



Research Article

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Middle School Students Attitudes Toward Educational Counseling Services Provided in Jordanian Schools

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Abstract

This study aimed to identify the attitudes of middle school students towards the educational counselling services provided in Jordanian schools and to reveal whether their attitudes towards the counselling services are affected by the variables of gender and place of residence. It also sought to predict middle school students' attitudes toward the counselling services provided in Jordanian schools through the study's psychometric and demographic variables. A total of (820) male and female middle school students in Jordanian schools participated in the study during the second semester of the academic year (2023/2024) and were selected using a random method. The study tool (questionnaire) was applied to measure students' attitudes toward the counselling services provided. The study findings revealed that students' attitudes towards the counselling process ranked highest, followed by their attitudes towards the counsellor (second place) and the counselee (third place). Regarding the study samples' overall performance on the study tool, they exhibit a typically positive attitude towards the educational counselling services offered in Jordanian schools. Furthermore, it was found that there were statistically significant differences between the averages of the participants' attitudes towards the educational counselling services provided in Jordanian schools attributable to the variable of the place of residence favouring the category of those residing in (the village). No significant statistical gender differences between the averages of the participants' attitudes towards the educational counselling services provided in Jordanian schools were observed. Finally, based on the results of this study and the literature reviewed, the researcher proposed a set of practical procedures to be applied.

Keywords: attitudes, educational counselling services, Jordanian schools, middle school students

1. Introduction

The Jordanian Ministry of Education introduced educational counselling services in 1969. Later, the Directorate of Public Education established the Educational Counselling Department. The Department of Educational Counselling started focusing on vocational guidance in 1980. Counsellors were trained in methods, strategies, and techniques of vocational guidance to provide counselling services to Jordanian school students regarding sound academic planning, decision-making, available opportunities for education and employment, and information sources (Jassem, 2000).

Generally speaking, the goals of educational counselling, which is achieved through the services provided by the school counsellors, are to primarily ensure that students grow soundly, identify their

capabilities and enhance them, create a harmonious relationship between students and their surroundings, foster environmental adaptation, address crises and emergencies that arise in the school setting, and promote their psychological health to achieve comprehensive development in the instructional process (Ramzi, 2004).

Students' attitudes towards the educational counselling services provided in schools typically play a pivotal role in the procedures and components of the counselling process within the school system (the counselling process, the counsellor, the counselee, the school system, and the administration). These attitudes primarily determine students' interest or reluctance to seek these services and benefit from them. Therefore, the current study aims to highlight the subject of middle school students' attitudes toward educational counselling services provided in Jordanian schools, to identify the nature of their attitudes because of their importance in improving the student's academic environment and their future attitudes and to provide programs that enhance these attitudes. Therefore, the study also aimed to find out the extent to which these attitudes are affected by psychological and demographic variables.

2. Problem Statement and Importance

The subject of the attitudes of middle school students toward educational counselling services provided in Jordanian schools is considered one of the subjects that have received considerable attention in psychology and educational counselling due to its importance in identifying the attitudes of this group of students and in enhancing positive attitudes and modifying negative ones.

It has been observed that some educational counsellors in the educational field carry out tasks that are not related to their supposed role in the educational system due to the lack of clarity in their duties or that they are assigned other tasks that are not related to guiding students, which has negatively affected students' attitudes toward educational counselling services. It was noted that their communication with students was at a very low level, which had a negative impact on the reality of providing educational counselling services to the students.

The current study gains its importance from the topic that it deals with, which is the attitudes of middle school students towards the educational counselling services provided in Jordanian schools and the extent of their acceptance of them, given the paramount importance of these responses in determining students' responses to educational counselling services. Thus, this study is considered an applied procedural attempt to provide data that helps in planning the development of educational counselling services programs in Jordanian schools through preparing and implementing counselling programs based on scientific foundations to improve the quality and level of educational counselling services. The researcher also hopes that the results of this study will serve as an addition to the psychological and counselling literature and enrich local and global psychological literature.

3. Study Questions

This study sought to identify the middle school students' attitudes toward educational counselling services provided in Jordanian schools and the extent to which their attitudes are affected by the study variables. Specifically, this study attempted to answer the following questions:

1. What are middle school students' attitudes towards the educational counselling services provided in Jordanian schools?
2. Are middle school students' attitudes towards the educational counselling services provided in Jordanian schools affected by the variables: (gender, place of residence)?

4. Objectives of the Study

The current study aimed to identify middle school students' attitudes towards the educational counselling services provided in Jordanian schools and to reveal whether there are differences in their

attitudes towards educational counselling services due to gender and place of residence. It also aims to predict middle school students' attitudes toward the counselling services provided in Jordanian schools through the psychometric and demographic study variables.

5. Theoretical and Operational Definitions

Attitudes: It is a psychological tendency expressed by evaluating a specific topic with one degree or another of preference, non-preference, support, or rejection. This evaluation includes cognitive, affective, and behavioral components (Farghaly, 2005). Operationally, it is the score obtained by the respondents (the middle school students in Jordanian schools) to the study tool in its overall significance and sub-dimensions.

Middle school students: (preparatory students) are in the second educational stage, as the educational system in Jordan includes three stages (primary, preparatory, and secondary). This stage links primary and secondary education in its three academic, vocational, and technical branches (Imam, 2017). Operationally, they are defined as middle school students in Jordanian schools from the original study population who responded to the applied tool in the current study by analyzing the results and coming up with an interpretation of those results and the proposed recommendations in light of the topic and field of interest of the study.

Educational Counseling Services: These are the services that will provide the best atmosphere and appropriate climate to make the student understand himself and to help in solving his problems and satisfy his needs so that he can adapt to his society and surrounding environment, given that an individual's growth is not measured by the extent to which he is free of problems as much as it is measured by the extent of his ability to adapt in all its forms (Al-Ghamari and Al-Taie, 2008). In the current study, the school counselor provides all the educational counseling services to middle school students in Jordanian schools to satisfy their various needs. They are measured by the degree the respondent obtains on the study tool.

6. Limitations of the Study

The results in the current study are generalized to a sample of middle school students in Jordanian schools during the second semester of the academic year (2023/2024). The generalization of the results is also limited to the tool used in the current study and its psychometric properties.

7. Theoretical Literature

Although attitudes overlap with specific psychological processes like tendencies, motives, psychological preparations, and values, social psychologists have differing definitions of what constitutes an exact attitude. They define attitudes as a latent variable that mediates both the stimulus (the object of the attitude) and the apparent response (behaviour). Allport (1935) described attitude as a psychological and nervous state of readiness or preparedness that is controlled by an individual's experience and has a dynamic impact on how that individual responds to events and subjects that elicit this reaction (Bani Jaber et al., 2006). Individuals' lives are significantly impacted by their attitudes. A person cannot maintain his life properly without having certain attitudes that he supports, embraces, and feels passionate about. Attitude stability and constancy within an individual may later constitute a significant component of his personality (Eid, 2005).

Social psychologists have shown considerable interest in studying attitudes. They have developed multiple systematic approaches to measure, analyse, and infer psychological and social attitudes. Measuring psychological and social attitudes contributes to predicting future behaviour. It also helps in knowing the factors influencing its emergence, formation, stability, and development. On the other hand, it enables the scholar to understand slow, gradual, or rapid changes in attitude (Al-Atoum, 2018).

According to Al-Khatib (2013), achieving an individual's physical, psychological, and mental health and social and professional compatibility are the main objectives of educational counselling services offered in schools. This is achieved by fostering the student's ability to self-learn, supporting his potential growth, self-awareness, and comprehension of his situation to prepare him for future challenges, and satisfying his needs to help him reach the highest social and psychological maturity levels.

Furthermore, Al-Khatib (2013) contend that school counselling services contribute to compatibility between the student and his environment, preventing him from falling into problems and enhancing the student's constant readiness to reach the maximum possible degree of self-understanding and develop a positive self-image. Furthermore, it aims to improve the educational process by promoting motivation, taking into account the student's inclinations and abilities when assisting with the vocational selection process in light of the needs of the cultural society and ultimately achieving acceptable and necessary levels of mental health among students as well as social, personal, and professional compatibility in them.

In general, among the duties of the school counsellor, through which he provides the practical scope of educational counselling services, is to clarify the nature of his counselling work to the school administration, the teaching staff, the students, and their parents at the beginning of each academic year, and to develop a comprehensive plan for his work in each semester in light of the needs of the students and the teaching staff, and to implement the plan logically. He also has to evaluate the plan in cooperation with the administration, faculty, and parents, conduct individual interviews, provide the necessary consultations, follow up on students' academic achievement, and work to increase their motivation towards learning.

It is also the responsibility of the school counsellor to coordinate, organise, and plan parent-teacher council meetings in cooperation with the school and its administration, provide professional and educational guidance for students, and coordinate with the school administration to hold seminars and courses with preventive and developmental goals. As well as preparing guidance bulletins that address topics of interest to students, following up on cases of repeated absence among students, the counsellor's participation in school activities that work to develop the students' inclinations and abilities and achieving their goals, and finally the school counsellor has a primary role in engaging in health services programs by identifying students' health problems and diseases students suffer from and develop treatment and preventive programs for them (Abu Asaad, 2013).

As a result, since attitudes about educational counselling services ultimately affect whether students are interested in or resistant to certain aspects of the counselling process inside the school system, such attitudes are crucial in understanding how students feel about those components. The scale's components developed for this study's purposes will be used to gauge students' views about the educational counselling services offered in schools. As a result, the overall score that a student respondent receives after answering every question on the scale represents the subjects' attitudes regarding the educational counselling services offered in schools. The higher the respondent's score on the scale conveys that his attitude toward the educational counselling services provided in the school is positive, and the lower his response score on the scale indicates student has a negative attitude towards the educational counselling services offered at the school.

8. Previous Relevant Studies

Numerous prior studies that examined school students' attitudes towards psychological and educational counselling and the services offered to them were found to be associated with a number of other variables. These studies were conducted at different levels. We will present them in chronological order, from oldest to newest. Rajab (1977) aimed to determine the extent to which secondary school students accept the educational counselling process and the role of the counsellor in those schools. The study sample consisted of (556) male and female students distributed over two groups of secondary schools. The first group has a counsellor who provides counselling services; the

second group has no counsellor and does not provide guidance services. It was observed that (62%) of the respondents have a medium or high level of acceptance of the educational counselling process and the role of the counsellor in it and that (38%) of them have a low level of acceptance of the educational counselling process and the role of the counsellor in it. The results also showed that the gender factor did not have a statistically significant effect on the study sample's acceptance of the educational counselling process and the role of the counsellor. The results also showed that the average performance of the female group in schools that did not provide counselling services was higher than in schools that had these services, in contrast with the male group.

Abu Hardan (1983) sought to study the effect of achievement, specialisation, and gender on the extent to which students accept counselling services. The study sample consisted of (360) male and female high school students. The study results revealed a connection between the student's academic level and their specialisation with the extent of their acceptance of the counselling service. The results also indicated that students in the literary and commercial specialisations achieved higher rates on a scale of attitudes toward accepting counselling services. However, no statistically significant gender differences were found.

Huang (1996) conducted a study to examine the attitudes of high school students from Southeast Asian immigrants toward school counselling. The study sample consisted of (403) high school students, including (178) Caucasian students, (73) students from Southeast Asia, and (152) students of other ethnic origins. The results indicated that the main group was more willing to engage in school counselling to solve problems than the Southeast Asian group and were more likely to discuss personal concerns and emotional issues. The Southeast Asian group was more likely to seek guidance on professional and academic concerns than on problems that could be emotional or require self-disclosure.

Dick (2002) also conducted a study aimed at revealing the attitudes of high school students toward counselling. The study sample consisted of (232) students from a multicultural school in California. The study's results revealed that students' attitudes toward counselling were positive. Females' attitudes were more positive than males' attitudes toward counselling, with a statistical significance. Catholic students were less favourable in their attitudes toward counselling than Jewish students or students who had no religious preferences. As for the attitudes of students whose parents divorced, they reported more positive attitudes than those living with ordinary families, and the attitudes of students whose mothers had a university or postgraduate education were somewhat more positive toward counselling than those whose mothers had less education.

Al-Sammadi and Hamidat (2008) conducted a study to identify the nature of secondary school students' attitudes in schools in the Irbid Governorate towards counselling and the extent to which they were affected by some variables. A total of (823) male and female students were recruited. It was revealed that there is a positive attitude towards counselling and that the attitudes of secondary school students in Irbid schools towards counselling were affected by the academic stream variable favouring students in the scientific stream. Students' attitudes towards counselling were also affected by the place of residence, favouring students residing in the village. Their attitudes were also affected by previous counselling experiences, favouring those who Haden gage din the counselling process over those who had not. In contrast, students' attitudes toward counselling were not affected by the variables of gender and academic average for the previous academic year.

The present research employed a methodology akin to prior pertinent investigations, utilising a study population, sample, and instrument tailored to the current study's topic. However, it contradicts the earlier study's findings about students' perceptions of the dependent and independent variables related to educational counselling services offered in schools. This suggests that more research in this area is needed. This study was carried out because, to the best of the researcher's knowledge, not many earlier studies addressed the subject or field of the current research.

The current study is thought to differ from earlier pertinent studies because it chose and identified a sample (preparatory school students) distinct from earlier relevant study samples in

terms of time and place of residence and because the study sample members are representative of the original study population. The current study provides a theoretical framework rich with a wide range of information, which provides a comprehensive picture for specialists and readers.

9. Methods and Procedures

A description of the study's methodology, population, sample, instruments, variables, and statistical processing techniques are all included in the procedures section. The preparation of the study tool involved testing it on preliminary study population samples to guarantee its psychometric properties (validity, reliability), after which the study population and sample were identified. The research instrument was used in the second semester of the academic year (2023–2024). After that, the data was entered into a computer, the findings were retrieved, and a list of suggestions was provided.

9.1 Study Approach

The descriptive analytical approach was employed in this study because it suits the subject and objectives of the present research and the nature of the variables and data used in the current study. To ascertain the relationship between these factors and the degree of that relationship, it goes beyond simply gathering descriptive data about the study's subject; instead, it diagnoses, analyses, links, and interprets the data. Digitally expressing it and concluding the research topic that the current study is focused on.

9.2 Study Population and Sample

The current study population comprises all middle school students in Jordanian schools during the second semester of the academic year (2023/2024). However, the sample consisted of (820) male (405) and female (415) middle school students in Jordanian schools.

Regarding the place of residence, the sample includes (378) male and female students who reside in a city and (411) male and female students who reside in a village. However, participants with an unidentified place of residence amounted (31) male and female students. The sample was selected using a random method and was classified according to their responses to demographic variables, gender, and place of residence (city/ village). Details are presented in Table (1) below:

Table 1: Distribution of the study sample of middle school students in Jordanian schools according to demographic variables (gender, place of residence)

Demographic variables	The Number	Percentage
1. Gender:		
Category of male students in the preparatory stage in Jordanian schools:	405	% 49.4
Category of female students in the preparatory stage in Jordanian schools:	415	% 50.6
Total	820	% 100
2. Place of residence:	The Number	Percentage
Category of middle school students in Jordanian schools by category of place of residence and housing (city):	378	% 46.1
Category of middle school students in Jordanian schools by category of place of residence and housing (village):	411	% 50.1
Category of middle school students in Jordanian schools by category of place of residence and housing (not specified):	31	% 3.8
Total	820	% 100

9.3 Study Tool

A questionnaire developed by Al-Sammadi and Hamidat (2008) was utilized in this study to measure students' attitudes toward the counseling services offered by Jordanian schools, including two main parts: the first part includes personal information about the respondents such as gender, place of residence (city/ village). The second part consists of (32) negative and positive items measuring students' attitudes towards the counseling services provided under three dimensions: attitude towards the counselors, attitude towards the counseling process, and attitude towards the counselee. The factorial validity, content validity, and construct validity of the original form of the instrument were verified, as well as its internal consistency and reliability. The internal consistency coefficients according to the Cronbach Alpha equation of the original form for the dimensions ranged between (0.59 - 0.83). In the study of Al-Sammadi and Hamidat (2008), the internal consistency coefficients for each of the three dimensions, as well as for the instrument as a whole, ranged between (0.64 - 0.84), and the overall reliability coefficient was (0.90).

The validity of the study tool was verified in the present study using two different approaches. The first method was content validity, in which the scale was given to six arbitrators with backgrounds in educational and psychological counselling to ascertain the inter-rater reliability of the study instrument. They were asked to rate the items' clarity and relevancy. In addition, the arbitrators' comments which included whether or not they were unanimously accepted by 75% of the arbitrators and any other reasonable recommendations, even if a single arbitrator made them were considered. The changes were limited to word replacements and statement reformulations.

The second method was construct validity, and it was validated by extracting the item's correlation coefficient by applying the study tool to a sample from outside the study sample, consisting of (30) male and female students from the study population and from outside its sample. The values of the correlation coefficients ranged between (0.61 - 0.79).

Two methods were used to confirm the study tool's reliability: In the first method, the Cronbach alpha coefficient was calculated to indicate internal consistency, ranging between (0.51 - 0.81). The second method was to calculate the reliability coefficient by applying it to the same construct validity sample, which consisted of (30) male and female students. It was re-applied two weeks after the first application. The values on the dimensions ranged between (0.53 - 0.77). These values are positive indicators that can be relied upon for use. The previous study tool was used in the current study. Therefore, the reliability of the study tool can be trusted, as well as its application to the study sample.

9.4 Study Variables

The current study included the following independent variables: First, gender was represented by the categories (male - female students) of middle school students in Jordanian schools. Second, the categories (city - village - not specified) define the place of residence. The dependent variable is the attitudes of middle school students toward educational counselling services provided in Jordanian schools, which is represented by the responses of the study sample to the study tool, which aims to measure students' attitudes toward counselling in terms of its validity and reliability.

10. Results of the Study Questions and their Discussion

10.1 Results and discussion of the first question: What are middle school students' attitudes towards the educational counselling services provided in Jordanian schools?

To answer this question, weighted means of the middle school students' responses towards counselling services offered in schools were calculated for the three dimensions: attitude towards the counsellor, attitude towards the counselling process, and attitude towards the counselee, as well as

the total score as an indicator for the responses. The standard deviations were calculated to indicate the consistency in their attitudes towards the educational counselling services offered in Jordanian schools. Results are shown in Table (2):

Table 2: Weighted arithmetic means and standard deviations for the responses of the study sample of middle school students to the sub-dimensions of the tool and the study tool as a whole (n= 820) towards their attitudes to the educational counselling services provided in Jordanian schools

N	Sub-dimensions of the study tool	Percentile rank	Mean	Std,	Number of paragraphs	Attitude of middle school students
2.	Attitudes towards the counseling process	1	3.58	0.65	11	Acceptable positive
1.	Attitudes towards counselors	2	3.55	0.65	15	Acceptable positive
3.	Attitudes towards counselee	3	3.43	0.57	6	Neutral
Attitudes of middle school students toward educational counseling services provided in Jordanian schools, based on the study instrument as a whole (N= 820)			3.54	0.58	32	Acceptable positive

The results of the statistical analysis presented in Table (2) revealed that the second dimension, the attitude towards the counseling process, ranked first, as its arithmetic mean was (3.58), within an acceptable positive attitude, and that the second dimension, the attitude towards the counselor, came in second place, with a mean of (3.55), within an acceptable positive attitude. The third dimension, the attitude towards counseling, ranked third with an arithmetic mean of (3.43) within a neutral attitude. The overall mean of the respondents' performance on the instrument was (3.54) and a standard deviation (0.58). This indicates that respondents have an acceptable positive attitude towards counseling services. Since educational counselling services are a feature of every school and the Jordanian educational system has long worked to develop and consolidate positive attitudes towards these services, the researcher believes that students' positive attitudes towards the counselling services offered in Jordanian schools have been instilled in them through successive stages and years of study, in addition to the improvement in the quality of educational counselling services provided as a result of training and certification programmes meant to boost educational counsellors' professional competence.

The researcher believes that because the demand for educational guidance services did not reach the desired degree, the discrepancy in attitudes in the responses of the participants arises from the reality of society's evaluation of educational counselling services and the student's confidence in the counsellor's professionalism to solve the problems they face. The researcher attributes this result to society's view of every person who consults an educational counsellor as a psychologically incompatible person, meaning that the trend toward educational counselling services among students is related to the intellectual aspect and does not reflect the behavioural element of the desired and acceptable level, because it does not necessarily lead to every belief. To work according to the dictates of that belief in the concept of educational counselling services as a whole and to focus on the counselled. The result of this question partly agrees, based on the sample and tools, with the results of the studies (Rajab, 1977; Abu Hardan, 1983; Huang, 1996; Dick, 2002; Al-Sammadi and Hamidat, 2008). The researcher contends that all agreement in the previous studies presented is that the populations and samples for those earlier studies were from secondary school students only, according to the researcher's knowledge. Still, the population and sample recruited in the current study are middle school students, which differs from the other populations and research samples mentioned in previous studies. Thus, this makes the current study more distinctive, modern and original.

10.2 Results and discussion of the second question: Are middle school students' attitudes towards the educational counseling services provided in Jordanian schools affected by the variables: (gender, place of residence)?

To answer this question, the means and standard deviations were computed to determine the level of the attitudes of middle school students toward educational counseling services provided in Jordanian schools on the dimensions of the study tool, which are the attitude toward the counselor, the attitude toward the counseling process, and the attitude toward the counselee, as well as on overall score of the study instrument according to the demographic variables: gender (male student category, female student category), and place of (city, village, not specified). Details are presented in Table (3).

Table 3: Means and standard deviations of total scores according to demographic variables of middle school students' attitudes toward educational counseling services provided in Jordanian schools

	Demographic Variable	Categories	Mean	Std.	The Number
	Middle school students' overall attitudes toward educational counseling services provided in Jordanian schools	gender	Male student category	112.93	17.76
Female student category			112.45	18.71	415
Place of residence		Student category Place of residence and accommodation (city)	112.40	21.46	378
		Student category Place of residence and accommodation (village)	115.08	17.04	411
		Category of students Place of residence and accommodation (not specified)	106.84	18.20	31

The results presented in Table (3) revealed significant differences between the arithmetic means on the overall score of the study instrument and in light of the study variables (gender, place of residence). These differences are statistically significant at the level of statistical significance ($\alpha = 0.05$). A five-point analysis of variance was conducted. Results are shown in Table (4):

Table 4: Results of the five-point ANOVA for the study tool as a whole according to the responses of middle school students regarding the educational counseling services provided in Jordanian schools for the study's demographic variables (gender, place of residence)

Dependent variable	Source of variance	Sum of square	Degree of freedom	Means square	Calculated (F) value	Statistical significance	Practical significance
Overall attitudes of middle school students toward educational counseling services provided in Jordanian schools	gender	18.609	1	18.609	0.059	0.830	0 %
	Place of residence	2589.769	2	1294.885	*4.035	0.01	1 %
	error	2170.540	817	437.83	—	—	—
	overall	2608.378	820	—	—	—	—

At the level of statistical significance ($\alpha=0.05$)*

The results presented in Table (4) exhibit statistically significant differences at the level of statistical

significance ($\alpha = 0.05$) between the arithmetic mean attributable to the study's demographic variable (place of residence) and its three categories (city, village, not specified). A Tukey' test for post-hoc comparisons was conducted to identify the sources of differences between the arithmetic means of the attitudes of middle school students towards the educational counseling services offered in Jordanian schools, in light of the variable of place of residence (city, village, not specified). Results are detailed in Table (5):

Table 5: Tukey test results for middle school students' attitudes toward educational counseling services provided in Jordanian schools according to the study's demographic variable (place of residence)

Place of residence	Mean	City	Village	Not specified
		113.20	114.05	106.43
City	113.20	—	—	—
Village	114.05	—	—	**
Not specified	106.43	—	—	—

**At the level of statistical significance ($\alpha=0.05$)

The results presented in Table (5) reveal statistically significant differences favoring middle school students living in (the village) compared to middle school students living in the (not specified) location; however, the difference between the arithmetic means was (7.62) on the overall score. A statistically significant difference was observed favoring middle school students living in the village compared to those who live in other places except the city, such as camps. It is emphasized that the attitudes of middle school students living in the village towards the educational counseling services offered in Jordanian schools were tolerably positive and indefinite for camp residents, as their attitudes were neutral.

The researcher explains the result of this question by the fact that educational counseling services have been employed in all schools in Jordan, including villages. As for the demographic variable (males, females), the study's results found no statistically significant differences attributable to the gender variable (males, females) in middle school students' attitudes toward the educational counseling services provided in Jordanian schools. The researcher sees that the complementarity of educational counseling services and programs provided to males and females in middle school in Jordan contributed to the absence of statistically significant differences between male and female students. Both male and female students seek to benefit from counseling service programs to achieve their psychological stability and adjustment, which helps them carry out their educational and social activities flexibly. The result of this question partly agrees, depending on the sample and tools, with the results of the study (Rajab, 1977), (Abu Hardan, 1983), and (Al-Sammadi and Hamidat, 2008).

The researcher points out that, to the best of the researcher's knowledge, all of the previous studies that were previously presented had populations and samples that were limited to secondary school students. In contrast, the research population and sample in the current study are middle school students, which is different from the other populations and research samples mentioned in previous studies. And this is what makes the current study more distinctive, modern, and original. The result also differs from the results of the study (Dick, 2002), which showed that the attitudes of female high school students toward counseling are more positive than the males' attitudes toward counseling services and is statistically significant. Finally, the results of the current study were conducted on middle school students in Jordanian schools, which shows differences in age range, educational environment, curricula, educational level, or social expectations, which were reflected in the results of the current study.

11. Recommendations

Based on the literature, related studies, and the results of the current study, the researcher recommends a set of practical procedures, which are as follows:

1. Not generalizing this study's result to a population other than the sample recruited in this study.
2. Preparing technical cadres of counselors and psychological specialists to deal with students' problems in a scientific and organized manner.
3. Identifying, periodically and regularly, the attitudes of middle school students and other educational stages towards the educational counseling services provided in Jordanian schools, whether psychological, social, academic or vocational, because these attitudes are affected and change depending on the circumstances that societies are going through.
4. Conducting further studies on the attitudes of middle school students towards educational counseling services provided in schools employing other variables such as the social and economic level, teaching methods, and the academic and learning environment in general.

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