



Challenges of School Counselors in Garmian Region of Iraqi Kurdistan: Educators' Perspectives

Nazdar Qudrat Abbas

Department of Psychology, College of Education, Kurdistan-Iraq
nazdar.qudrat@garmian.edu.krd*

Shno Qasim Muhammad

Department of Psychology, College of Education, Kurdistan-Iraq
shno.qasim@garmian.edu.krd

Nazanin Qudrat Abbas

Research Center, University of Garmian, Kurdistan-Iraq
nazanin.qudrat@garmian.edu.krd

Abstract

Background: School counselling is an important collaborative process every day at school, which benefits students, teachers, administrators and parents. School counsellors have a great role in supporting the education system and the students in primary schools. Objectives: the objectives of this study were to identify the common challenges that are faced by school counsellors in primary schools through Educators' perspectives in the Garmian region of Iraqi Kurdistan. Furthermore, this study is suggesting solutions to better deal with the challenges identified. Method: A qualitative, descriptive, focus group study design was used and the participants include primary school teachers, school counsellors, and fourth-year psychology students. Open-ended questions were asked to the participants and the answers were categorized by themes. A qualitative content analysis was used for presenting the findings of the current study. Findings: the most common challenges of school counsellors mentioned by educators were Neglecting counsellors' roles, no or limited counsellors in primary schools, and so many problems in schools to deal with. Based on the findings, some suggestions also were proposed by educators. Recommendations: Future studies are recommended for counsellors in secondary schools both private and public as well.

Keywords: School counsellors, Primary school, Educators, Kurdistan.

Received: 10/3/2023

Accepted: 3/4/2023



Introduction:

School counselling history is older than 100 years, it started as vocational steerage in the early 1900s [1]. It then evolved in schools as a position managed by administrators and instructors. Initially, it was not well structured, not other than a list of obligations. Later in the Nineteen Twenties, faculty counselling started to change, shaped using mental hygiene, psychometrics and child look-at movements. As a result, an extra clinically oriented technique for school counselling emerged. [2]

The history of school counselling in Iraq generally goes back to the end of the seventies of the past century, in 1982, the Ministry of Education started the first step towards such a process. This process kept going on until the end of the past regime government in Iraq. The employment of school counsellors has increased after worth to better improve students' ability in the education process and to provide more support for dealing with their problems. The reason behind giving more attention to counselling was because of the changes in the psychological and financial status of students before and after the war of 2003 as a result of unstable political, social, and economic issues in Iraq, as it was mentioned by Al-Bayati and Amin, 2016; which spotted the light on the impact of the war on Iraq and Kurdistan and mainly on students' education [3]. Kurdistan region also was affected by these circumstances as well [4]. These struggles have created an urgent need for counsellors and providing professionals who can support students in schools and enhance their mental, educational, and social well-being

A magazine in Iraq in 2012 published the decision made by President Jalal Talabani regarding article 40, part (3) in the Ministry of Education for issuing a guideline for school counsellors and counselling in schools, the focus was working on improving mental health and adjustment of students [5]. Despite the governmental efforts to improve counselling in schools, school counsellors still have many challenges in Iraq and Kurdistan, based on the studies about counsellors; the most common challenges are no awareness of teachers and students about their roles, poor communication between parents and counsellors, and lack of counselling room [6,7]. The neglect of counsellors' role by the educators, the government and the counsellors themselves, they have not been given the chance to practice their duty properly [5]. In addition to the limited counsellors and increased numbers of students, some students are ashamed of visiting counsellors to share their problems

[8]

The problem of the study:

The philosophy of education and its objectives are concerned with helping the student- besides the educational process- to develop and improve their personal and academic potentials through various developmental and educational stages to achieve social adjustment and reach an appropriate level of mental health, to be able to satisfy their needs and the needs of their daily life. Since the educational and educational process is not just the transfer of information, scientific knowledge is concerned with the growth of the student's personality. School counselling services are complementary to the .ality and its integration in all its aspects and dimensions educational process and an important and integral part of it, as it means and contributes to the development of the student's personality in all its dimensions [9]. Primary schools in Kurdistan are struggling with many challenges and problems for their students, especially the latest years; there is an increase in students' problem in schools, and this increase in problems are creating so much pressure on teachers in general and mainly on



school counsellors, which makes each school day to be a great challenge to deal with so many problems, adding to that the limited number of counsellors to having no counsellor at all and crowded students

School counsellors have a great role in supporting the education system in primary schools^[10], counselling programs should cover the educational, personal and social development of the students. Besides, the prevention of psychological, academic and educational issues^[11,12], if school counsellors are going through challenges themselves, they will not be able to help children and the educational process. According to article 67 of the Psychologist and Sociologist Association in Kurdistan (PSA); each primary school must have at least two counsellors (*one psychologist and one social worker*) for every 150 students, but still many primary schools have no counsellor or have only one counsellor for more than 150 students. This study was guided by these questions: what are the current problems that students have in primary schools which school counsellors are dealing with? What are the most common challenges that primary school counsellors face in primary schools? What are the suggestions by educators to enhance the role of counsellors in dealing with the challenges that they have

Importance of the study:

School counsellors' challenges in schools have been studied, but despite the efforts to address them, they still struggle with so many challenges in each setting they work^[13]. It has been studied locally and internationally; Atli (2018) found that in Turkey, counsellors are facing workloads because of students' risky behaviours and non-supportive parents^[14]. In Iraq for instance, studies have addressed the difficulties of school counsellors and different perspectives on school counsellors' role. Al-Waeli (2021) has studied the performance of school counsellors from the point of view of secondary school principals in Baghdad^[15] in which counsellors' roles were evaluated as moderate by school principals in Baghdad^[15]. While Dayikh (2020) found that counsellors have an important role in dealing with the educational and psychological issues of students^[16]. In Kurdistan, there are more than 5000 schools without counsellors; in Sulaymaniyah governorate, there^[17] are 1842 schools and only 602 counsellors; which means that there are 1241 schools without counsellors. In Garmian-Kalar there are more than 214 schools (primary schools and kindergartens) in the region and only 102 school counsellors^[18]. A previous study in the region has shown that school counsellors have many challenges that affect the quality of their services^[19]. Studies about school counsellors are very limited in Iraq in general and mainly in Kurdistan^[18]. There is a huge gap in research about school counsellors; this has been a great motive for the authors of the current study, especially in the Garmian region in which their people have a long history of political struggle, adding to that the past years of ISIS war, and the COVID-19; each of those had created psychological, social, and financial pressure. All the mentioned struggles mean that school counsellors have to deal with more problems and more students require counselling. Authors found that it is important to study the challenges (*i.e., the difficulties and obstacles that counsellors face in schools*) of primary schools counsellor (*schools' counsellors include: psychologists and social workers*) in Garmian region to find out about their most common challenges that they are dealing with every day in primary schools, the common problems (*i.e., personal, social, educational, and psychological problems of students*) among primary school students, and the possible suggested solutions by educators that could improve the school counsellors' role in the future. Also, to compare the different perspectives by studying three different groups of educators including teachers, school counsellors, and psychology students (fourth year) after finishing their practicum



Methodology:

Study Design

A qualitative, descriptive, semi-structured interview was used for the current study, the interviewed groups were teachers, school counsellors, and fourth-year psychology students who attended primary schools for a 40 days practicum as counsellors

The setting

This study was conducted in primary schools at the University of Garmian, Kurdistan, Iraq. Teachers and school counsellors of primary schools were interviewed in their schools during regular days and psychology students were interviewed in the psychology department after finishing their practicum

Tools and Data Collection

After a deep review of the literature and similar previous studies, a semi-structured questionnaire was built by the authors of the study, after that face validity was used; they shared the questionnaire with a group of specialized faculties in the fields of education and psychology from the department of psychology for validity approval, few modifications were made by them. The questionnaire includes two parts; some sociodemographic characteristics such as age, gender, years of experience, number of students in the school, and number of school counsellors. The second part consisted of several open-ended questions regarding students' problems, and counsellors' challenges, and suggested solutions for enhancing the role of counsellors. Participants were asked to list their answers from more important to less important

Also, External Validity Triangulation "*External Validity Triangulation is the use of different groups of data or methods in one topic for covering more variables and to avoid study bias*"⁽²⁰⁾ was used; by using three different interview groups (teachers, school counsellors, and fourth-year psychology students) to gain different perspectives and avoid bias

The final draft of the questionnaire was printed on paper and one on one interviews started with teachers and school counsellors in February and March 2022, psychology students were interviewed in April 2022 after finishing their 40 days of training (practicum). Forty-six interviews were accomplished and each interview took from 15-20 minutes

Study Sample

Purposeful sampling technique was used for selecting the study sample, this method of sampling was used for selecting the three groups; counsellor knows their challenges very well and the problem of the primary school students; teachers are also aware of the counsellors' challenges and problems of their students; and psychology students – after 40 days practicum as counsellors- are also aware of the challenges of counsellors. The study sample was composed of three different groups of educators including teachers and school counsellors at primary schools, and fourth-year psychology department students who have attended their practical training (practicum) at primary schools at the end of their fourth academic year before graduation. This training is for fourth-year college students and it is about 40 days and they practice their role as school



.counsellors

The inclusion criteria for data collection were teachers and counsellors from primary schools in the Garmian region, both sex and fourth-grade psychology students after finishing their 40 days of training, and participants who were willing to participate in the study interview. A total of 46 interviews were completed; .(13 teachers (8 males, 5 females), 18 counsellors (12 males, 6 females), and 15 students (5 males, 10 females

Ethical considerations

This study was approved by the Ethical Committee of the Research Center at the University of Garmian (Code: 000509 on December 12th, 2021). Official papers were sent from the University of Garmian to the Directory of Education in Garmian to get approval for the data collection process with teachers and counsellors of primary schools in the region

Informed consent was taken verbally from each participant before each interview, the objectives and the purpose of the study were explained to the participants, and they were assured that the information that they share would be used for this study and their identities will not be revealed. After getting their approval the interviews were conducted. Participants were informed that they can leave the interview whenever they .want and also that they can refuse to answer any question if they are not willing to

Data Analysis

A qualitative thematic analysis was used. The sociodemographic characteristics were presented by frequencies and percentages in tables. Thematic analysis of the findings was used to interpret the answers provided by study participants, responses of the three groups of participants were compared and presented in different themes based on the most repeated answers. The most repetitive answers were presented from the most common answers to the less common ones in tables. The problems of the students \ and or suggested solutions which were mentioned only once by participants were ignored and the answers mentioned twice or .more were included in the tables

Findings:

:Table 1: sociodemographic characteristics of the participants

		Frequency	Percentage
Age	years 20-30	20	43.47
	years 31-40	14	30.43
	years 41-50	12	26.08
Gender	Male	25	54.34
	Female	21	45.65
Total		46	100.0



Table 1 presents the sociodemographic characteristics of the study participants; their age groups and gender. The age group range is (20-50) years old of total 46 educators (25 males & 21 females) have been interviewed for this study

Table 2: number of students and counsellors in the schools

	100-200 ≥	200-300	300 ≤
Total number of students in the school	7	14	25
	No counsellor	Only one counsellor \ school	Two counsellors \ school
Total number of counsellors in the school	6	35	5

The majority of the primary schools have more than 300 students each school time, and only 7 schools have less than 200, on the other hand, there is only one counsellor in 35 schools, and there are 6 schools without counsellors

Table 3: Frequencies of students' problems from participants' perspectives

.No	Themes	Teachers	Counsellors	Students
1	Spending time on the internet	12	5	-
2	Neglecting studying/homework	9	-	2
3	So many students in each class	9	-	5
4	Poor school performance	6	8	6
5	Neglect of parents	4	2	-
6	Disobeying the rules	2	6	-
7	Bad relationship with teachers	2	-	-
8	intimate relationship problems	-	10	-
9	Late arrival or absence	-	3	-
10	Hopeless about education	-	3	-
11	Family problems	-	2	2
12	Poor teaching materials	-	-	5
13	Limited school time	-	-	4
14	Fear and shyness of students	-	-	2

This table presents the students' problems from educators' perspectives; for teachers, the main problems were spending so much time on the internet, neglecting their studying, and so many students in each class (crowded classrooms). Counsellors have mentioned intimate relationships as the main concern, followed by poor school performance, and disobeying the rules, while psychology students have found that poor school performance, crowded classrooms, and poor teaching materials as the most current students problems in primary schools



:Table 4: themes and categories of counsellors' challenges from participants' perspectives

.No	Themes	Categories
1	Neglecting Counsellors' roles	students are not sharing problems with counsellors - teachers are not referring students to counsellors - principles are not giving a chance to counsellors to solve prob- - lems
2	None\ limited counsellors	Some schools do not have a counsellor- Some schools have only one counsellor for more than 200 students-
3	So many problems to deal with	The majority of students have problems (social, educational, emo-- .tional ...etc
4	No counselling room	privacy is not provided for counsellors and students for counsel-- ling sessions .most counsellors do not have a special room to meet students-
5	Unqualified counsellors	some counsellors are not practising their role adequately- some counsellors do not have enough knowledge to deal with all- the problems some counsellors are exaggerating problems-
6	Poor awareness of counsel- lors' roles	students, parents, teachers, and principals do not know about the- .importance of counsellors' role in helping students
7	Parents poor cooperation	.parents are not collaborating with counsellors- parents are not aware of their children's problems- .parents are refusing to attend parent meetings-

The counsellors' challenges educators seemed to be quite similar, they have been divided into seven main themes and some categories, all educators agreed that neglecting counsellors' roles is the main concern that counsellors have, also poor awareness about their role as the second main concern and that the number of .counsellors is not enough

:Table 5: Frequencies of suggested solutions for counsellors by participants' perspectives

.No	Solutions	Teachers	Counsellors	Students
1	Increase awareness of counsellors' roles	4	6	7
2	Providing more counsellors	5	8	3
3	Improving counsellors' abilities	3	7	6
4	Providing counselling room	2	4	3
5	Supporting counsellors by the school	2	4	-
6	A healthy relationship with parents	2	-	-
7	Giving enough time to counsellors	-	3	-



The suggested solutions are very similar; educators have suggested increasing the awareness of counsellors' roles in schools and communities, providing more counsellors for primary schools, and improving counsellors' abilities

Discussion:

This study aimed to assess the most common challenges that primary school counsellors face and the suggestions for dealing with these challenges from educators' perspectives. Based on the thematic analysis of the study interviews, many themes have been categorized based on the similarities in responses among participants and most mentioned responses; it has been found that primary school counsellors have to deal with so many problems that students in primary schools have, such as: spending so much time on the internet; *"one of our students arrived to school barely opening his eyes, when asked him about the reason he said that he has not slept the whole night and that he has been online playing video games and chatting with friends"* said by one of the counsellors, neglecting their studying; a teacher said surprisingly *"my students' performances are decreasing dramatically; no matter how much I work hard and teach them, they still performing badly during tests"*, so many students in each class (crowded classrooms); a teacher said *"it is very hard to control 30 students and teach them a subject within 40 minutes"*, intimate relationships and poor teaching materials. These results are similar to some extent to the findings of Balakrishnan (2019) in India, who found five major problems faced by students: family crisis/relationship problems, lack of self-esteem/confidence, peer pressure, sexual problems, and emotional instability^[21]. These challenges are adding more challenges for school counsellors, especially when the schools lack enough counsellors and sometimes when they do not have counsellors. Some counsellors have mentioned that the limited school hours, too many challenges in schools to deal with, and very crowded schools have been adding so much pressure on them and that most of the time they cannot help the students. Adding that the school hours are mostly spent in classes and the only few minutes of the break are dedicated to counsellors it sounds impossible for a counsellor to give an equal chance to 150 students. This decreases the chances for the majority of students to get a chance even once to get a consultation^[22]

The most common challenges that were mentioned by educators are neglecting counsellors' roles as educators and students, poor awareness about their role, and that the number of counsellors is not enough in schools. Some counsellors have explained their concerns about the poor awareness of their role and the unclear job description which makes some educators (school principals, teachers, and counsellors) create confusion about their career, sometimes they are prevented to deal with problems by school principals, there is unclarity about the role of school counsellors by educators^[23]

These results are similar to Pereira & Rekha (2017) in India, they also found that counsellors face many problems, difficulties and challenges in schools such as lack of awareness of counselling among people, inadequate pay, job insecurity, absence of a professional body to regulate counselling, lack of a network of counsellors and mental health professionals for seeking supervision and consultation^[13]. Also, the same with Anagbogu et al, (2013), such as lack of counselling clinic/laboratory, Lack of funding for running a counselling program, Unavailability of Psychological tests that are culturally oriented, and Lack of Computer for data storage^[24]. Also, the Inappropriate definition of counselling as an important educational discipline, and un-specified counsellors' roles and functions were found as counsellors challenges by Brown (2018)^[25]



These challenges are huge and they are so many, they put counsellors under a lot of pressure and prevent them from helping their students and\ or solving the students' problems. Many of the educators quoted "We have three different schools in the same building in different shifts, i.e., morning shift (8:00-11:00 a.m.), noon shift (11:00 a.m. – 2:00 p.m.), and afternoon shift (2:00- 5:00 p.m.)" the question would be: can a counsellor in such school shifts dedicate enough time for the students. Hence, more than 25 schools in this study have over 300 students and only one counsellor and sometimes no counsellor. Again, one counsellor cannot .be available for all the students and give enough time to each problem

:Table 6: practical actions for the suggested solution

.No	Solutions	practical actions
1	Increase awareness of counsellors' roles	Presenting Seminars, workshops, and posters for students, parents, and the community to increase .awareness about the role of school counsellors
2	Providing more counsellors	Hiring graduated counsellors in the schools by the Ministry of Education. Providing contracts for .counsellors at schools
3	Improving counsellors' abilities	Annual training courses for counsellors about their roles, duties, and the new counselling techniques .and tools
4	Providing counselling room	Dedicating a special, well-designed room with needed materials and tools for counsellors; each .counsellor needs a special room
5	Supporting counsellors by the school	Giving enough time to counsellors and students, cooperating in solving the problems, and giving .enough information about the student's problems
6	A healthy relationship with parents	Occasional meetings with parents to share updates about their children, involving the parents and giv- .ing them the chance to participate in solutions
7	Giving enough time to counsellors	Dedicating a special time for counsellors to meet students occasionally, sending students to coun- sellors' rooms whenever needed, and allowing stu- dents to attend counselling sessions during lesson .times

The solutions were suggested by educators based on the challenges that they already addressed, most of the educators have given similar suggestions and solution plans such as increasing the awareness of counsellors' roles in schools and community, providing more counsellors for primary schools, and improving counsellors' abilities and so on. Similar solutions have been mentioned in previous studies as well; training of counsellors and Awareness campaigns on the importance of counselling through media ^[24, 26]; increased awareness among people regarding counsellors and improving the quality of counselling services ^[27]; and counsellors career planning and description has been suggested by the majority of counsellors as priorities for .their career ^[28]



Educators have suggested several solutions for the counsellors and authorities to overcome the challenges faced by primary school counsellors such as training courses for counsellors, providing more counsellors, and increasing awareness of students and parents regarding the role of counsellors. The suggestions for authorities were providing more school buildings to have enough school hours so counsellors would be able to provide enough time for counselling, and providing more counsellors to help children with their problems in the primary schools according to article 67 (a counsellor for every 150 students). While on the other hand, authorities are not paying enough attention to better activating the role of school counsellors; some primary schools have no school counsellors at all. Keeping in mind that there are enough counsellors in Kurdistan whom they graduate each year from psychology departments in Kurdistan universities and they are waiting for employment

:Conclusion

This study has interviewed 46 educators (teachers, counsellors, and fourth-grade psychology students), Students at the primary schools in the Garmian region- of Kurdistan have many problems each day of school that negatively affects their educational performance and psychological well-being. Three groups of educators in primary schools have addressed serious challenges of school counsellors that prevent counsellors to practice properly and adequately. The solutions have been mentioned to overcome the challenges and improve the crucial role of school counsellors

This study had many limitations; the study focused only on the primary school and Garmian region, and the number of study interviews and the number of the involved schools were also limited

:Recommendations

Based on the study findings, this study has some recommendations for the authorities to hire more counsellors in primary schools and to decrease the number of students for a counsellor to 100 or fewer. Starting awareness campaigns about the importance of school counselling in many different levels and methods; for students, parents, teachers, authorities and decision-makers. Further studies in this regard are recommended to better address the challenges of counsellors in secondary schools and Kindergartens because the studies in Kurdistan are scarce. Also, school counsellors have to work on improving their professional abilities and build better relationships with students, educators and parents to get more support in their daily work

:Acknowledgements

The authors would like to thank all the educators who participated in the study for their time and support. Also, a special appreciation to Dilshad Jaff, who dedicated his time to reviewing an earlier draft of this study

:Authors' Contributions

The authors have contributed collaboratively to the design, data collection and writing of this study

:Conflict of interests

.None



References:

1. Abas, N. Q. Impairment of School Performance, Psychological and Social Well-being and the Role of Counsellors at Kalar Schools: A Qualitative Study. *Journal of Garmian University*, 6(5th Conference of Human sciences), 1040-1046.(2019)).
2. Abdullah, M.S. Difficulties facing the work of the educational counsellor in the schools of the Basra Governorate Center. *Journal of Humanities and Psychological Sciences*, 1 (137).2018)).
3. Administration of Education – Garmian. Statistics and data of primary schools in Garmian. (2022).
4. Administration of Education of Sulaymaniyah Governorate. Statistics and Data of Primary Schools in Sulaymaniyah. (2022).
5. Al- Waqa'a Iraqi Magazine. A Guideline for Educational counsellors, Number 1, 2012. Issue 4235. (2012).
6. Al-Amry. J.S. Obstacles to educational counselling in secondary schools from the point of view of educational counsellors. *Journal of Basic Soil College for Educational and Human Sciences*, 6 (21). (2015).
7. Al-Bayati, F.A., & Amin, K.R. Educational problems for middle school students in the Kurdistan region of Iraq. *Journal of Social Affairs*, 33 (132). (2016).
8. Alghamdi, N. G., & Riddick, B. Principals' perceptions of the school counsellor role in Saudi Arabia. *International Journal for the Advancement of Counselling*, 33(4), 347-360. (2011).
9. Al-Qaadani, F. Effectiveness of School Counselling from the Point of View of Principals and Educational Counsellors in Jarash Governorate Schools. *Jerash for Research and Studies Journal* 20(1), (1.2021)).
10. Aluede, O., & Aduale, A. A. School-based Counsellors' Role as Perceived by Nigerian Counsellors. *Journal of School-Based Counselling Policy and Evaluation*, 2(1), 56-62. (2020).
11. Al-Waeli, K. I. M. Evaluating the performance of educational counsellors from the point of view of secondary school principals in Baghdad. *Nasaq*, 8(29). (2021).
12. Aman, R. C., & Ahmad, N. S. Counselling practicum in producing excellent counsellor. *Procedia-Social and Behavioral Sciences*, 5, 1028-1032. (2010).
13. Anagbogu, M. A., Nwokolo, C. N., Anyamene, A. N., Anyachebelu, F. E.2 & Umezulike R. Q. Professional challenges to counselling practice in primary schools in Anambra State, Nigeria: The way forward. *International Journal of Psychology and Counselling*, 5(5), 89-96. (2013).
14. Arfasa, A. J., & Weldmeskel, F. M. Practices and challenges of guidance and counselling services in secondary schools. *Emerging science journal*, 4(3), 183-191. (2020).
15. Atli A. Experiences of school counsellors working in district boarding schools. *International Journal of School & Educational Psychology*. 2018 Apr 3;6(2):99-111.
16. Balakrishnan, D., & RK, V. Psychosocial problems of students: Implications for counselling in schools. *International journal of basic and applied research*. 388-396. (2019).
17. Blake, M. K. Other duties as assigned: The ambiguous role of the high school counsellor. *Sociology of Education*, 93(4), 315-330. (2020).
18. Brown, C. M. Issues and Challenges Facing Counsellors in Nigerian Schools Setting: A Dilemma to Education. In *World Educators Forum* (pp. 1-16). (2018).



19. Dayikh, K. M. The Performance of Educational Counsellors from the Viewpoint of Secondary School Teachers in Basra Governorate. *Journal of Basra Research for Human Sciences*, 45(1). (2020).
20. Gysbers, N. C. Remembering the Past, Shaping the Future: A History of School Counselling. Fourth Edition, Alexandria, VA: American School Counsellor Association. (2010).
21. Hines, E. M., Moore III, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., ... & Jackson, C. E. Making student achievement a priority: The role of school counsellors in turnaround schools. *Urban Education*, 55(2), 216-237. (2020).
22. Ibrahim, H.Q., & Braim, P.B. Challenges of School Counsellors in Primary Schools. *Scientific Journal of Koya University for Human and Social Sciences*, 3 (2), 55-61. (2020).
23. Jasim, Z.K. Problems faced by School Counsellors in Secondary Schools in Babil Governorate. *Journal of the University of Babil for Humanistic Sciences*, 19 (2). (2011).
24. Kok, J. K., Low, S. K., Lee, M. N., & Cheah, P. K. The provision of counselling services in the secondary schools of Perak state, Malaysia. In 2nd International Conference on Social Science & Humanity, Chennai, India. (2012).
25. Lambie, G. W., & Williamson, L. L. The challenge to change from guidance counselling to professional school counselling: A historical proposition. *Professional School Counselling*, 124-131. (2004).
26. O'Connor, P. How school counsellors make a world of difference. *Phi Delta Kappan*, 99(7), 35-39. (2018).
27. Pereira, M., & Rekha, S. Problems, difficulties and challenges faced by counsellors. *International Journal of Indian Psychology*, 4(3), 65-72. (2017).
28. The Indeed Editorial Team. Triangulation In Research: 7 Common Types (With Examples). November 22, 2022. Access Date: December 12th, 2023. Available at: <https://www.indeed.com/career-advice/career-development/triangulation-in-research#:~:text=External%20validity%20triangulation%20is%20the,the%20research%20from%20potential%20bias>.