

**THE ROLE OF THE EDUCATIONAL COUNSELOR IN
SOLVING THE PROBLEMS FACING STUDENTS FROM THE
POINT
OF VIEW OF SCHOOL PRINCIPALS**

Prof. Dr. Nashaa Karim

torture Al-Mustansiriya University College of Basic Education

Department of Psychological Counseling and Educational Guidance.

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Abstract:

The current research aims at identifying the role of the educational counselor in solving the problems facing students from the point of view of school principals, and the difference in the role according to the variables of gender and service from (1-5) and (6 or more) years, the research sample consisted of (200) principals and principals An elementary school, the researcher built a problem-solving scale and it was presented to a group of experts to determine its validity and extracted its psychometric properties. Educators in general have a role in solving students' problems, and there are no differences in the role according to the variables of service and gender. The research ended with a set of recommendations and suggestions.

Chapter One:

Research's Problem:

The researcher found the research problem through an exploratory study that she carried out on a random sample of the educational staff and school principals, whose number was (50) teachers, teachers, directors and principals by asking an open question: Is the educational counselor in the school able to solve the students' problems? After unpacking the sample answers obtained by the researcher, she found that there is a discrepancy; this procedure prompted the researcher to conduct a

research entitled the role of the educational counselor in solving students' problems from the point of view of school principals.

Research's Importance:

The mentor has an important role in bringing about development in his society through the role he plays and through the guiding process for students in the school in which he is helping them understand their problems and how to get rid of them, as to achieve their ambitions, goals and his academic, cognitive, personal, social and professional qualifications (Hammoud, 1994:21). The scientist Rogers (1964) stated that the experienced mentor is more compatible, participating, positive and successful in forming unconditional relationships with the clients, and that he can achieve better results, hence the importance of the research current in the following.

The Theoretical Literature:

The research is interested in shedding light on the role of the educational counselor in solving the problems facing the students and to ensure that the right person is placed in the right place, because problem-solving is in the guiding skills. The mentor is a golden framework of knowledge that serves as a scientific background from which to work. The mentor's work is part of the social system that requires the availability of specific skills to be able to carry out his responsibilities and duties (Al-Daraji, 2010: 35).

Application part:

It shows the role of the counselor linked to a set of specifications determined by the counseling program. The current research is concerned with achieving a practical goal, which is to determine the role of the educational counselor in primary schools who are in government schools by applying a special scale that was prepared to measure the role of the educational counselor in solving students' problems and knowing the personal aspect of self-development, the professional aspect While interacting with the mentors.

Research's Aims:

The current research aims to identify

- 1-The role of the educational counselor in solving the problems facing students from the point of view of school principals
- 2-The difference in the role of the educational counselor in solving the problems facing students according to the gender variable
- 3-The difference in the role of the educational counselor in solving the problems facing students according to the service variable from (1-5) and (6-and more).

Research's Limits:

The current research is limited to primary school principals who work with educational counselors (males, females) in primary schools affiliated with the General Directorates of Education (Rusafa 1, Rusafa 2, Rusafa 3) in the city of Baghdad for the academic year (2018-2019) morning government schools.

Expressing Terms:

Educational advisor:

The Ministry of Education knew the educational advisor in 1988; he is one of the faculty members qualified to study students' educational, health, social and behavioral problems by collecting information related to this problem, whether this information is related to the student or the surrounding environment (Ministry of Education, 1988: 10).

Problem Solving:

Abu Assad knew a method in 2009 that helps clients to solve their problems on their own, by choosing general strategies and suitable alternatives to deal with these problems (Abu Asaad, 2009: 141).

Theoretical Definition:

The researcher derived a theoretical definition for solving problems through the literature, a thinking process in which the counselor uses his previous acquired knowledge and skills in order to respond to the requirements of a situation that is not familiar to him, and the response is by undertaking an action that aims to solve the ambiguity contained in the situation.

Procedural Definition:

The total score obtained by the respondent from his answer to the paragraphs of the problem-solving scale prepared in the current research, as the director of the school was known by the Ministry of Education in 1988.

He is the educational leader based first on the implementation of the educational policy within the school. He is the educational leader who supervises the achievement of educational goals in order to prepare for upbringing and education integrated spiritually, morally, physically and socially to be good citizens capable of contributing to the development of their society (Ministry of Education, 1988: 8).

Chapter Two:

Educational counselor:

He is the specialist in charge of the counseling process and is the central figure in the counseling team. It is the reference team guide.

Characteristics of the Educational Counselor in Counseling:

It is represented in self-knowledge, specialization and skills in establishing a guiding relationship, caring for clients, self-confidence, helping clients and adhering to professional ethics.

The role of the educational counselor in counseling:

It is represented in self-knowledge, specialization and skills in establishing a guiding relationship, caring for clients, self-confidence, helping clients and adhering to professional ethics.

The leading role of the educational counselor in counseling:

It is specialized leadership and practical leadership, diagnosing, solving and treating psychological problems, supervising and keeping records, carrying out the counseling

process and following up indicative cases, and helping the counseling team participate in the training process and contribute to the development process of the institution (Abdullah, 2013: 68).

The Role of the Mentor according to The Guiding Theories:

The following is an explanation of some of the role of the mentor according to the different guiding theories:

First: The authoritative or dictatorial guiding role:

The guide performs this role if there is a definite danger to the life of the guide, and the guide has no choice but to act in this manner, and this appears in the way he speaks, the tone of his voice, his facial expressions, his sitting, or His management of the guiding session, and his transcendence over the guide, and this authoritarian guiding style may be clear from considering himself an expert and that with his extensive experience he is more capable of solving the problems of the mentor who does not tell his problem (Ahmed, 1981: 25).

Second: Counselor-Centered Counseling:

The counselor relies in his role here on the use of the realistic or emotional mental method, as the counselor must convince the counselor of the role that achieves himself when he believes that the counselor is unable to solve his problem without assistance, as the counselor must Here, many suggestions and advice are offered when the main problem of the advisor is a lack of information or a mistake (Shamran, 2006:29).

Third: The counseling role centered on the counselor:

Centered Counseling, the counselor here encourages the other counselor to conduct the discussion, and to express his directions, thoughts and feelings freely, but the counselor considers himself a source of information, though, the counselor is careful not to provide advice or instructions unless there is a strong justification.

Therefore, the counselor here uses open questions to express himself without interrupting or affecting the organization of the time of the counseling session (Al-Eidani, 2011:37), as well as focusing on the important facts related to the counselor's problem, and making him feel the extent of his interest in him, as seen by Gilbert Run (G. Wrenn 1946) that the main difference between counseling centered around the counselor and indirect counseling is that the counselor in direct counseling has the desire to provide advice and guidance, and the counselor in it also needs assistance in some directions of his life and solving his problems.

Fourth: Indirect/Centered Mentoring Role:

Non-Directive Client-Centered in which this trend emerged as a reaction to mentor-centered counseling, thus, Rogers is considered the representative of this style as a result of his numerous writings on this subject, as this method is based on two basic assumptions to clarify the role of the mentor (The first is the mentor's respect for the entire personality of the mentor, as well as his personal independence (and the second) the mentor's ability to adapt and solve his problems (Zahran, 1980: 62).

Fifth: The optional guiding role:

Eclectic-Counseling, the advisor performs this role either as a result of his careful examination of guiding theories, technical methods, high training and experience, and this expresses a high degree of ability that the advisor possesses, or as a result of his ignorance and a mixture between theories and his scientific weakness, this has negative effects that affect In the guides, the guide is religious, and rather this must be the guiding method to be worked on, and the skilled trained guide can use more than one method, but according to accurate, effective, and feasible scientific methods to provide specific and effective answers.

Problems Solving:

By solving the problem, it is intended to make the advisor play a new role that is effective and organized for his experiences, the topics of his learning and the fields of his adaptive academic life.

Kinds of problems:

The literature has confirmed that there are five types of problems, based on the degree of clarity of data and objectives

- Problems in which data and objectives are clearly defined,
- Problems in which the data, and the goals are not clearly defined,
- Problems whose goals are specific and clear, and their data is not clear

Problems lacking clarity of objectives and data, and

-Problems that have a correct answer, but the necessary procedures to move from the current situation to the final situation are not clear. They are known as foresight problems. Problems, according to the degree of their appearance, are prominent, hidden, or latent (Abu Assaad, 2009: 143).

Problem solving steps:

Problem solving is a cognitive mental activity that proceeds in organized and organized mental cognitive steps in the student's mind, which determine the elements and their steps accordingly.

- Feeling the problem: realizing the obstacle to reaching a specific goal
- Defining the problem: It means describing the problem accurately, which results in drawing its boundaries from others
- Problem analysis is represented in the client's identification of the main elements in a problem, and the exclusion of the elements that are not included in the problem (Abdulaziz, 2018: 28).

Data collection: identifying the target, not the best available sources for collecting information and data in the field related to the problem

-Suggesting solutions and alternatives: they mean hypothetical solutions, the role of the counselor lies in training the students and urging them to think of all the possibilities of the problem and providing them with additional numbers that facilitate the formulation of alternatives, discussion and improvement, and encouraging the counselors to generate alternatives without evaluating them (Abu Aita, 2002: 105).

-Manager: He is faced by the guidance team and most of its members are responsible and experienced guiding.

Manager preparation

The manager must be familiar with guidance and psychological counseling, and he must be professionally prepared, enthusiastic about guidance and counseling, and convinced of its importance.

The manager's guiding role:

The manager's role is to manage the counseling program and supervise the preparation of its plan and budget, to lead the psychological counseling team, and to coordinate between the counseling program and the educational program.

Chapter Three:

Search Procedures:

This chapter includes a description of the research methodology and procedures carried out by the researcher, which is summarized in defining and describing the research community, and selecting a representative sample for it. On the statistical methods used to analyze data and treat it statistically.

First: Research Methodology:

To achieve the objectives of the current research, a specific scientific methodology must be followed, as the research relied on the (descriptive) approach, which seeks to determine the current status of the studied phenomenon, and then describe it as a result. 2010: 324).

In the current research, the descriptive approach was relied upon, which aims to identify the school principals' point of view regarding the role of the psychological educational counselor in solving problems.

Population of Research:

The current research community consists of principals of primary schools included in the educational guidance of the General Directorates of Education in the city of Baghdad (Rusafa first, Rusafa second, and Rusafa third) of both sexes (Female manager–male manager) and for the academic year (2019,2018), and thus the research community consists of (876) male manager and Female manager distributed according to the directorates of Rusafa, and according to gender (314) male directors, (562) female directors, and table (1) shows this.

Table (1)

The research community is distributed according to the general directorates of soil and gender

| Total | Female | Male | Schools' No. | Name of the Directorate | Seq. |
|-------|--------|------|--------------|-------------------------|------|
| 341 | 248 | 93 | 294 | Rusafa First | 1 |
| 344 | 224 | 120 | 331 | Rusafa second | 2 |
| 191 | 90 | 101 | 181 | Rusafa Third | 3 |
| 876 | 562 | 314 | 806 | Total | |

These data were obtained from the Educational Guidance Division / Ministry of Education in the light of a book to facilitate a task.

Research's samples:

Statistical Analysis Sample:

The statistical analysis sample was chosen, by random method, as it amounted to (200) male and female principals, by (100) male and female principals, distributed among the directorates of Baghdad Education (Al-Rusafa: First, Second, and Third) and Table (2) shows this;

Table (2) Statistical Analysis Sample

| Total | Number of mentors | | Directorates | Seq. |
|-------|-------------------|--------|---------------------------|------|
| | male | female | | |
| 70 | 35 | 35 | Educational First Rusafa | 1 |
| 80 | 40 | 40 | Educational second Rusafa | 2 |
| 50 | 25 | 25 | Educational third Rusafa | 3 |
| 200 | 100 | 100 | Total | |

Stability sample:

The stability sample consisted of (100) principals, distributed by (50) principals and (50) principals, who were randomly selected from the directorates of Baghdad Education (Al-Rusafa: First, Second, and Third) and Table (3) illustrates this.

Table (3) Stability Sample

| Total | Gender | | Directorate | Seq. |
|------------|-----------|-----------|---------------------------|----------|
| | male | female | | |
| 30 | 15 | 15 | Educational First Rusafa | 1 |
| 35 | 20 | 15 | Educational second Rusafa | 2 |
| 35 | 15 | 20 | Educational third Rusafa | 3 |
| 100 | 50 | 50 | Total | |

Application sample:

The application sample consisted of (200) principals and principals of a primary school, chosen randomly from the research community. The schools covered by the guidance of the Rusafa 1, 2, 3 districts were (100) principals and (100) principals, as in Table (4).

Table (4) Application sample

| Total | Gender | | Directorate | Seq. |
|------------|------------|------------|---------------------------|----------|
| | male | female | | |
| 100 | 50 | 50 | Educational First Rusafa | 1 |
| 39 | 20 | 19 | Educational second Rusafa | 2 |
| 61 | 30 | 31 | Educational third Rusafa | 3 |
| 200 | 100 | 100 | Total | |

Search Tool:

Problem Solving Scale:

Allen&Yan emphasized that the process of constructing the scale goes through several steps:

- Planning means defining the concept of the scale to be built,
- Drafting the paragraphs of the scale,
- Analyze the paragraphs of the scale,

-Applying the scale to a sample representing the research community (Allen & Yan, 1979; 118), so the researcher determined the concept to be measured, problem solving definition (a thinking process in which the counselor uses his previous acquired knowledge and skills in order to respond to the requirements of a situation he is not familiar with, and the response is by undertaking a work that aims to solve the ambiguity contained in the situation, the researcher also worked on formulating the paragraphs of the scale, which she derived from the definition, amounting to (24) paragraphs.

Five alternatives were placed in front of each paragraph, which are (always, often, sometimes, rarely, not) given to the first alternative (5) degrees For the second alternative (4) degrees, for the third alternative (3) degrees, for the fourth alternative (2), and for the first alternative (1), the scale was applied to a survey sample of (20) principals to ensure clarity of instructions and paragraphs and to calculate the response time ranging between (10, 20) minutes. (See Appendix 1).

Psychometric properties of the scale:

Virtual validity:

To find the apparent validity of the scale, the scale was presented in its initial form to a group of experts in the field of psychological counseling, measurement and psychological educational sciences, numbering (15) experts to verify the validity of the paragraphs.

Construction validity:

This type of validity of the scale was achieved through several indicators, including the correlation of the paragraph degree with the total degree and the discriminating power of the paragraphs as shown below;

Correlation of the paragraph score with the total score of the scale (internal consistency):

After the researcher applied the scale to the statistical analysis sample, she corrected the answers and calculated the correlation coefficient between the scores of each paragraph of the scale and the total score using the Pearson correlation coefficient, where the correlation coefficients between each item and the total score of the scale ranged between (0.391 - 0.694). Table (5) in comparison with the tabular value of (0.196) at a significance level of (0.05), the paragraph is accepted if its correlation coefficient with the total score is more than (0.19), (Al-Kubaisi, 2010: 274) and thus all the paragraphs were considered acceptable and the internal consistency of the scale was achieved.

Table (5) Correlation coefficient of the paragraph score with the total score of the scale

| Paragraph correlation coefficient of the total score | Paragraph No. | Paragraph correlation coefficient of the total score | Paragraph No. | Paragraph correlation coefficient of the total score | Paragraph No. |
|--|---------------|--|---------------|--|---------------|
| 0,527 | 17 | 0,603 | 9 | 0,694 | 1 |
| 0,429 | 18 | 0,515 | 10 | 0,422 | 2 |
| 0,475 | 19 | 0,559 | 11 | 0,391 | 3 |
| 0,571 | 20 | 0,586 | 12 | 0,545 | 4 |
| 0,483 | 21 | 0,537 | 13 | 0,394 | 5 |
| 0,525 | 22 | 0,517 | 14 | 0,394 | 6 |
| 0,558 | 23 | 0,530 | 15 | 0,422 | 7 |
| 0,604 | 24 | 0,538 | 16 | 0,448 | 8 |

Marking Scale Paragraphs:

The purpose of calculating the discriminatory power of the scale items is to keep the distinct items and exclude the undistinguished ones. The discriminatory power of the item is useful in distinguishing the subtle differences between individuals in the measured ability. The researcher calculated the scores of the statistical analysis sample for each item and rank it from the highest degree to the lowest degree, then divided into two groups by (27%) high and (27%) low, because this ratio makes the two extreme groups at their best in size and variance, and the calculated T-value

represents the discriminatory power of the paragraph between the two extreme groups (Al-Kubaisi, 2010: 273).

The number of students in both the upper and lower groups was (54) The arithmetic mean and standard deviation for each paragraph were extracted for both groups and then the t-test was applied for two

independent samples. The results showed that the calculated t-values ranged between (2,208 - 7,719), which represents the discriminatory power of the paragraph greater than the tabular t-value of (2,000) with a degree of freedom (52) And the level of significance (0.05) Table (6) shows this.. This indicates that the paragraphs are statistically significant, and all of them were distinct.

Table (6) Discriminative power of scale items

| Calculated T value | Lower group | | Upper group | | Parag-raph No. |
|--------------------|--------------------|-----------------|--------------------|-----------------|----------------|
| | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | |
| 4,640 | 1,49144 | 2,9756 | 0,91598 | 4,2439 | 1 |
| 3,258 | 1,18115 | 2,1707 | 1,17234 | 3,0244 | 2 |
| 3,063 | 1,39293 | 2,0976 | 1,48980 | 3,0732 | 3 |
| 5,061 | 1,51456 | 2,6098 | 0,89443 | 4,0000 | 4 |
| 3,248 | 1,10432 | 1,9268 | 1,39468 | 2,8293 | 5 |
| 2,284 | 1,45124 | 2,5122 | 1,35115 | 3,2195 | 6 |
| 5,437 | 1,14870 | 1,9268 | 1,36104 | 3,4390 | 7 |
| 2,792 | 1,54919 | 3,0000 | 1,45585 | 3,9268 | 8 |
| 4,600 | 1,50649 | 3,0732 | 0,78243 | 4,2927 | 9 |
| 3,957 | 1,38282 | 2,7073 | 1,23614 | 3,8537 | 10 |
| 5,991 | 1,37796 | 2,5854 | 1,03004 | 4,1951 | 11 |
| 6,011 | 2,5122 | 2,5122 | 1,08369 | 3,9756 | 12 |
| 3,635 | 1,59687 | 3,0000 | 1,23614 | 4,1463 | 13 |
| 4,127 | 1,31223 | 2,6829 | 1,25620 | 3,8537 | 14 |
| 8,343 | 1,08144 | 1,9268 | 1,36418 | 4,1951 | 15 |
| 3,540 | 1,64020 | 2,9024 | 1,11803 | 4,0000 | 16 |
| 2,208 | 1,55626 | 3,3171 | 1,10652 | 3,9756 | 17 |
| 2,215 | 1,67259 | 3,0488 | 1,29445 | 3,7805 | 18 |

| | | | | | |
|-------|---------|--------|---------|--------|-----------|
| 2,873 | 1,61283 | 3,2683 | 1,10817 | 4,1463 | 19 |
| 4,425 | 1,55822 | 3,1463 | 1,09767 | 4,4634 | 20 |
| 3,833 | 1,60942 | 2,9024 | 1,24890 | 4,1220 | 21 |
| 3,700 | 1,68241 | 3,3415 | 1,05171 | 4,4878 | 22 |
| 5,220 | 1,55705 | 3,0244 | 0,95189 | 4,5122 | 23 |
| 7,719 | 1,37796 | 2,5854 | 0,81000 | 4,5122 | 24 |

Scale Stability:

Stability means the consistency of the scores obtained by the examinees if the test or scale is applied to them more than once (Al-Zawba'i, 1981: 45) to calculate the scale's stability. The researcher pulled the answers (100) forms at random from the statistical analysis sample and extracted the stability by retesting and the alpha-Cronbach equation For the purpose of ensuring the accuracy of the stability of the scale.

A- Retest method: The scale was applied to a random sample of (100) individuals who were selected from the statistical analysis sample. The difference between the first application and the second application was two weeks, and the Pearson correlation coefficient was calculated between the degrees of the two applications, so the reliability coefficient was (0.82), which is a good stability coefficient. .

B - Alpha-Cronbach equation: To extract stability with this equation, the scores of each of the scale's paragraphs were calculated and collected, and the total variance of the scale's degrees was calculated, and the stability was (0.84) and it was considered an appropriate stability coefficient, as Al-Bayati mentioned that a coefficient of (0.75) or more is considered good. (Al-Bayati, 1985: 152).

Statistical means

In order to achieve the objectives of the current research, the researcher adopted the statistical package for social sciences (SPSS) in all the statistical treatments in the procedures for building the scale and extracting the results.

Chapter Four:

This chapter includes the results of the current research and the procedures it went through to achieve the goal of the research, and also includes a discussion and interpretation of those results in accordance with the theoretical framework and previous literature approved in the research, then coming up with recommendations and proposals related to the current research and according to what was extracted from the results.

1-The role of the educational counselor in solving the problems facing students from the point of view of school counselor.

Table (7) shows the arithmetic means, standard deviation, and the calculated and tabulated T-value

| Significance level at 0.05 | T value | | Degree of freedom | Theoretical mean * | standard deviation | Arithmetic mean | Number of sample members |
|--------------------------------------|---------|------------|-------------------|--------------------|--------------------|-----------------|--------------------------|
| | Tabular | Calculated | | | | | |
| Sig. in favor of the arithmetic mean | 1.96 | 20.09 | 199 | 72 | 9.30 | 85.06 | 200 |

Since the calculated t-value (20.09) is greater than the tabular t-value of (1.96) at the level (0.05) and with a degree of freedom (199), it will indicate that the difference is statistically significant in favor of the arithmetic mean of the sample and that it is a significant difference that is not caused by the chance factor and Table No. (7), as seen above this. The literature confirmed that the solution to the problem is to make the counselor practice a new role that is effective and organized with his experiences, learning topics, and adaptive academic life fields.

2- The difference in the role of the educational counselor in solving the problems facing students according to the gender variable: There are no statistically significant differences in the responses of the members of the research sample to the level of significance (0.05) for the gender variable (male - female), the results were as reflected in Table No. (8):

Table No. (8)

It shows the results of the t-test for two independent samples according to the gender variable (male – female).

The arithmetic mean, standard deviation, and the calculated and tabulated T-value to find out the difference between the sex variable (male, female).

| Significance 0,05e | T-value | | Degree of freedom | Standard deviation | Arithmetic mean | Sample size | gender variable |
|--------------------|---------|------------|-------------------|--------------------|-----------------|-------------|-----------------|
| | Tabular | Calculated | | | | | |
| Not significant | 1.96 | 0.569 | 198 | 10.05 | 84.69 | 100 | Male |
| | | | | 8.53 | 85.44 | 100 | Female |

□ Theoretical mean of the instrument = lowest score + highest score /2

$$72 = 2 / (120 + 24) =$$

To find out the difference between male scores, the arithmetic mean for males was (84.69) and with a standard deviation of (10.05), while the arithmetic mean for females was (85.44) and with a standard deviation of (8.53). When using the t-test for two independent samples (t-test) it appeared that the calculated T-value reached (0.569), which is smaller than the tabular t-value of (1.96) at the significance level (0.05) and the degree of freedom (198), which indicates that there are no statistically significant differences according to the gender variable (male - female). This result is natural, because problem solving is carried out according to steps, namely feeling a problem, analyzing the problem, collecting data, and suggesting alternatives.

3-The difference in the role of the educational counselor in solving the problems facing students according to the service variable from (1-5) and (6- and more): there are no statistically significant differences in the responses of the research sample members at the level of significance (0.05) according to the variable years of service (1-5, 6 and more), the results were as reflected in Table No. (9), which shows this.

Table No. (9) The T-test shows two independent samples according to years of service (1-5-6) and above

| Significance 0,05 | T-value | | Degree of freedom | Standard deviation | Arithm-etic mean | Sample size | Years of service |
|-----------------------------|---------|------------|-------------------|--------------------|------------------|-------------|------------------|
| | Tabular | Calculated | | | | | |
| Not significant | 1.96 | 1.163 | 198 | 9.40 | 85.83 | 100 | 5-1 |
| | | | | 9.19 | 84.30 | 100 | 6-or more |

The statistical analysis of the data showed that the arithmetic mean for the years of service (1-5) amounted to (85.83) and with a standard deviation of (9.40), while the arithmetic mean of the years of service (6 and above) amounted to (84.30) and with a standard deviation of (9.19), and when using the t-test for two samples.

Two independent (t-test) It appeared that the calculated t-value amounted to (1.163), which is smaller than the tabular t-value of (1.96) at a significance level (0.05) and a degree of freedom (198), which indicates that there are no statistically significant differences according to the variable years of service . The explanation for this result is that problem solving is a mental and cognitive activity that proceeds in organized and organized mental cognitive steps for all individuals.

Recommendations:

1-Established training programs to enhance the concept of problem solving among educational counselors.

2-The necessity of training educational counselors on counseling skills as problem-solving skills by the Directorate of Educational Guidance in the Ministry of Education.

3-Providing the Directorate of Educational Guidance in the Ministry of Education with a booklet for steps to solve problems by the Guidance Department in the College of Basic Education.

Suggestions:

To complement the aspects of the current research, the researcher suggests conducting the following research

1-Problem-solving skill and its relationship to psychological health among educational counselors.

2-Building a training program to develop the problem-solving skill of educational counselors.

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