

The Impact of Teachers' Guidance and Counseling Role on Students' Discipline in Private Schools

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Abstract: This study aims to investigate the impact and extent of applying teachers' guidance and counseling on students' discipline in private school. It attempts to answer these questions: what is the allocated time in counseling? What are the required skills of teachers? And what are the most important approaches of counseling? A questionnaire survey was used to obtain the results by distributing it to a sample of 150 private school teachers. Also, the open-end questions are preferred in the questionnaire survey. Validity and reliability test of the instruments was conducted; data was analyzed using percentages and descriptive analysis in SPSS Software. The results showed that there is an impact of guidance and counseling on student' discipline in private schools. There is a lack on the number of counseling sessions and the teachers tend to use individual counseling, group counseling, and nondirective counseling approaches. However, the study's recommendations included: the importance of increasing guidance and counseling awareness, holding more counseling sessions and training programs for the teacher to improve the students' skills.

Keywords: Guidance and Counseling, Students, Teacher, private school.

أثر إرشاد المعلمين ودورهم الإرشادي على انضباط الطلاب في المدارس الخاصة

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الملخص: هدفت هذه الدراسة الى الكشف عن أثر ومستوى تطبيق الإرشاد والتوجيه من المعلمين على انضباط الطلبة في المدارس الخاصة. كما وسعت الدراسة الى الإجابة عن التساؤلات التالية: ما هو الوقت المخصص للإرشاد؟ ما هي المهارات المطلوبة من المعلمين؟ ما هي أهم طرق الإرشاد؟ وتم توظيف أداة الاستبانة للوصول لنتائج الدراسة من خلال توزيعها على عينة تُقدَّر ب 150 من معلمي المدارس الخاصة، وتم تفضيل الأسئلة المفتوحة عند تصميم أداة الدراسة. تم تطبيق اختبارات الموثوقية والمصدقية على الأدوات. تم تحليل البيانات باستخدام النسب والتحليل الوصفي بتوظيف الرزم الاحصائية SPSS. وأظهرت النتائج أن هناك تأثير للتوجيه والإرشاد على انضباط الطالب في المدارس الخاصة. كما أظهرت الدراسة أن هناك نقص في عدد جلسات الإرشاد إذ أنّ المعلمين يميلون إلى استخدام الإرشاد الفردي، والإرشاد الجماعي، ونهج الإرشاد غير التوجيهي. ومع ذلك. خرجت الدراسة بعدة توصيات أهمها ضرورة التنبه الى أهمية زيادة الوعي بعمليات التوجيه والإرشاد، وعقد المزيد من جلسات المشورة والبرامج التدريبية للمعلم لتحسين مهارات الطلاب.

الكلمات المفتاحية: التوجيه والإرشاد، الطلاب، المعلم، المدارس الخاصة.

1.1 Introduction

In the beginning of 20st Century, guidance and counseling was started in America as a reaction of industrial society requirements, in 1969 the guidance and counseling services were established at the Department of Education. Louis sent his recommendations to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO) which explained that the guidance and counseling services are a necessary to manage people in all societies (Mikaye, 2012).

School guidance and counseling services were introduced to help students to overcome difficulties and challenges they may face at home or school, parents spent a little time to introduce guidance for their children because they think it's the school's role as indicated by Myrick (1987).

In recent years, there are many children concern to earn money more than traditional practices which contribute to the upbringing of young people, and this indicates the importance of focusing on guidance and counseling within youth society (Gysbers, 2001)

Mallen and Vogel (2005) define counseling as a professional relationship between professional helper who have a necessary skills to help people deal with their problems and the receiver who receive the guidance, Restaet al, (2006) see counseling as a process when people help others by encouraging their development, whereas Kaplan (2014) explained the counseling as the process of discussing students' problems and helping and guiding them to make the right decision by themselves.

Chireshe (2011) studied the need of guidance and counseling in Malawi used a survey distributed to schools, survey examines the main problems. The result shows that there is a significant need of guidance and counseling. Allis and Kamel (1999) studied indiscipline cases of students. A survey was conducted among 2170 students and the results indicated that few of these cases were related to families background while majority were related to the children themselves so the school has a great role and influence in guidance and counseling.

Counseling is a process that helps people clarify and understand their own life space, set goals and learn how to reach them because each individual has potential self-skills such as self-development and self-growth. Stott and Jackson (2005) explained that the guidance program focus on the emotional, physical, vocational, academic and social difficulties of students. In addition to counseling and guidance , is an essential element in education system, which aims to enhance the academic performance of students, complete the education process in classroom and prevent the emotional, physical and social problems between students

Sugai and Horner (2002) studied the role of counseling and guidance in school on enhancing discipline. The report shows that counseling and guidance programs have a positive influence on student discipline because they help students to appreciate themselves.

Discipline can be managed by guidance and counseling and play a crucial role at school system by supporting moral values of students and aims to redirect and control behavior but all students at school

system should be aware of all rules before disciplinary action. To determine the value of G&C should match with guidance and counseling as explained by Crothers and Kolbert (2008).

Kindiki (2009) indicated that there is a shared responsibility between school and Parents to promote standards and values of students to establish behavioral codes for their lives. The Ministry of Education made a great effort to apply guidance and counseling services in all schools but indiscipline cases are still in school so the researcher intended to investigate the influence of guidance and counseling towards students' discipline in private schools.

1.2 Statement of the problem

Ouzts (1991) stated that discipline issues still exist despite of applying guidance and counseling services in schools. Such issues are related to the high level of pleasure and luxury, as well as the lack of interest by many parents in evaluating and guiding the behavior of their children because of their preoccupation with their own affairs, which lead to contempt of laws and lack of respect for the elderly and the teacher, so it is the responsibility of the educational institution to create a high ethical value generation. So this study focuses on certain ways in which guidance and counseling influences discipline in private schools.

1.3 The purpose of the research

The study aims to investigate the impact of teachers' guidance and counseling role on students' discipline in private schools.

1.4 Objectives of the research

This study aims to examine the following objectives:

- Investigate the teachers' skills in guidance and counseling services.
- Determine the impact of teachers training skills in the guidance and counseling services on student discipline.
- Determine the suitable and allocated time in guidance and counseling which is effective on student discipline.
- Study the teachers' guidance and counseling which influences students' discipline.

1.5 Research questions

The following questions were used as a guide to this study:

- What are the required skills which the teacher should have?
- What is the influence of Principals ' guidance and counseling services and facilities on private school students' discipline ?

- How much do teacher' guidance and counseling sessions influence students' discipline in private schools?
- Does the time allocated to counseling influence private school students' discipline?

1.6 Research Terminologies

- Guidance: Providing an advice and help students to understand themselves and identify their interests, needs and abilities to make decisions about themselves
- Counseling: The process of creating a good and safe relationship between the student and the teacher to discover the feelings and attitudes of the student, help and guide his decisions
- Discipline: The individual's responsibility for his decision, moral and social commitment within his society
- Teacher Counselor: A professional teacher who has required skills to help students solve their problems in their life
- Students: Everyone who belongs to a particular educational place, such as: school, university, college

1.7 Research Limitation

The limitation of this study can summarize by:

- Reluctance of some teachers to disclose some information
- Different perceptions and attitudes of teachers regarding guidance and counseling
- Teachers believe that guidance and counseling are the tasks of the educational counselor

Literature Review

2.1 Education, guidance and counseling in general

Lorig and Holman (2003) defined education as a continuous process allocate knowledge, experience, values and skills, Al Jabery and Zumberg (2008) stated that in Jordan education is comprehensive and integrated system and its principles are derived from the Arabic Islamic civilization which focuses on creating a generation with a great degree of awareness, culture, ethics and education while some modern education system focus on a degree and passing exam more than values and character.

Hui (2000) compares between guidance and counseling, Guidance can be described as preventive, educational and developmental manner. On the other hand, counseling is a manner to help students in confusion, distress or indecision cases. Also, guidance as a process help students to improve self- understanding, self- development and self-enhancement but counseling can be defined as manner to help students to face challenges and to cope in more effective manner.

The importance of guidance and counseling lie in providing an insight on working attitude, skills and knowledge, helping people to deal with challenges, which happened due to change in environment. Help others to be disciplined, realize their potentials, and understand themselves (Collins, 2007)

Khansa (2015) stated that in the Arab world, most of research viewed that the guidance and counseling are influential and necessary such as Saleh' survey (1987) showed that although few schools had counselors but in Kuwait the teachers are satisfied by the counseling and guidance services, Sarraf (1997) and Al-Amir and Brinson (2006) found that the guidance and counseling are very essential and important to the quality and performance of their school.

According to Ministry of Education (2019) the main roles of Department of educational guidance are to help the student to develop his personality from all aspects of psychological, social, behavioral, professional and cognitive and to achieve adaptation, develop the student's self-direction skills and reach him to a degree of awareness to explore himself and abilities, help the student to understand himself and understand the circumstances and reality and environment around him so that he can face and overcome the problems of life, to facilitate the natural growth aspects of the student and help him reach the maximum maturity of psychological and social, to achieve harmony between the individual and his environment and to provide personal and social skills that prevent him from falling into problems

2.2 Guidance and counseling history

According to Mikaye (2012) the need of guidance and counseling was increased in united states of America and Europe. In the 1920's, Britain counseling offered within the college systems and school depends on the demands of college. Rogoff (1993) explained that cultures and traditions guided values, regimental roles belief system, sex, social roles and skills which enhance people culture, Fullan(2002) said that based on the dynamics of societies, there are a rapid economic and social changes that affect school students. Students may face some challenges and difficulties in making decisions due to their age and psychological, physical and emotional changes in light of rapid societal changes. Sink and Yillik(2001) stated that guidance and counseling are essential in every society and each one have own power which regulated and controlled social interactions.

Schalock et al (2002) show that guidance is a service program based on individual needs and environmental factors. Guidance and counseling is a professional process which has a lot of activities, services and programs that help individuals to develop the ability of making decision. In addition, understanding their problems, their school, themselves, their world and environment will make wise choices and decisions.

In Jordan, guiding and counseling was established within Ministry of Education in the beginning of 1969, counseling process was started to the public school system as six staff members in six high schools in Amman. In the period 1969-1980, the average of counselor employment increased to 10

counselors by year and counselors were known as social workers and the counselor was specialized in different disciplines other than counseling such as education, psychology, sociology, and philosophy.

Within 1980-1990 the average of counselor employment increased to be 40 per year, this period was called the period of evaluation and training. The Ministry of Education investigated and studied several aspects of guiding and counseling in Jordan, and numerous studies have been recorded such as Evaluation of Guidance and Counseling in Jordan (Zakarea & Melhim, 1982); Problems of Guidance and Counseling (Khalaeleh, 1982); Work Barriers Encountered by Counselors (Zaidan, 1982); the Need for Vocational Guidance in Jordanian schools (Jaradat & Abu-Ghazaleh, 1983); Training Guidance and Counseling Personnel (Jaradat, 1988); and the Status of Guidance and Counseling in Jordan (Zakarea, 1988). During this period, Ministry of Education established programs in M.A. diploma, bachelor's degree in counseling, or bachelor's in psychology (Adnan, 1992). Now, each school in Jordan has one counselor or more.

2.3 The guidance and counseling process

The Counselor provides counseling while counselee receives the services. Hart and Prince (1970) stated that there are many of pressures and demands effect on the school counselor from many sources such as his supervisors, his manager, the teachers, the students and the parent. According to the Ministry of Education, the school principal is the most effective player in initiating and organizing guidance and counseling services. The principal's position is important and necessary. Any service that requires his acceptance and leadership and without his consent nothing will continue. The main roles of school manager are: planning, organization, guidance coordination and control the process of guidance and counseling and provide facilities, moral, personal and the financial support and assistance which are required to this process (Leith wood and Montgomery, 2011).

Fitch and Marshall (2004) stated that the main roles of a counselor is to help students and enhance their ability to make decisions and solve their problems by themselves in a more effective way, help them to acquire knowledge and skills, make them more objective and confident in themselves, understand rapid community change, how to respond to it and focus on the moral side in the light of that change. Gibson (1990) noticed that teachers have a major role in achieving discipline, and without their contribution, discipline cannot be achieved. They have an important role in shaping the culture of the school and finding the environment and the school environment that encourages discipline. This is achieved through the teacher's discipline in his behavior as a role model and raising the level of their scientific and educational performance of their level of interaction and relationships with students.

Beesley (2004) explained that the success of the teacher in gaining the trust and respect of the students will certainly lead to the discipline of the students in the lessons of this teacher and will lead to their interaction with him positively and this will appear on their results in the material of that teacher.

The personal qualities and charisma of teacher's play a significant role. The teachers' interest in instilling disciplined behavior among students is through their ability to deal with the students correctly and honestly, which earns them their love and confidence, and avoids neglecting the treatment of wrong behavior with the use of wisdom in treating it and working to achieve justice among students in the way of dealing with behavioral contravention.

There are two types of Counseling: individual counseling and group counseling.

- **Individual counseling**

It can be defined as counseling between professional counselor and counselee. Counseling aims to help student to understand himself, direct and clarify his thought, to make a correct decision by himself so counselee problems will decrease. The methods of this type is making a change in counselee by changing behavior, preventing problems or learning decision-making (wampold, 2000).

- **Group counseling**

Brown (2018) defines it as session between professional counselor and group of counselee, group members not exceeding 10 persons to achieve effective controlled and cohesive group. In this type freedom of speech is encouraged, the counselees are free to express themselves individually. Resolving problems will be open and each counselee can give his opinion and taking advantage of each other's experiences under guidance of counselor. Ohlsen (1972) stated that in schools this method is used to guide students to common problems or to sensitize them to the importance of a future stage or to strengthen the ability of decision-making.

2.5 The Discipline in Schools

Human lives in a society consisting of a number of physical and intangible elements known as the environment. Humans continuously interact with this environment and may be affected by it. Therefore, this interaction constitutes a whole range of thoughts, feelings and behaviors. The school is a complex society of interlocking relationships in which the student's connections are increased. Students represent a number of standards and play multiple roles in which they perform duties, obtain rights and learn the behavioral discipline of all elements of this environment. Social control is a deliberate social control that leads to the cohesion of society. Education as a social system regulates its work through a number of institutions, the most important being the school. The school is described as an officer system. It consists of elements that interact with each other. Every individual acts as a subsystem to satisfy his own needs, through which he maintains his role in controlling the overall school system to satisfy his general needs and achieve his own goals.

Collins English Dictionary defined discipline as "The practice of making people obey rules or standards of behavior, and punishing them when they do not". Blomber (2004) explained that school

discipline is the extent to which students and school staff are self-sufficient toward the school system and accept and enforce school instruction within the school and the surrounding environment. Morgan et al (2014) stated that in schools, discipline is based on two mechanisms: positive self-control through encouragement, motivation and reward rather than punishment and the presence of role models in the school, with the use of dialogue aimed at solving problems to create a disciplined citizen in all respects who knows his rights and duties. The second mechanism is passive external discipline through behavioral regulations, punishment, threats, disregard and ridicule that may result in a person who practices social deviations such as school flight, frequent absence, fraud, violence, theft, etc. Luiselli et al (2004) conclude that Discipline and promotion of positive behavior leads to reduced discipline problems and improved academic performance of students.

2.6 Historical relationship between guidance and counseling program and discipline

There are many studies that have been interested in dealing with the relationship between guidance and school discipline, Ayieko (1988) stated that Counseling plays a major role in student behavior. Counseling can be used as a preventive or corrective treatment. According to Committee on Psychosocial Aspects of Child and Family Health the schools that apply a counseling program will have a more positive climate. Guidance help students to achieve self-direction caring for others, competence and self-control, the discipline system should focus on three elements: an educational environment characterized by positive relationships between students and their teachers and between students and their parents, strategy to eliminate undesirable behaviors and strategy for promotion of the behaviors and systematic teaching.

Leung et al (2007) showed that consulting psychology in Hong Kong may grow and develop into the main psychological discipline, Ajowi and Simatwa (2010) study the role of guidance and counseling in school discipline, the study involves 65 head teachers. They found that public school in Kenya widely used corporal punishment to solve disciplinary cases in all schools; therefore there is a tendency to use guidance and counseling to manage the student disciplinary problems. Benshoff et al, 2016 found that the guidance and counseling effect on discipline through creating effective school environment, provide solutions to the multitude of problems to improving the school and decrease discipline problems.

2.7 Challenges facing the school in implementing guidance and counseling

Al-Saghir (2019) stated that there are many challenges affecting guidance and counseling process such as:

- **Working conditions challenges**

Such as: the number of students per school, the abundance and intensity of labor sectors and the high burdens and responsibilities, elimination of the instructor's view of student decision-making, no

organized dates for the orientation sessions and the collective guidance sessions, weak media for counseling programs and lack of capacity for guiding activities

- **Challenges related to parents**

Such as: the weak response of families to attend parent-teacher meetings, linking some student problems to family circumstances that are difficult to deal with it, the level of family awareness of students' needs is low, parents' failure to cooperate with the counselor in solving student problems and the difference between the methods of upbringing between the family and the school.

- **Challenges related to teachers**

Such as: non-commitment of the teacher to implement his own treatment plan, differences in views among teachers about student problem solving, Considering guidance services as secondary and insignificant, the direction which the teacher takes toward guidance is positive or negative, The defensive method to change and speed up to get results.

- **Challenges related to students**

Such as: the lack of confidence in the school counselor, lack of sufficient time for students to go to the counselor, shyness of presenting their problems, some students prefer to solve their problems by themselves and negative attitudes towards guidance because some students believe the guidance specialized in laziness and disabilities.

- **Challenges related to the school manager**

Such as: lack of continuously supervision and follow-up the counselor work, the subordinate or authoritarian style of management, the misunderstanding of school manager in the guiding process and the role of the counselor and lack of participation by the school principal in the implementation and evaluation of the guidance programs.

- **Challenges related to training and supervision**

Such as: Lack of sharing opinion and experience among counselors, lack of sharing counselors' successful guidance experiences, the tendency to criticize counselor more than guiding him, low level of supervision skills and lack of counselors training courses.

Methodology

This research aims to investigate the impact of teachers' guidance and counseling role on students' discipline in private schools, the required counseling skills of teacher and the allocated time for counseling session. The approach of this study includes designing a questionnaire, choosing the sample size, collecting data, validity and reliability test for the collected data, and data analysis using SPSS Statistical Software.

The questionnaire is based on the previous literature review and adapted from Salgong et al (2016). It consists of three sections: the first section contains general information such as gender type,

education and experience. The second section addresses the required guidance and counseling skills and the allocated time in guidance and counseling. The third section contains the Principals' guidance, counseling and discipline.

The sample of this study includes teachers in all private schools in Jordan, the random sample is 200 teachers and the data is collected and analyzed by SPSS Software. For this study, Descriptive Analysis is used to analyze data and to achieve the research objectives.

Table (1) The Type of Guidance and Counseling

| Guide type | Percent of Cases |
|-----------------------------------|------------------|
| Career guidance | 20.1% |
| Educational guidance | 77.1% |
| Psychological and social guidance | 95.1% |

Results and Discussion

4.1 Validity and Reliability Test

Cronbach's Alpha was used according to the answers to the study sample of (150) teachers. Cronbach alpha of the variables is equal to 0.72 results indicates that alpha value is more than 0.6 so the reliability of this questionnaire was good.

4.2 Demographic Information of Teachers

The Descriptive Analysis shows that out of 150 responses, 51 % were female and 49 % were male. In term of teacher's age, 46 % of the respondents' age was between (31-40). This means that the application of counseling training programs can give better results because of intellectual convergence with students. About the experience, the majority 43% have (4-10) years. About education level, 49% of responses have a bachelor's degree and 26.4%.

4.3 Guidance and Counseling in Private School

This section focuses on the extent to which the guidance and counseling strategy apply the type of guidance and counseling, the required skills of teachers and time allocated to guidance and counseling in private school.

The results of analysis points out 72.8% of teachers apply the guidance and counseling strategy in their school but 26.5% of teachers do not apply it because they believe that the guidance and counseling is not their tasks.

From the finding in table1, a teacher exerted most of his efforts on psychological and social guidance related to the problems and challenges that face student with other student, teachers, family and society. 77.1% of teachers focus on educational guidance to improve the academic performance. The

result shows that there is a little attention in career guidance so the school should focus on this type according to Jordanian labor market which indicates a high unemployment rates and low demand in some specialties. This in turn shall guide students to the required specialties and their career tendencies.

Table (2) Required Skills of Teachers

| Required Skills of Teachers | Percentage of Cases |
|--|---------------------|
| Attention and listening skills | 87.3% |
| The ability to ask questions in a manner that does not reflect the investigation | 68.0% |
| Persuasion and influence skills | 98.0% |
| Ability to identify students' attitudes and interests | 74.0% |
| Problem solving skills | 96.7% |
| Ability to identify challenges and problems that a student may face and how to overcome them | 80.0% |
| Ability to support and motivate students | 80.7% |
| communication skills | 80.7% |
| Effective advices skills | 91.3% |

From the table 2 above, majority of the teachers are agreeing that the teacher should have persuasion and influence skills to solve problems, gain the confidence of others to make them more responsive to achieve a specific goal. Teacher see that according to its importance the second skill is a problem solving skill. The third skill is effective advice skills because the students do not prefer the advice approach which is compulsory and tend to prefer advice approach in which they hold freedom of choices and freedom of decision-making. Furthermore, attention and listening skills are very important, and the counselor should have a good communication skill to create a good environment to share the ideas, experience, knowledge and decision with the student. Teacher should have an ability to support and motivate students and an ability to identify challenges and problems that a student may face and how to overcome them.

Table (3) Number of Counseling Sessions Held by Teacher Per Month

| option's | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------------|-----------|------------|------------------|-----------------------|
| three times | 22 | 14.6 | 14.7 | 14.7 |
| two times | 42 | 27.8 | 28.0 | 42.7 |
| once | 42 | 27.8 | 28.0 | 70.7 |
| no times | 44 | 29.1 | 29.3 | 100.0 |

The findings in Table 3 shows that the number of counseling sessions, which are held by teacher is low, 29.1% of teachers said there are no counseling sessions per month in their school and about 55.6% of them confirm there is about one- two times of counseling sessions in their school. This can be attributed to the lack of school administration awareness regarding the role of the teacher in the counseling process or to the lack of training program for teachers about the basics and methods of guidance or momentum curriculum so the teacher attempts to perform his academic role and exploit his free time for the purposes of guidance and interaction with students.

Table (4) Inviting Guest Speaker to Guide Student

| | option's | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------|-----------|-----------|------------|------------------|-----------------------|
| Valid | two times | 10 | 6.6 | 6.7 | 6.7 |
| | once | 62 | 41.1 | 41.3 | 48.0 |
| | no times | 78 | 51.7 | 52.0 | 100.0 |

The previous table shows that the administration of the school is not serious about hosting a guest counselor to serve as a trainer for the teachers. About 51.7 % of school do not host any counselor within the month and about 41.1% of schools host counselor one time in the month. While 6.6 % of school hold two counseling sessions in the month.

Table (5) How many times do you think the school should hold counseling?

| | option's | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------|-------------|-----------|------------|------------------|-----------------------|
| Valid | four times | 26 | 17.2 | 17.3 | 17.3 |
| | three times | 79 | 52.3 | 52.7 | 70.0 |
| | two times | 37 | 24.5 | 24.7 | 94.7 |
| | once | 8 | 5.3 | 5.3 | 100.0 |

The findings in Table 5 shows that there is an awareness of counseling between teachers, 52 % of them see that the counseling sessions should be three times per month and 24.5 % of them see the counseling sessions should be two times per month and 17.2 % of teacher believe that the number of sessions should be four per month.

4.4 Approaches Used in Guidance and Counseling

This section focuses on the mechanism of guidance and counseling, i.e. how to solve the problems and challenges facing the student; thus the student can deal with it, determine his wishes and tendencies which help him in making decisions by him.

Table (6) Approaches Used in Guidance and Counseling

| Approach | | S.A | A | N | D | S.D |
|---|---|------|------|-----|-----|------|
| Making a group of students achieve dynamic interaction between them | % | 1.3 | 3.3 | 12 | 51 | 32 |
| Using group counseling approach | % | 23.3 | 46 | 6 | 14 | 10 |
| Using individual sessions | % | 34.7 | 41.3 | 7.3 | 9.3 | 4.7 |
| Using Nondirective Counseling | % | 22 | 43.3 | 16 | 18 | 6.7 |
| Using new technology in counseling process | % | 32.3 | 37.3 | 13 | 4.7 | 11.3 |
| Creating dialogue with the students or the group by developing open-ended questions | % | 20.7 | 56.7 | 10 | 13 | 0 |
| Making counseling process enjoyable | % | 20.7 | 46.7 | 24 | 8.7 | 0 |

Key: %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree,SA=strongly agree.

From the findings in Ttable 5, it is evident that 51 % of teachers do not make dynamic interactions between students. They perhaps think this approach is a waste of time and causes shyness to the student that prevents him from discussing his problem. Even so, 46 % of teachers agreed that they use group counseling approach because this approach saves time and serves more students. In addition, 41 % of the teachers affirmed that they use individual sessions approach to preserve student privacy while 37.3 % of the teachers noted that they use nondirective counseling. In Jordan, 32.3 % of the teachers strongly agreed that they should use new technology in counseling process. Therefore, teachers tend to create a dialogue with students by developing open-end questions. Nonetheless, 46.7 % of the teachers confirmed that they wish to make counseling more enjoyable.

4.5 Role of Guidance and Counseling in Students' Discipline

This part discusses the role of guidance and counseling in students' discipline. See Table 7 below.

Table (7) Role of Guidance and Counseling in Students' Discipline

| Approach | | S.A | A | N | D | S.D |
|---|---|------|------|------|-----|-----|
| Counseling process improve the academic performance and discipline | % | 32.7 | 46.7 | 15.3 | 10 | 1.3 |
| Exploitation of leisure time for students in increasing sports activity and positive interaction with clubs, associations and academics | % | 17.3 | 52.7 | 7.3 | 16 | 6.7 |
| Reduction of students disciplinary problems | % | 22 | 50 | 6.7 | 16 | 5.3 |
| Discipline according to the school rules | % | 30 | 51 | 11.3 | 6 | 1.3 |
| Enhancing students discipline | % | 22 | 51.3 | 14.7 | 8 | 4 |
| Solving challenges and difficulties successfully | % | 22.7 | 53.3 | 10 | 9.3 | 4.7 |
| Student respect to other students and to his teachers | % | 26.7 | 48 | 8.7 | 12 | 4.7 |

| Approach | | S.A | A | N | D | S.D |
|--|---|------|------|----|------|-----|
| Promoting self-tolerance | % | 20.7 | 50.7 | 8 | 16 | 4.7 |
| The proper and expected behavior of the school, family and community | % | 22.7 | 44.7 | 12 | 14.7 | 6 |

Key: %- Percentage, SD- strongly disagree, D = Disagree, U= undecided, A=agree, SA=strongly agree.

From the findings in table 7, 46.7 % of the teachers emphasized that guidance and counseling will improve discipline and academic performance. Besides, 51 % of the teachers noted that they should exploit student free time in sport and positive interaction with clubs, associations and academics to guide the student's skills and achieve positive interaction between them. Even so , 50 % of the teachers affirmed that they have reduced student disciplinary problems. About 51 % of the respondents agreed that the students' discipline increased and the student will be more committed. Besides, 53.3% of the teachers believe that guidance and counseling plays a key role in solving problems and challenges successfully. However, 26.7% of the teachers strongly agreed that respect has enhanced between students and teachers. Likewise, 16% of the respondents disagreed showing that that the guidance and counseling has not promoted self-tolerance. Similarly, 44.7% of the teachers affirmed that the students has committed unexpected behavior of school, family and community.

Conclusion

This study proves that there is an impact of guidance and counseling on student' discipline in private school, through improving the academic performance and discipline, and by reducing students disciplinary problems. Counseling according to the school rules, enhances students discipline, student respect to other students and his teachers, promote self-tolerance and student will behave according to proper and expected behavior of the school, family and community.

Similarly, the school should involve students in decision making to reduce indiscipline cases. Further, if the school administration focuses on dialogue approach more than mandatory approach , the students will become disciplined. In addition , some private schools suffer from the lack of application of guidance and counseling methods and most of them focus on educational and psychological counseling, and ignoring career guidance, which plays a crucial role in determining the future of students.

As evident from the findings, most teachers emphasized the importance of the following skills: persuasion and influence skills, problem solving skills, attention and concentration, effective advice method, teacher ability to identify students' problems and help them to solve it and communication skills to help teachers act as counselor to guide students and improve their discipline level. Further, most teachers believe that there is a shortage of guidance sessions and wish their schools to hold more counseling sessions during the month and host guest counselor to train them on guidance and counseling

skills. They expect two sessions per month are enough to improve students' performance and guide their behavior.

In addition, the study showed the most important approach used in guidance and counseling. The teachers expressed their rejection to the approach of making a student group to achieve interaction between them while they agreed on the importance of using individual or group counseling. The results of the study showed that teachers focus on using nondirective counseling because they believe that it is closer to acceptance by the student, and the students do not feel the restriction and the imposition of laws, which reflects positively on the behavior of students towards each other and their teachers. Moreover, teachers wish to introduce and use new technology such as online books, games, and movies in guidance and counseling because students are more likely to use them. Also, teachers agreed that the need to establish a dialogue with the students in groups with open-end questions to enhance interaction and dialogue, this will make counseling more acceptable and the students will enjoy their time and freedom.

Recommendations

From the study findings, this study recommends the following;

1. Holding training programs and workshops for teachers to raise awareness and improve their skills in guidance and counseling.
2. Using modern technological in guidance and counseling such as online books, games and videos
3. Creating plans and programs to host guest counselor to train teachers and guide their skills
4. Utilizing leisure time for students in clubs, volunteerism, sports and group games

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