinian Ministry of Education and from the experiences of some colleagues, they indicated that there are some obstacles and counseling skills in dealing

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

with crises that limit the effectiveness of dealing with school crises. Therefore, the problem of the study lies in revealing the obstacles to educational counseling and their relationship to counseling skills to deal with those crises in the suburbs of Jerusalem's schools. Where previous studies, such as Al-Otaibi (2022) and Kahila (2022), showed the most prominent obstacles and difficulties were the scarcity of specialized training courses, lack of experience, and extension knowledge, Hassan and his colleagues (2021) and Al-Ashwal (2021) indicated that there are educational counseling obstacles in student activities and courses. The results revealed no statistically significant differences between the research variables (gender, experience, and specialization). Namwenya (2016) and Salgong and his colleagues (2016) indicated that guidance and counseling services did not occur well in schools, so they needed to use them more. In addition, there was a lack of trained educators and counselors and an increasing burden on them, which made it difficult for them to implement counseling operations successfully and effectively. The study by Al-Moumani (2022) showed moderate counseling skills and built self-efficacy among educational counselors. The results also showed that there is a direct positive correlation between the level of counseling skills and the level of professional self-efficacy. Al-Rabadi (2021) showed statistically significant differences in having crisis counseling skills, according to the variable of gender in favor of females, the variable of specialization in favor of psychology, and the absence of differences in the variable of experience in school counseling. Abu Al-Basal (2020) showed that the degree of educational counselors' possession of counseling skills in dealing with crises was moderate. The results showed no statistically significant differences in the degree of counseling skills of the counselor due to gender and educational qualification. The results demonstrated statistically significant differences in the degree of possession due to the variables of experience and the type of school.

Ozkayran and his colleagues (2020) indicated that crisis management (in the counseling services field) did not succeed because the remarkable failure was in the lack of cooperation, communication, and communication. A study by Karasavidou and Alexopoulos (2019) showed that (62.4%) of the study's respondents did not have training on crisis management, and (63%) of them wished to obtain practical training through holding training workshops and seminars in the school. According to the study of Javed (2015), the results showed satisfying crisis management practices, which the school administration implements in this way regularly.

METHODS AND PROCEDURES

Population of the study and its sample:

The study population consists of all (83) educational counselors in the Jerusalem Suburbs Directorate, according to the statistics of the Ministry of Education for the academic year 2022/2023. The study's sample consists of (71) school counselors. That is (85%) of the study population. It was selected through the available sampling.

Instrumentation:

After reviewing the educational research related to the subject of the recent study, the researcher used the scale of educational counseling obstacles (Al-Amiri, 2015). It consisted of (22) items, and the items' answers were according to the five-point Likert scale. And the second measure of counseling skills in dealing with crises is Abu Al-Basal (2020), which consisted of (30) items, and the answers were also according to the five-point Likert scale.

Instrument validity

The instrument's validity was verified by computing the Pearson correlation coefficient for the questionnaire items with their total score. It became clear that there was statistical significance in all the questionnaire items.

Instrument stability

The instrument stability was verified by calculating the total score stability for the stability coefficient for the fields of study according to the Cronbach Alpha stability equation. This instrument has a stability that meets the purposes of the study.

Statistical treatment:

After gathering the questionnaires and ensuring their validity for analysis, they are coded (giving them specific numbers) in preparation for entering their data into the computer to perform the appropriate statistical treatments and data analysis according to the study questions and data. Data were statistically treated by extracting the means and standard deviations for each questionnaire's items, the t-test, one-way ANOVA, Pearson's correlation coefficient, and Cronbach Alpha stability equation, using statistical packages (SPSS) (Statistical Package for Social Science).

RESULTS

Table (1): Distribution of the study sample according to the study variables.

variables	level	No.	Percentage%
gender	male	21	29.6
	female	50	70.4
Years of Experience	less than 3-year	13	18.3

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

specialization	from 3-6 years	23	32.4
	more than 6- years	35	49.3
	psychology	20	28.2
	social work	39	54.9
	psychological and educational counseling	12	16.9

Table (1) shows that the distribution of the study sample according to the gender variable shows 29.6% for males and 70.4% for females. The variable of years of experience shows that 18.3% have less than 3-year experience, 32.4% are from 3-6 years, and 49.3% have more than 6- years of experience. The specialization variable shows that 28.2% of participants specialized in psychology, 54.9% in social work, and 16.9% in psychological and educational counseling.

Table 2: Pearson correlation coefficient between the obstacles of educational counseling and counseling skills in dealing with crises.

Variable's	r-value	Sig.
obstacles of educational counseling	0.24-	0.00

significant at the 0.01 level (2-tailed). Correlation is .**

Table (2) shows that the value of the Pearson correlation coefficient is (-0.24), and the level of significance is (0.00). That is, there is an inverse relationship between the obstacles of educational counseling and counseling skills in dealing with crises in the suburbs of Jerusalem's schools, meaning the higher the level of educational counseling obstacles, the lower the counseling skills in dealing with crises in the suburbs of Jerusalem's schools, and vice versa.

"T.TEST" Table (3): The results of the test on the level of obstacles to educational counseling in schools in the suburbs of Jerusalem, due to the gender variab

field	gender	No.	Mean	SD	t-value	P-value
School obstacles	male	21	3.11	0.89	1.94	0.05
	female	50	2.64	0.95		
Obstacles specific to the guide himself	male	21	2.95	0.87	2.37	0.02
	female	50	2.37	0.97		
Obstacles specific to the educational supervision of counseling	male	21	2.62	0.94	0.90	0.36
	female	50	2.89	1.17		
Total	male	21	2.92	0.78	1.38	0.17
	female	50	2.62	0.85		

Table (3) shows the results of tested by calculating the (t-test) results and the means of the participants' responses in the study sample due to the gender variable. The *t*-value of for the total score was (2.37), and the level of significance was (0.02), indicating that there were differences in the means of the score of educational counseling obstacles in schools in the suburbs of Jerusalem due to the gender variable, in favor of males.

Table (4): The results of the (one way ANOVA) test on the level of obstacles to educational counseling in schools in the suburbs of Jerusalem, due to the variable years of experience

field	years of experience	No.	Mean	df	F	P-value
School obstacles	less than 3-year	13	2.60	2	1.29	0.28
	from 3-6 years	23	2.59	68		
	more than 6- years	35	2.96	70		
Obstacles specific to the guide himself	less than 3-year	13	2.45	2	0.36	0.69
	from 3-6 years	23	2.44	68		
	more than 6- years	35	2.64	70		

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

Obstacles specific to the educational supervision of counseling	less than 3-year	13	2.56	2	0.39	0.67
	from 3-6 years	23	2.89	68		
	more than 6- years	35	2.85	70		
Total	less than 3-year	13	2.54	2	0.69	0.50
	from 3-6 years	23	2.63	68		
	more than 6- years	35	2.82	70		

Table (4) shows the results of tested by calculating the means of the participants' responses in the study sample due to the variable of years of experience. The *p*-value for the total score is (0.69), and the level of significance is (0.50), which is greater than the significance level ($\alpha \leq 0.05$), meaning that there are no statistically significant differences in the means of the educational counseling obstacles score due to the years of experience.

Table (5): The results of the (one way ANOVA) test on the level of obstacles to educational counseling in schools in the suburbs of Jerusalem, due to the variable of specialization

	field	specialization	No.	Mean	df	F	P-value
School obstacles	psychology		20	2.50	2	1.65	0.20
	social work		39	2.95	68		
	psychological and educational counseling		12	2.66	70		
Obstacles specific to the guide himself	psychology		20	2.37	2	0.42	0.65
	social work		39	2.60	68		
	psychological and educational counseling		12	2.65	70		
Obstacles specific to the educational supervision of counseling	psychology		20	2.44	2	2.27	0.11
	social work		39	2.85	68		
	psychological and educational counseling		12	3.27	70		
Total	psychology		20	2.44	2	1.45	0.24
	social work		39	2.81	68		
	psychological and educational counseling		12	2.83	70		

Table (5) shows the results of one-way ANOVA of the participants' responses due to the specialization variable. The *p*-value for the total score was (1.45), and the level of significance was (0.24), which is greater than the significance level ($\alpha \leq 0.05$), meaning that there are no statistically significant differences in the means of the educational counseling obstacles score due to the variable of specialization.

Table (6): The results of the " T.TEST "test on the level of counseling skills in dealing with crises in schools in the suburbs of Jerusalem, due to the gender variable

	field	gender	No.	Mean	SD	t-value	P-value
planning skills to deal with crises.		male	21	3.09	0.61	1.76	0.08
		female	50	3.40	0.68		
Counseling (intervention) skills to deal with crises		male	21	3.82	0.56	1.39	0.16
		female	50	4.01	0.50		
Total		male	21	3.57	0.60	1.84	0.07
		female	50	3.84	0.51		

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

Table (6) shows the results of the (*t*-test) and the means of the participants' responses in the study sample due to the gender variable. The *t*-value for the total score was (1.84), and the significance level was (0.07). That is, there are no differences in the means of counseling skills level in dealing with crises due to the gender variable.

Table (7): The results of the one way ANOVA test on the level of counseling skills in dealing with crises in schools in the suburbs of Jerusalem, due to the variable years of experience

	field	years of experience	No.	Mean	df	F	P-value
planning skills to deal with crises.		less than 3-year	13	3.33	2	1.35	0.26
		from 3-6 years	23	3.12	68		
		more than 6- years	35	3.42	70		
Counseling (intervention) skills to deal with crises		less than 3-year	13	3.97	2	0.13	0.87
		from 3-6 years	23	3.91	68		
		more than 6- years	35	3.98	70		
Total		less than 3-year	13	3.74	2	0.65	0.52
		from 3-6 years	23	3.66	68		
		more than 6- years	35	3.83	70		

Table (7) shows the results of one-way ANOVA of the participants' responses of the study sample due to the variable years of experience. The p-value for the total score was (0.65) and the level of significance was (0.52), which is greater than the significance level at ($\alpha \leq 0.05$), meaning that there are no statistically significant differences in the means of the counseling skill level in dealing with crises due to the variable of years of experience.

Table (8): The results of the (one way ANOVA) test in the level of counseling skills in dealing with crises in schools in the suburbs of Jerusalem, due to the variable of specialization

	field	specialization	No.	Mean	df	F	P-value
planning skills to deal with crises.		psychology	20	3.51	2	1.28	0.28
		social work	39	3.25	68		
		psychological and educational counseling	12	3.16	70		
Counseling (intervention) skills to deal with crises		psychology	20	4.19	2	3.16	0.04
		social work	39	3.90	68		
		psychological and educational counseling	12	3.76	70		
Total		psychology	20	3.97	2	2.14	0.12
		social work	39	3.70	68		
		psychological and educational counseling	12	3.63	70		

Table (8) shows the results of one-way ANOVA of the respondents' responses in the study sample due to the specialization variable. The p-value for the total score is (2.14), the significance level is (0.12), which is greater than the level of significance at ($\alpha \leq 0.05$), meaning that there are no statistically significant differences in the means of counseling skills level in dealing with crises due to the variable of specialization, as well as for domains except for the field of counseling skills (interventional) to deal with crises. The (LSD) test results were examined to indicate the direction of the differences in favor of the psychology specialization.

DISCUSSION

Based on the results of the study, it was found that there is a statistically significant relationship between the obstacles of educational guidance and the ability to deal with crises in suburban schools in Jerusalem. This outcome can be understood by acknowledging that school counselors perceive counseling as a well-organized and collaborative process that primarily focuses on educational circumstances. As such, counselors utilize their skills to address this matter, approaching crises and obstacles as common incidents

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

within schools. They dedicate their efforts to resolving crises and understanding their origins by drawing on their expertise. Furthermore, counselors recognize that counseling extends beyond providing direction, encompassing the exploration and comprehension of influential factors within the educational realm and crises. Managing crises is an integral part of their work, rather than a constraint or difficulty that requires the use of all their skills. The findings clearly indicate that there are variations in the average scores of educational counseling obstacles based on the gender variable. This outcome can be explained by the shared understanding among counselors that facing obstacles, difficulties, and challenges demonstrates the educational counselor's ability to effectively manage their skills during crises. Whether it involves conducting interviews or exploring the root causes of such crises, counselors, especially males, exhibit superior ability in handling crises by utilizing the skill of motivation and assuming an influential and positive role. This result contradicts the research conducted by Hassan and colleagues (2021) as well as the study conducted by Al-Ashwal (2021). The outcomes reveal that there are no significant differences in the average magnitude of hindrances faced in educational guidance within suburban schools of Jerusalem, based on years of expertise. To be an educational facilitator and a leader in the field, one must possess the necessary aptitudes. Regardless of limited years of experience, one must possess various counseling and guidance proficiencies to be part of a respected academic team. These proficiencies may include both traditional and contemporary skills, as well as advanced methodologies. However, their role does not end here. This outcome aligns with that of Hassan and colleagues (2021). The outcomes demonstrate that there are no statistically significant variances in the average extent of educational counseling impediments within suburban schools of Jerusalem, based on the specialty variable. This finding suggests that from the perspective of any specialized counselor, the counseling process is an endeavor that seeks to exert influence as a foundation in their work, aiming to positively change the attitudes and behaviors of students and teachers. This outcome aligns with the fields of psychology and social work specializations, as they both share a common concern for effective guidance for students and teachers, rooted in scientific principles that begin with identifying learners' needs and the focal issue. The results revealed that there were no discrepancies in the levels of counseling proficiency when dealing with emergencies in the suburban schools of Jerusalem, as impacted by the variable of gender. The researcher elaborates on this finding by asserting that the counselor, regardless of their gender, consistently prioritizes the task of counseling. This implies that lack of experience or skills does not hinder one from providing the essential foundations and competencies of counseling, thereby enabling them to devise optimal solutions for any crisis. It can be argued that the timing of skill utilization and treatment approaches has a more significant influence on the educational or social context than the counselor's demographic variables, whether their behavior or competence arises from an experienced counselor or not. This finding contradicts the conclusions drawn by Al-Rabadi (2021). The results indicated no statistically significant variations in the mean level of counseling competence in addressing emergencies in the suburban schools of Jerusalem based on years of practice. The investigator clarifies that crisis management is an integral component of educational counseling and that the school counselor in the suburban schools of Jerusalem possesses multiple abilities that equip them to effectively handle crises, regardless of their years of experience. This finding serves as a confirmation of the proficiency of psychological and educational counselors in effectively addressing crises. There is also emphasis on the qualifications of the counselors, their appropriate training, and their acquisition of knowledge pertaining to the counseling profession and its objectives. This finding aligns with the study conducted by Abu Al-Basal (2020).

CONCLUSION

The study's key findings can be summarized as follows: Firstly, there is no significant correlation between obstacles in educational guidance and crisis management in suburban schools of Jerusalem. Counselors view crises as an integral part of their work and focus on resolving them and understanding their origins. Secondly, gender differences impact the average scores of educational counseling obstacles, with male counselors demonstrating superior crisis-handling skills. Additionally, years of experience do not significantly affect the obstacles faced in educational guidance. Specialty variables, such as psychology and social work, do not lead to significant differences in counseling impediments. Lastly, gender and years of practice do not influence counseling skills in crisis situations. These findings shed light on the role of counselors in suburban schools of Jerusalem and their ability to handle crises and provide guidance.

RECOMMENDATIONS

After discussing and explaining the findings of this study, we recommend the following:

1. paying attention to educational counselors in general and counselors with less experience in particular, and removing all obstacles that limit their job satisfaction.
2. holding specialized training courses for counselors, especially those who are not specialists in psychology, to increase their expertise to face obstacles and raise the efficiency of their skills in dealing with school crises.
3. Activating the appropriate channels of contact and communication between the elements of the educational process and the various departments to confront and manage crises effectively and with high capacity.
4. benefiting from the experiences of developed countries in successfully managing educational crises.

Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

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Relationship between the Obstacles of Educational Counseling and Counseling Skills in Dealing with Crises in the Suburbs of Jerusalem's Schools

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