

**KNOWLEDGE FIELDS IN SCHOOL COUNSELING AT A SAMPLE  
OF COUNSELING STUDENTS IN THE JORDANIAN  
UNIVERSITIES ACCORDANCE OF SOME VARIABLES**

**Ziad AlKhazaleh\***

**Bassam ALharbi\***

---

**Abstract**

This study aimed to reveal the counseling knowledge of the counseling students at the Hashemite University and University of Jordan. Researchers developed an achievement test consisted of 75 questions of the type of multiple choice, which includes main knowledge fields of counseling, the validity and reliability of test were used. The achievement test was applied on an available sample (71) counseling students who are studying field training from the Hashemite University and University of Jordan. To answer the study question the means, standard deviations and ANOVA were used. The findings revealed there is a significant statistical differences of the level of counseling techniques in knowledge among students of two universities university of Jordan, but there is no a significant statistical differences in others field of counseling knowledge, and the results indicate that there is a lack of knowledge in two important domains of counseling is knowledge related to the domains of family and career counseling from both universities, the study ended by some recommendation such as raising the knowledge standards in family counseling and career counseling.

Keywords: (Knowledge Domains, Counselor student, School counseling).

---

\* Department of educational psychology and counseling, Hashemite University, Zarqa, Jordan

## 1. Introduction

The position of the psychological counselor developed in accordance with individuals various needs; for its roles did not comply. At a great degree, with the concerns and demands of mankind through their different growing stages. But in the present time we notice that the responsibility of the psychological counselor, especially at school had become greater to a degree that it is seeking to submit the guiding service to students through psychologically qualifying them. That is to obtain the highest degree of agreement and psychological growth, personal, emotional, social, academic, cognitive and vocational. And graduates of psychological counseling specialization submit especially to students of schools, who may face indifferent stages of their ages academic or psychological problems, the thing that negatively affects their scientific track, or their daily life activities (ASCA, 2012).

The purpose from the counseling program at schools is supporting students' personal growth, evaluating and enhancing education operations for them to become educated responsible citizens, active workers and sharing members, effective at their families and their societies to which they belong. The counseling program prepares the scientific plans to confronts the challenges that may hinder meeting the students' needs through submitting the appropriate consultation to their families and the teaching staff at their schools (Stone and Dahir, 2006).

School counseling and instruction services are considered one of the most important psychological educational programs, that acquire researchers' concern. That is, because counselors are the responsables for encouraging and supporting their students through assisting them to understand themselves and their abilities with what guarantees attaining their different objectives (Wright and Cook, 2001).

Members of school counseling union at Indiana (ASCA, 2010) view that program of counseling and instruction is a fundamental part of school education programs; where they are carried out in cooperation with all employees in the school to create a true educational environment with high productivity, in addition to the big role that may be submitted the fathers through their effective participation in designing and preparing all significant educational programs, with what is positively reflected on education outputs and quality.

Usually the school counselor does a vital role, that is through saving a peaceful educational environment for students works to protect their rights, where this effort is translated into intervention and protective programs keeping by that their numbers and cultural variation related, that forms a part of the comprehensive school counseling program (Lapan, Gysbers and Kayson, 2007), and should be indicated that the American

Society for School Counseling recommends to limit the counselors' proportion to students; it is one counselor for two hundred proportion to students; it is one counselor for two hundred and fifty students (Lee, 2001).

Those who take charge of the American Society in the school counseling (ASCA, 2011) believe that the psychological counselor works a supporter to students through cooperation with their families aiming at their development through their different growth stages, from childhood to adolescence, in addition to that the counselor contacts numerous concerned associations in order he can submit the necessary consultations to teachers and families with what enables students to vocationally and academically succeed, also we find that counselor work on behalf of students' families to make sure of program' types, that run the educational operation.

The school counselor has to do proficiently the satisfactory knowledge about the requirements of the growing stage for school students, in which they pass from childhood to adolescence, due to the length of period spent by students inside at school, where his role is represented in following up the students behavior and acquainting their needs to become more able to get benefit from the various counseling service (Krieger, 2006).

From the other part, the leaders of the American Society in school counseling had laid a national model for this profession where it includes different machineries, through which supervisors and counselors are able to design their programs and organize, apply, and evaluate them, also this model submits a general frame of the basic efficiencies about knowledge and skill, that a school counselor should own what meets the profession demands from one part and students' needs from other part passing their first growing stage at the pre – elementary school period until the secondary stage, from these efficiencies are the following:

Firstly: the group of the consisted organized efficiencies with the national model of counseling profession.

Secondly: the comprehensive efficiencies that cover skills, cognitions, and the necessary stands for performing the counselor's responsibilities in the school comprehensive counseling program, they are: counseling, management, consultation and inquiry. These efficiencies had been specified to provide the new school counselor with experience and the necessary skills connected with academic attainment of the student and the personal growth, the social and vocational planning, and to organize an enhanced continuous counseling program to be comprehensive, preventive, developing, and remedial. So the program should include knowledge, abilities, skills, and necessary trends to lay the bases of program of preparing the school counselor, that make him able of self-understanding and the other (Learning Point Associates, 2004).

Knowledge about growth demands for the different growing stages for school students, also it is obligatory for them to proficiently manage counseling techniques and its different skills, in addition to techniques of education and learning, the concept of intelligence, concerns and inclinations with which a student is characterized, and the role of the cultural inheritance in their professional alternatives, and the differences between student groups at each age stage and using it to assist them in achieving their various needs (Sandhu, 2000). And so as counselor students to benefit, from this information they have, it should be sure of the extent of their benefitting from it, and work to continuously develop it. (Rinehart, 1993) laid a vision to improve and develop the operation of preparing counselors, that is a continuous circular movement, represented in planning activities; that is to lay a plan for development and analyzing its elements and carrying them out. Then studying its effect and evaluating it in accordance with limited standards, the thing that assists the individual to acquire valuable information before starting his job, and assists him in achieving big successes with each counselor.

(An applications of Clark and Estes, 2002) mentioned that there are four things should be kept to evaluate the counselors' performance and the students' educational and psychological needs, they are: information that provides students with concepts, theories and necessary strategies, that assist them to develop their professional job and to solve problems that face them in the future, in addition to the tools that make the counselor's work easy in training and learning to attain the goals of counseling, where there is a clear gap between theory and application at the counselor student refining to shortage of knowledge and skill, in addition to fewness of sources and satisfactory materials of the school counselor, which assists him to do his work.

The American Society for School Counseling formerly cleared the professional role of the psychological counselor with what guarantees reaching students to the appropriate level of academic, personal, social and professional growth. The department of education in Wisconsin had specified the studying subjects for preparing counselors in accordance with the standards, specified by the national model of the American Society in school counseling (ASCA, 2012, ASCA, 2003). Where they concern three main fields. They are the academic field that aims at acquiring students the trends, knowledge, and skills that achieve success of attainment at school, and improve the performance of learners. And the personal social field that concerns the growth of the counseled his personality and the extent of appropriateness of behavior techniques for the learning operation and assisting students to choose from replacements, and the professional field, which aims at assisting students to understand the relationship between the academic studying and the world of labor, Life in the family and the society, where it

is specified by a public exam, aims at uncovering the level of knowledge amongst counselors in the graduation stage, in accordance with these standards (Evers, 2011).

But at the national level, the accreditation corporation in the ministry of higher education and scientific research had specified the cognitive fields obliget to cover the studying plan of the school counseling program as follows:

### **- Fields of Knowledge**

#### **a. The obligatory basic theoretical fields**

- The theoretical bases, principles of educational psychological counseling and their fields (theories of counseling and their applications, principles of psychological educational counseling. Career counseling, family and matrimonial counseling).
- Psychological health, and behavior disorders and student problems (adaptation and psychological health, behavioral emotional disorder, and adolescent and children counseling).
- Counseling techniques, its technicalities and communication individual counseling, school counsel, and behavior modification).
- Tests, evaluation and diagnosis in counseling (Clinical psychology, educational and psychological tests, and psychological tests, and psychological and educational research and its statistical methods).
- Counseling the special classes (qualifying counseling, innovation, talent and mental excellence, and counseling delinquent juveniles).

#### **b. Supporting fields**

Psychology, social work, learning and education. (physiological psychology, adolescence and child hood psychology, social psychology, introduction in educational psychology, and skills of study).

And those who are responsible for universities keep at preparing the studying plans in counseling what the ministry of Education specified the core of school counselor role and works that should be performed where they are represented in developing the skills of self- direction at the student and reaching an appropriate level of knowledge and awareness to discover himself, possibilities and capacities, and assisting him to sell – understanding, circumstances and reality. This what makes sides of natural growth easy amongst school – students to reach the highest degrees of psychological. Social and cognitive awareness. And the most important than that is assisting them to be in harmony with their environment, and acquiring them the social personal skills to enable them of

psychological adaptation and improving their educational level through irritating motivation, accomplishment, studying attainment, acquiring them skills of solving problems, decision – making and assisting them on professional inclinations in light of society needs and labour market (ministry of education in Jordan, 2015).

The studying courses submitted through the program of psychological counseling at Jordanian university like the Hashemite University and the University of Jordan, cover many fields tackle the student life during preparing him in studying stages, either was the academic cognitive side, or the personal social, or the professional side; for there are many standards have to be abservts of counseling from both universities in the final stage of study, in which they train to apply their skills, and counseling information they study along four .... Past studying years. This is what the present study seeks to make sure of.

There are numerous previous studies, which people in charge concerned about tackling the personal, skillful and cognitive side amongst counselor students from their different studying stages (Propst, 2007; Krieger, 2006; Hill, 1999; Mason, 1998) that aimed at recognizing to evaluate the personal professional trait amongst counselor students in school counseling specialization.

It a study refers to learning point associate (2004) the people in charge sought to prepare a guide book clears the counselors' role in developing and amending the educational operation at schools, but the data had been collected through students' notes of counselors' performance at their schools, for the results of study indicated to existence of a gap between the high and low performance of counselors in improving and amending the educational operation at schools.

It is obvious from what had been informed of previous studies the core of psychological counseling and it role in promotion of the educational operation as a whole through uncovering the level of know ledge amongst the counseling they have of a significant role in developing the counseling operation, for it is usually role in developing the counseling operation, for it is usually benefitting from such these studies in developing plans of the studying psychological counseling. What should be indicated is the new in this study, being sharing in reviewing programs of preparing the all the cognitive fields that coat the counseling operation, where the counseling student has a various cognitive awareness observes the counseled people needs and their different demands.

In addition to what had been preceded and through reviewing the previous literature in the field of school psychological counseling was noticed, rarity of studies concerned about uncovering the extent of owning the counselor students of the different professional cognitive fields, and the importance of this side at school counselors they

have to be prepared in a way that fits the developed counseled students needs , through acquiring them the necessary skills and knowledge needed to be practically implemented in the stage of field training that makes it easy for them in the future to de their effective professional role with all counseled people. Due to that the researchers had supervised the requirement of the practical education of counseling, lack of most students to counseling skills and counseling and their different, techniques and ability to employ them with the cases they deal with, were noticed. And responding to this research reality the present study seeks to uncover the level of knowledge owned by the counsel or student at Jordanian universities. That may share in reviewing the studying plans and techniques of teaching and to assure the significance of acquiring the various knowledge, with submitting live experiences forms a supporting model to the machinery of field implementation track, and to surpass hindrances that may intercept them at implementing knowledge with the cases they deal with.

### **Questions of study**

The first question: what is the extent of the counselor students owning of knowledge fields in psychological counseling in the Jordanian (technicalities of counseling, Career counseling, family counseling, growth psychology and theories of psychological counseling)?

The second question: are there differences with statistical indication at the level (0.05) in the fields of knowledge in the psychological counseling (technicalities of counseling, Career counseling, family counseling, growth psychology and theories of psychological counseling) amongst counselor students in the Jordanian universities ascribed to the university name, sex, the secondary average and the cumulative average?

The university preparation shares in accordance with the studying plan in providing the counselor students with the necessary and important cognitive competences with what achieves to them a successful professional role, and effective in the success of the counseling operation. So, the university experience in the stage of field implementation of counselor students forms a qualitative addition to the cognitive side with what increases their ability on absorbing the students and their problems in harmony with the developing stage, the sized of knowledge owned by the counselor student and employing it in his field experience, from part of theories of the psychological counseling, the collective, the individual and else. Therefore, it is considered a clear indicator on the ability of the counselor student on translating the cognitive side into a practical reality. It should be mentioned that cognitive experiences acquired by the counselor student about growth and development operation amongst students at schools is extremely important, because it has a clear role in the success of the counseling

operation. So, the present study aims at evaluating the level of knowledge, at the counselor student in the Jordanian universities and submitting benefits by results of this study to related people with programs of preparing counselors at the bachelor level.

Depending on what preceded the significance of the present study, being seeking to analyze information of counselor students in fields of counseling to evaluate their cognitive performance in the studying courses, submitted to them during years of study in the stage of bachelor degree by employing a comprehensive test for the studying subjects; depending on the descriptive quantitative analysis. Meanwhile, there is no previous study sought to evaluate the level of knowledge, owned by the counselor student at any university stage among the Jordanian Universities students.

## **2. Contributors**

The community of study covered all counselor students at the Jordanian Universities during the stage of field implementation, but the sample of study had been confined to counselor students in each of the Hashemite University and the University of Jordan, their number amounted to (71) students through the second semester of the studying year 2015 – 2016.

To achieve the objectives of study, preparation of a test had been done (choice from numerous) in eluding counseling basics, that is through reviewing the studying plan to prepare the counselors at the Hashemite University and the University of Jordan, and the educational literature and the previous studies related to the subject of study, such as (Krieger study, 2006) that agrees with the research and expresses other fields with significance at issues of counseling. Finally, the researcher deduced building the tool of study. It covered significant information concern the variables of study (University, sex, cumulative average, and the secondary average). But the second part had covered (91) items from the type of the choice, from the numerous, for each item only four alternatives. The test had tackled various questions concern field of Knowledge at the counselor student, for each of psychological counseling, and the collective counseling, individual counseling, and development stages for individuals.

Also the researchers made sure of superficial validity by showing the scale to arbitrators who study these subjects at the Hashemite University and the University of Jordan, who are doctorate bearers in educational psychology and psychological counseling specialization, that is to specialty the range of belongingness of test elements to the trait wanted to measured and the extent of its connection with the fields to which it is belonging. In light of their notes, views, and propositions modification, omission, mainstreaming and addition of some items had been done. By this the test in its final shape consisted of (75) items from the choice, the numerous. There upon I had been



satisfied with this procedure and considered their modifications an indication of superficial validity to be used in this study.

To make sure of the test reliability the researchers implemented the tool of study on a sample of counselor students at the Hashemite University, their number amounted (35) counselor students from outside the sample of the present study. Then retested it at a time difference of two weeks period. Also reliability quotient of internal consistency had been found by employing cronbach alpha equation on every field of test fields and on the total scale. The table (1) clears that:

The field	Reliability Coefficient by retest	Reliability coefficient by employing Cronbach Alpha
Counseling Technicalities	0.77	0.90
Career Counseling	0.87	0.79
Family Counseling	0.88	0.84
Development Psychology	0.81	0.83
Counseling Theories	0.79	0.82
Total	0.78	0.88

It is noticed from the table (1) that reliability coefficients by retest were appropriate for all fields and on the total scale, as amounted to (0.78) on the total scale. Also reliability quotient by employing cronbach alpha equation amounted to (0.88) on the total scale, and in general these values are considered accepted for purposes of the present study.

The researchers also followed the implementation method and correcting the test, that consists of (75) items, as each item in clouds four choices (a, b, c, d), through his answering the questions we can judge the cognitive level owned by the counselor student, and considered a true indicator to the significance of owning such knowledge at his work with the case and classes to whom he submits his counseling services, the required from the responders answering by choosing one of the replacements, that is connected with the item, for the value of each item amounts to only one mark, but the total scale on the test amounts 0-75. To interpret the answers obtained by the counselor student on the item as a whole ... that requires laying three levels as follows:

Low cognitive level (0 – 25)

Medium cognitive Level (26 – 50)

High cognitive level (51 – 75)

### 3. Designing the study

The study includes the following variables:

### 3.1 Independent variables:

Sex and has two levels: a. (male) b. (female).

The university and has two levels: a. Hashemite b. (Jordanian).

Secondary average and has four levels: a. 65 – 69 b. (70 – 79) c. (80 – 89) d. (90 – 100).

Cumulative average and has four levels: a. (lesser, or equals 2.49) b. (205 – 2.99) c. (3 – 3.49) d. (3.50 – 4).

### 4. Procedures

The study instrumentation has been distributed at its final shape on the sample of study by the researcher himself. He assured the secrecy of information, where the participants were volunteers, meanwhile the period of collecting the questionnaires took four weeks from the date (23/10/2015 – 20/11/2015). The researchers inserted the data in the computer, then the appropriate statistical analyses and showing results of study were done, in addition to submitting some recommendations.

### 5. Results of study

**5.1:** The first question: what is the extent of the counselor students in the Jordanian Universities owning the fields of counseling knowledge (technicalities of counseling, Career counseling, family counseling development psychology, and theories of psychological counseling)?

To answer the first question arithenetic means and standard deviations of the total scale on the test and on every field of its field. Table (2) dears that:

Table (2): arithmetic means and standard deviations on the total scale and on every filed of its fields

Fields of Knowledge	Arithmetic Mean	Standard Deviation	Rank
Counseling Technicalities	5.46	1.15	3
Career Counseling	5.18	0.34	4
Family Counseling	5.02	0.76	5
Development Psychology	7.94	0.92	2
Counseling Theories	8.81	0.76	1
Total	32.71	0.95	

It is clear from the data of table (2) that the arithmetic of knowledge field in counseling theories was the highest for it amounted (8.81), then development psychology

(7.94), then counseling technicalities (5.46), then Career counseling (5.18), and finally the family counseling, amounted (5.02).

**5.2:** The second question: are there differences with statistical indication at the level (0.05) in fields of knowledge (counseling technicalities, Career counseling, family counseling, development psychology, and theories of psychological counseling) amongst counselor students at Jordanian Universities, as cribbed to sex, university, the secondary average, and cumulative average?

### 5.2.1: Sex

The researcher used results of t-test on the total scale of the test and on every field of its fields. The table (3) clears that:

**Table (3): t-test results on the total scale of the test and on every field of its fields.**

Fields of knowledge	Sex	Number	Mean	Standard Deviation	Level of Indication
Technicalities of Counseling	Female	33	6.27	2.89	06
	Male	38	5.89	3.19	
Career Counseling	Female	33	5.81	2.78	0.78
	Male	38	5.63	2.86	
Family Counseling	Female	33	9.84	7.20	0.59
	Male	38	9.02	5.44	
Development psychology	Female	33	7.96	5.47	0.76
	Male	38	7.62	4.12	
Counseling Theories	Female	33	6.12	4.02	0.01
	Male	38	7.26	3.29	
Total	Female	33	36.03	16.63	0.74
	Male	38	34.83	13.24	

It is noticed from table (3) non – existence of differences with statistical indication at the level of indication (0.05) ascribed to the sex variable of fields (technicalities of counseling, Career counseling, and development psychology) and on the total scale of test, meanwhile differences with statistical differences were found at ( $\alpha \leq 0.05$ ) ascribed to sex variable for the field of (theories counseling( for the interest of males.

### 5.2.2: The university

The researcher employed results of (t) test of the total scale of the test and on every field of its fields of its fields in accordance with the university variable.

**Table (4) clears that:**

Table (4): results of (t) test in accordance with the variable of the university on the total scale of the test and on every field of its fields.

Fields of knowledge	university	Number	Mean	Standard Deviation	Level of Indication
Technicalities of Counseling	Jordan	33	5.91	3.07	0.01
	Hashemite	38	9.22	3.04	
Career Counseling	Jordan	33	5.83	2.96	0.03
	Hashemite	38	8.60	2.68	
Family Counseling	Jordan	33	4.91	5.78	0.00
	Hashemite	38	8.84	6.89	
Development psychology	Jordan	33	3.77	4.44	0.04
	Hashemite	38	7.79	5.17	
Counseling Theories	Jordan	33	4.36	4.07	0.01
	Hashemite	38	7.11	3.21	
Total	Jordan	33	24.83	3.98	0.00
	Hashemite	38	41.93	3.94	

It is noticed through the table (4) existence of differences with statistical indication at the level of indication ( $\alpha \leq 0.05$ ) ascribed to the variable of the university on the degree of the total scale of the test and on all the fields forth interest of the Hashemite University.

**5.2.3: average in the general secondary certificate:**

To know the indication of differences in accordance with the average in the General secondary certificate, the variation analysis (ANOVA) was employed on the degree of total test and on every field of its fields and as shown in table (5).

Table (5): results of variation analysis test (ANOVA) on the total degree of the counseling basics test and on every field of its fields in accordance with the variable of average in the General Secondary Certificate.

The Fields	Origin of variation	Total of Squares	Degrees of Freedom	Squares Medium	F. Value	Statistical Indication
Technicalities of Counseling	Between Groups	12.00	3	4.00	28	83
	Insides Groups	929.90	67	13.87		
	Total	941.91	70			

Career counseling	Between Groups	18.60	3	6.20	66	58
	Insides Groups	630.04	67	9.40		
	Total	648.64	70			
Family Counseling	Between Groups	10.90	3	3.63	45	71
	Insides Groups	541.46	67	8.08		
	Total	552.36	70			
Theories of Counseling	Between Groups	51.32	3	17.10	41	74
	Insides Groups	2661.48	65	40.94		
	Total	2712.81	68			
Development Psychology	Between Groups	30.11	3	10.03	42	73
	Insides Groups	1543.67	66	23.38		
	Total	1573.78	69			
Total	Between Groups	362.78	3	120.92	53	65
	Insides Groups	14657.85	65	225.50		
	Total	15020.63	68			

Results of variation analysis in table (5) indicate to nonexistence of effect with statistical indication at the level of indication ( $\alpha \leq 0.05$ ) for the average variable in the General Secondary certificate between the mean of students' grades, the sample on the test of counseling hasics in the total degree on every field of its fields.

#### 5.2.4: student's cumulative average in the university:

The know the indication of differences for the variable of the student's cumulative average in the university the variation analysis (ANOVA) had been employed, table (6) clears that.

Table (6): results of the variation analysis (ANOVA) test of the total degree of counseling basics test and on every field of its fields, in accordance with the variable of average in the university.

The Fields	Origin of variation	Total of Squares	Degrees of Freedom	Squares Medium	F. Value	Statistical Indication
Counseling Technicalities	Between Groups	62.53	3	20.84	112.58	00
	Insides Groups	879.38	67	13.12		
	Total	941.91	70	4.36	46	11
Career Counseling	Between Groups	13.09	3			
	Insides Groups	635.55	67	6.48		
	Total	648.64	70			
Family Counseling	Between Groups	11.20	3	3.73	46	71
	Insides Groups	541.16	67	8.07		
	Total	552.36	70			
Theories of Counseling	Between Groups	125.78	3	41.93	1.05	37
	Insides Groups	2587.02	65	39.80		
	Total	2712.81	68			
Development Psychology	Between Groups	622.10	3	207.36	93	42
	Insides Groups	14398.53	65	221.51		
	Total	15020.63	68			
Total	Between Groups					
	Insides Groups					
	Total					

Results of variation analysis in table (6) to existence of effect with statistical indication at the level of indication ( $\alpha \leq 0.05$ ) for the variable of the average in the university on the field of counseling technicalities only, for (F.) value amounted (112.58), and it is connected with the level of indication (0.009), Mean while it did not show differences on the rest of fields, and to know the differences indication shafe test had been employed to the dimension comparisons, and the table (7) clears that.

University Cumulative Average	Less or equals 2.49	2.5 – 2.99	3 – 3.49	(3.5 – 4)
Less or equals 2.49	-	-	-	-
2.5 – 2.99	2.21	-	-	-
3 – 3.49	1.17	2.09	-	-
3.5 – 4	2.87	1.07	1.28	-

It is noticed from table (7) of the dimensional comparisons to individuals excellence with an average of (3.5 – 4), where the difference in the arithmetic means came for the interest of this category.

## 6. Results discussion

Through answering the first question about the extent of counselor students in the Jordanian Universities owning the fields of knowledge (theories of psychological counseling, Career counseling, development psychology, family counseling and technicalities of counseling, it was clear that the cognitive level in theories of counseling by the counselor students secured the first rank followed consecutively the cognitive level in development psychology, counseling technicalities, Career counseling, and finally the cognitive level in family counseling. This what assures the lack or weakness of knowledge connected with the family counseling in spite of its significance in assisting counsel or students to submit their various counseling services with the counseled people inside the school, represented in birding the gap between the school and the family. And also the Career counseling that secured the rank before the last. If we did review the studying plan of both universities it would be clear that the number of subjects that include this important side are very few, they are only one subject for both family counseling and Career counseling. This what assures the need to increase the submitted cognitions to the counselor students in the field of family counseling, Career counseling and reviewing the studying plans. They indicated in their studying to the significance of cognitive fields that guarantee the counselor's owning an integrated cultural cognitive rule, that saves for them the ability to diagnose problems and submit the appropriate counseling with the different cases. Hindrance of the counseling operation track is the lack of counselors to such significant cognitions, for the majority of research and scientific studies entrusted a great concern with the size of acquired cognitions from part of the counsel or student, the matter that it concern is glazing the educational counselor personality and making him more aware and comprehensive with the different cognitions that qualify him to practice the remedial, family and appropriate professional interventions with school students, where some studies assure the family role in forming the individual's behavior positively, or negatively. The nature of the family environment has an important pastor in the school counseling operation. This what agrees with (Clark

and Estes, 2002) view, but in the field of choosing the profession, there is a need to develop the counselor's knowledge during preparation to acquire him better skills in the Career counseling, especially the Jordanian Ministry of Education assured the significance of Career counseling in preparing the school counselor, in addition to the concern of the Education Department in Wisconsin state with the studying subjects to prepare counselors for it is connected with three main fields; they are: the academic, personal of assisting the secondary stage students on understanding the relationship between the academic studying and the world of labour and life in the family and society (ASCA National Mode, 2003).

And what concerns the second question about the differences between averages of counselor students at the university of Jordan and the Hashemite University due to the variable of study (Sex). It showed the existence of apparent differences if we compared the averages of male counselor students grades and female students' at both university of Jordan and the Hashemite University of Knowledge levels amongst female students higher than amongst male students on the following fields counseling), (Career counseling) and (theories of counseling). Mean while it was only cleared that the level of Knowledge amongst male students in development psychology is higher than it amongst female students in comparison with the rest of other cognitive fields. This indicates that owning cognitive competences in the different fields at female students is greater than it at male students from both universities, the thing that indicates to concern of female students at a great degree with developing their cognitions before entering the operation of preparation and counseling. This agrees the researcher's notes during teaching students from both sexes, where female students' concern with cognitions and attainment is higher than it at male students. That is clearly appears through the academic results of students from both sexes on tests.

And due to the variable of study (name of the university) it showed the existence of clear differences between the average of counselor students' grades from the University of Jordan and the Hashemite University for fields of knowledge, for it dared that the level of know ledge at the counsel or students in the Hashemite University on all cognitive levels are higher than it at the counselor students in the University of Jordan. So it is clear that the remote location of the Hashemite University, very far from the center of the city, (Amman) the capital, in addition to that, the University environment at students of the Hashemite University is appropriate to provide the students with necessary cognitions and assist them to acquire the different cognitive competences. No doubt that experience education environment are extremely necessary to increase opportunities of professional maturity for students from one part, and with what works to



enhance their skills in psychological counseling (Haycock, 2006; Maryland, 2002; smith, 2001).

And due to the variable of (the General secondary certificate Mark) it showed nonexistence of effect to this variable on the cognitive level of the counselor students, that is it cannot be depended as a strong indicator on the extent of the counselor students' owning the different counseling cognitive fields. It seems that the General secondary stage (one year) in Jordan forms a pressing source on students and their families; the matter that makes the student employs all his possibilities and effort in the track of passing successfully. So, it seems that students in the university stage do not have the same feeling as it is in the secondary stage. Their academic performance is connected with other variant objectives they put for themselves after graduation.

And due to the studying variable (student's average in the university), where it was clear that there is a difference among grades averages of individuals on all levels of knowledge; for in technicalities of counseling, Career counseling, development psychology, and theories of counseling, it was conspicuous that the counselor students whose averages in the university are characterized with distinction on these level are more aware of know ledge than others by the difference of fewer classes.

And there are differences statistically indicative in the variable of counseling technicalities in accordance with the cumulative average in the university, factly no studies had been done and aimed at surveying the cognitive competences in the different fields at the counselor students before joining the stage of field implementation. The present study agrees with results of studies (Kriegr, 2006; Hill, 1999), that stated that students obtaining a number of credit hours are bigger than students in the low levels, they will practice a high professionalism and the gap will enlarge between concepts, cognitions, expectations and beliefs of the counselor student with concepts that are supposed to be executed, employed and implemented.

## **7. Recommendations**

It is deduced from the present study that there is a need to provide the students with supporting opportunities to acquire them with various cognitions in the family counseling, and the Career counseling, we recommend with the most important of them:

- i. Adding a studying course in the family counseling and the Career counseling at preparing a cadmic plans for the counseling students.
- ii. Acquainting students with the significance of the Career and family counseling in their profession as counselors.

- iii. Acquainting the responsible for laying the academic plans form results of the present study to get benefit from it in developing plans of the programs of preparing the counselors.
- iv. Doing more of studies to evaluate the level of Knowledge at the counselor student before his joining the stage of field implementation.

## **8. Acknowledgments**

Author is grateful all counselors students cooperation in Jordanian universities and those who were closely involved in this study.

## **9. References**

- [1] An application of Clark, and Estes,2002, Gap analysis model: closing knowledge, motivation, and organizational gaps. Glendale Unified School District.
- [2] ASAC National Model,2003, A framework for school counseling programs, American School Counselor Association, DC.
- [3] ASCA, 2010, School counseling program, occupational outlook handbook. Alexandria-VA.
- [4] Evers, T,2011, Wisconsin Model Academic Standards for School Counseling State Superintendent of Public Instruction. Wisconsin.
- [5] Haycock, K,2006, Helping all students achieve: Closing the achievement gap, Center for development and learning.
- [6] Hill,A,1999, Counselors educators perception and practices related to ethics education, University of Kent.
- [7] Krieger, K,2006, School counseling and child development: the integration of theory and practice in elementary school settings, Unpublished thesis Department of Counseling and Educational Psychology, Indiana University.
- [8] Lapan, R. T., Gysbers, N. C., and Kayson, M. A,2007, Missouri school counselors benefit all students. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.
- [9] Learning Point Associates,2004, Guide to Using Data in School Improvement Efforts. Available online at: [https:// www.learningpt.org](https://www.learningpt.org)
- [10] Lee, C,2001, Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4, 163-171. Mason, M.J.(1998).The development of counselors: A study of professional socialization through graduate school. Unpublished thesis, Kent State University.

- [11] Maryland,2002, Performance improvement, Population reports, Series J, N, 52.
- [12] Ministry of education Jordanian,2015, Roles of counselors, Available online at: <https://www.moe.gov.jo>.
- [13] Propst, D,2007, International Education Programs at UCR Extension Fosters Relationships with Students and Educational Counselors. Pressroom: Global Presence: Vietnam.
- [14] Rinehart, G,1993, Quality education, applying the philosophy of Dr. W. Edwards. Deming to transform the educational system. Milwaukee, WI: ASQC Quality Press.
- [15] Sandhu, D,2000, Alienated students: Counseling strategies to curb school violence. Professional School Counseling, 4, 81-85.
- [16] Smith, S,2001, Teaching experience for school counselors: Counselor educators perception. ASCA. Journal of professional school counseling, 4, 216-223.
- [17] Stone, C. B. and Dahir, C. A,2006, The transformed school counselor. Boston, MA.
- [18] The American School Counselor Association,2007, School Counselor Competencies. Alexandria, VA 22314-2944. Available online at: [https:// www.schoolcounselor.org](https://www.schoolcounselor.org).
- [19] Wisconsin Department Public Instruction,2011, The Wisconsin model academic standards for school counseling. State Superintendent of Public Instruction.
- [20] Wright, V. and Cook, S,2001, Online counseling: Learning from writing therapy. British Journal of Guidance and Counseling, 30, 285-298.