

PROBLEMS FACED BY EDUCATIONAL COUNSELORS IN THE APPLICATION: A CASE STUDY

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Abstract

The purpose of this study is to identify the problems educational counselor have while applying the case study approach. In general, and to identify the difference between them according to the gender variable (male - female), the researcher has built the scale of problems (2022) facing the educational counselor and before using the scale, its psychometric characteristics necessary and necessary to apply it to the research sample were ascertained. The research sample comprised (60) male and female school counsellors from public schools affiliated with the Department of Education Nasiriyah and the General Directorate-General for Education Thi Qar. To achieve the purpose of the study, the researcher employed the descriptive research method to collect, analyse, and interpret the results; the questionnaire served as a research instrument and a way to achieve the purpose. After assessing the sample members' questionnaires using the mean and equation of the T test for two independent samples. The most crucial finding of the study is the lack of awareness regarding the function of Rashad in education and the magnitude of its impact on society in general and the school in particular, the research concluded that the level of problems encountered by educational counsellors as a result of the implementation of the case study is more than the scale's mean score and that there are no statistically significant gender differences. There is a weakness in the relationship between the educational counselor and the parents of the students, and also the lack of allocation of a room for the educational counselor prevents him from performing his assigned work, in addition to the lack of interaction between the educational counselor and the teaching staff. It may appear that these problems have a significant impact on the functioning of the educational counsellor, given that they play a significant role in reducing or removing the presence of the educational counsellor. In addition, there were no statistically significant differences based on the gender variable.

Keywords: Problems, Educational, Counselors, Curriculum, Case Study.

INTRODUCTION

For the purpose of understanding an individual's problems, stages of life, exposure to crises, psychological and physical illnesses, and upbringing methods, the case study approach is a distinct amount of research interest. The case study is the best in-depth

analysis of a current phenomenon, and "the case is an individual or a group of individuals and is studied comprehensively and in one or more ways (Thoits, 1995). Various data are collected from multiple sources (biographies, archives, documents, records, speeches, interviews, observations, focus groups, questionnaires, etc.). Stewart (2014) asserts that the origins of the case study in the psychology and social sciences may be traced back to the Chicago School of Social Sciences, when an anthropological field study of modern university society was conducted. This methodology is utilised in the social sciences, such as psychology, as well as other disciplines, including environmental studies, social work, and education. Due to the fact that the psychological counsellor views the case study as a research method and employs a variety of strategies to diagnose the mentor's or student's conduct, the case study is considered a research methodology. There is a need to shine more light on and draw more attention to the function of an effective element in the process of breeding. In addition to his primary responsibilities of direction and evaluation, there is a factor that impacts the performance of his employment (Gable, 1994). And what the educational counsellor does by analysing the causes for the occurrence of a problem through the use of school or university or any notes taken regarding the mentor's personality (Wildman et al., 1992). The family, friends, and surrounding community are also used to obtain an approximation of the mentor's personality and to try to determine the turning point that occurred in the mentor's personality. This information is then archived and realistically analysed, and during this analysis the problem is described in a guiding manner, and the case is defined as a research method that assists the educational counsellor in comprehending the phenomenon in real-world situations (Crothers et al., 2020). Therefore, the current study will focus on identifying the challenges educational counsellors face when implementing the case study method in Thi Qar Governorate Schools.

The Problem of Study

The case study is the direct route to the origins of human problems and the style of family upbringing and crises that a person experiences from childhood to death, as well as knowledge of his past experiences, educational, educational, and health history, as well as professional experiences, including conflicts and psychological compatibility (Summerfield, 2018). Which undermines his psychological and social structure and may cause him to live in a condition of anxiety, stress, frustration, and life failure; therefore, the individual is in severe need of guidance, psychological counselling, and case study technique today. A case study is the conclusion of an in-depth analysis of a single unit, such as an individual or a community, based on the development variables in a single setting (Fiske, Henningsen & Buyx, 2019). The field of counselling is hardly devoid of numerous problems, including the problem of conducting a case study, which is the most important problem in the work of the educational counsellor, and

the lack of sufficient information provided by the mentor during the case study, in addition to the lack of family cooperation with the educational counsellor in providing him with information about their son, as well as the absence of a designated place in the application of the counselling model (Kassymova et al. 2019). There is no doubt that the educational counsellor plays the leading role in the counselling process to reach the guide (student) to the highest scientific, educational, and moral levels and to contribute to the resolution of any problems that he may face, despite the advancement of science and the widespread understanding of the educational counselor's role (Buckley & Mahdavi, 2018). There are obstacles that prevent him from reaching the guide in solving his problems by conducting a case study, and thus delivering all the efforts made to make the counselling process successful. From these premises, the researcher is sensitive because of his work in educational guidance, and the research problem is reflected in the following question:

What are the problems facing educational counselors in applying the case study?

The Importance of the Study

The fact that the case study is an important scientific method in the field of counselling, as well as an educational goal in and of itself, as well as the importance of the case study in psychotherapy and educational counselling, has emerged and occupied a prominent position among the means of data collection (Duque et al., 2020). The case study is one of the primary instruments that aid the educational counsellor in comprehending the condition of the counsellor and his relationship to his surroundings, colleagues, and family, as well as the issues that the individual experiences when exposed to crises or psychological issues. Typically, it is the responsibility of the educational counsellor (Poza-Vilches et al., 2019). A case study is not a means of obtaining information in the literal meaning of the term; rather, it is a method of acquiring information gathered through other means of case study (García-Díaz et al., 2020). Through the case study curriculum or the individual interview, the educational counsellor attempts to determine what the mentee suffers from and who requests treatment for his problem. In order to assist the mentee, the educational counsellor is provided with information, data, and the nature of his problem (Dare, Ellis & Roehrig, 2018). Educational counselors may suffer from lack of time and lack of space to conduct a case study with the counselors (Mulhern, 2020). The case study may be characterised by its comprehensiveness, analysis, and careful examination of any phenomenon, problem, or type of behaviour to be studied by a person, family, group, student, or institution, after a thorough understanding of the phenomenon or problem, serving the processes of diagnosis, treatment, psychological guidance, and educational guidance, as it is the most analytical and comprehensive means of

identifying the most significant aspects of the client and a way to prognosticate the client's future behavior (Xu, 2020). The case study is a cross-sectional analysis of an individual's life that focuses on the present and ongoing circumstances (Firew et al., 2020).

The importance of problems in the application of the case study is highlighted by the study of the consequent guidance for the behavior of the mentee. The significance of the present research is summarised as follows:

1. The importance of measuring the problems facing educational counselors in the application of the case study.
2. The results of the current study will indicate the scope of case studies in the field of counselling and serve as a guide for the educational counselor's counselling practise.

The Objectives of the Study

1. Identify the problems facing the educational counselor in applying the case study.
2. Identify the problems facing the educational counselor according to the gender variable (males - females).

The Hypotheses of the Study

1. Are there statistically significant differences in the problems facing the educational counselor in the application of the case study procedure?
2. Are there statistically significant differences in the problems facing the educational counselor in the application of the case study procedure? Attributed to the gender variable (male _ female)?

The Limitations of the Study

The current research is determined by the following:

1. **Human limits:** A selected sample of educational counselors working in secondary schools who are still continuing their counseling job.
2. **Spatial limits:** Southern Region (center of Nasiriyah Governorate).
3. **Time limits:** For the academic year 2022-2023.

Methodology

The Study Methodology and Procedures

The researcher outlines the methods utilised to meet the research's aims, which are summarised by detailing the research community, its sample, the instrument, and the statistical methods employed this as follows:

Study Population

The current research community is comprised of educational counsellors (males - females) at preparatory schools in the Directorate of Education of Thi Qar /

Department of Education of Nasiriyah for the academic year 2023-2022. There are a total of (65). As displayed in Table (1).

Table 1: Research Population and Research Sample.

Research Community	Research Sample	Mentors	Guides
65	60	30	30

Research Sample

In order for the current research sample to be representative of its original community and subject of study, it was selected in a simple random manner from the original community to be studied, with (60) Mentors and Guides, (30) mentors, and (30) Guides, and table (2) shows the sample members by school for the year (2023-2022).

Table 2: Shows the research sample.

Number of Mentors		Total
Male	Female	60
30	30	

Study Instrument

In order to achieve the objectives of the current research in the problems of applying the case study, the researcher has built a scale of the problems of applying the case study.

After obtaining the opinions of professors specialising in psychological counselling and educational and psychological sciences, questionnaire paragraphs were constructed and presented to them in order to determine their validity and suitability for the sample of the objectives of the present study, which measures the challenges educational counsellors face when applying the case study methodology.

Steps Building of Questionnaire

1. **Virtual validity:** It relates to the general appearance of the exam in terms of the sort of terminology, how it is formulated, and the clarity of this vocabulary, as well as the test instructions, their accuracy, and the degree of objectivity and precision they possess (Clark & Watson, 2019). The questionnaire was presented to a group of specialists in educational guidance and psychological sciences, numbering ten, for their opinions on the validity of the questionnaire's paragraphs. The opinions of the experts were unanimous regarding the sincerity of the scale and its appropriateness, and the percentage of agreement was ninety percent. Their amendments were taken and three paragraphs were deleted, resulting in the questionnaire's final form consisting of fifteen paragraphs. This is illustrated in Table (3).

Table 3: Shows the percentages of agreement of experts and arbitrators on the paragraphs of the scale.

Paragraph Numbers	Number Experts	Approvers	Need Adjustment	Not Approvers	Percentage
2-3-4-5-6-7-8-9-10-11-12-13-15-16-17-19-20-21	10	6	—	—	100%
1-14-18	10		9	1	%90

Measure Stability

Half Segmentation Method: Stability is a psychometric property of psychometrics in measuring what should be measured on a regular basis (Belley-Ranger et al., 2021). To find the stability of the scale of problems facing educational counselors in conducting the case study, the researcher calculated it in the following way:

- ❖ Analysis of variance and calculate Cronbach's alpha: The researcher determined the stability by assessing the variance by determining both the arithmetic mean and the standard deviation of a random sample of (30) guide and guide, and then calculating the value of the stability coefficient (87%) using the equation of Alpha Cronbach.

Statistical Methods

The researcher used the statistical bag (spss) to analyze the final data and to process the results of the research statistically, and the following statistical methods were used:

- 1. Pearson's correlation coefficient:** used to calculate stability.
- 2. T-test for one sample:** used to calculate the arithmetic mean, standard deviation and hypothetical mean of the research sample.
- 3. Percentage:** To find the percentages of expert agreement on the paragraphs of the tool.

Results

Presentation of results

Table 4: Showing the frequencies and percentages of the problems faced by educational Mentors in the application of a case study

No	Items	Always		Frequently		Occasionally		Rarely		Never	
1	I see the time factor as a major obstacle in applying the case study with the mentor	23	76.66%	4	13.33%	3	10%				
2	I find it difficult to get accurate information from the mentee about what he is experiencing.	19	63.33%	5	16.66%	6	20%				
3	I think that conducting a case study with the mentor needs experience and competence	27	90%	2	6.66%	1	3.33%				

4	I feel that to need training in applying case study techniques with the mentor.	28	93.33%	1	3.33%	1	3.33%				
5	I think that the case study is not necessary because it is different from other tasks.	22	73.33%	4	13.33%	3	10%	1	3.33%		
6	I see the difficulty of applying the case study in my mentoring work.	27	90%			2	6.66%	1	3.33%		
7	I think that conducting a case study is boring with the guide.	19	63.33%	6	20%	3	10%	2	6.66%		
8	I feel the lack of credibility of the mentee by giving enough information.	10	33.33%	11	36.66%	6	20%	3	10%	1	3.33%
9	I find it difficult to identify the problem that the mentee is experiencing when conducting the case study.	9	30%	7	23.33%	4	13.33%	6	20%	4	13.33%
10	I have little information in conducting a case study with the mentee.	8	26.66%	5	16.66%	11	36.66%	5	16.66%	1	3.33%
11	I feel unable to conduct the case study with the mentee.	6	20%	7	23.33%	9	30%	6	20%	2	6.66%
12	I think the case study is not a therapeutic approach.	7	23.33%	13	43.33%	5	16.66%	4	13.33%	1	3.33%
13	I see the difficulty of achieving the steps of the case study approach in our society accurately.	28	93.33%	2	6.66%						
14	I think the case study is not my specialty.	6	20%	7	23.33%	6	20%	10	33.33%	1	3.33%
15	I see the case study as gathering vague and useless information.	3	10%	5	16.66%	7	23.33%	11	36.66%	4	13.33%

It is noted from the data of Table (4) above out of (15) statements included in the axis of the problems faced by educational counselors in the application of the a case study by (%100). Where the study adopted obtaining (75) and more to accept the item as a reliable criterion where the statement No (4-13) (I feel that to need training in applying case study techniques with the mentor and I see the difficulty of achieving the steps of the case study approach in our society accurately), obtained the highest percentage of (93.33%) percent in the first place, and came in second item No (3-6)(I think that conducting a case study with the mentor needs experience and competence and I see the difficulty of applying the case study in my mentoring work)and by (90%). In third place came the item No (1) (I see the time factor as a major obstacle in applying the case study with the mentor) and by (76.66%), and in fourth place came the item No (5) (I think that the case study is not necessary because it is different from other tasks) and in the percentage (73.33%), and in fifth place came the item No (2-7) (I find it difficult to get accurate information from the mentee about what he is experiencing and I think that conducting a case study is boring with the guide) and by (63.33%). In sixth place came the item No (12) (I think the case study is not a therapeutic approach) and by (43.33%), and in seventh place came the item No (8-10-15) (I feel the lack of credibility of the mentee by giving enough information, I have little information in conducting a case study with the mentee, and I see the case study as gathering vague and useless information)and by (23.33%). In eighth place came the item No (14) (I think the case study is not my specialty.) and by (33.33%), and in ninth place came

item No (9-11) (I find it difficult to identify the problem that the mentee is experiencing when conducting the case study and I feel unable to conduct the case study with the mentee) and by the same percentage (30%). This finding is consistent with the study of Goodman-Scott, Hays, and Cholewa, (2018), positive Behavioral Interventions and Supports is a widely implemented, culturally responsive framework using prevention and intervention activities to promote a safe school climate and positive academic and behavioral student outcomes. The study of Ahmad, Khan and Mustaffa (2015), counsellors are increasingly burdened with administrative work in school. the study of AlKhamaiseh (2021), results of the study showed an influence of educational counsellors' role in helping students, among used variables in the study, the study of Rakauskienė and Dumčienė (2021), results of the study find out the impact of educational counseling on the alteration of athletic identity of adolescents.

Table 5: Showing the frequencies and percentages of the problems faced by educational Guides in the application of a case study

No	Items	Always		Frequently		Occasionally		Rarely		Never	
1	I see the time factor as a major obstacle in applying the case study with the mentor	19	63.33%	5	16.66%	4	13.33%	2	6.66%		
2	I find it difficult to get accurate information from the mentee about what he is experiencing.	16	53.33%	4	13.33%	7	23.33%	3	10%		
3	I think that conducting a case study with the mentor needs experience and competence	24	80%	3	10%	2	6.66%	1	3.33%		
4	I feel that to need training in applying case study techniques with the mentor.	26	86.66%	4	13.33%						
5	I think that the case study is not necessary because it is different from other tasks.	19	63.33%	6	20%	8	26.66%	2	6.66%		
6	I see the difficulty of applying the case study in my mentoring work.	29	96.33%	1	3.33%						
7	I think that conducting a case study is boring with the guide.	22	73.33%	8	26.66%						
8	I feel the lack of credibility of the mentee by giving enough information.	17	56.66%	13	43.33%						
9	I find it difficult to identify the problem that the mentee is experiencing when conducting the case study.	8	26.66%	10	33.33%	12	40%				

10	I have little information in conducting a case study with the mentee.	5	16.66%	7	23.33%	10	33.33%	7	23.33%	1	3.33%
11	I feel unable to conduct the case study with the mentee.	4	13.33%	8	26.66%	7	23.33%	8	26.66%	3	10%
12	I think the case study is not a therapeutic approach.	10	33.33%	12	40%	3	10%	5	16.66%		
13	I see the difficulty of achieving the steps of the case study approach in our society accurately.	29	96.33%	1	3.33%						
14	I think the case study is not my specialty.	3	10%	5	16.66%	8	26.66%	10	33.33%	4	13.33%
15	I see the case study as gathering vague and useless information.	3	10%	2	6.66%	6	20%	9	30%	10	33.33%

It is noted from the data of Table (5) above out of (15) statements included in the axis of the problems faced by educational counselors in the application of the a case study by (%100). Where the study adopted obtaining (75) and more to accept the item as a reliable criterion where the statement No (6-13) (I see the difficulty of applying the case study in my mentoring work and I see the difficulty of achieving the steps of the case study approach in our society accurately), obtained the highest percentage of (93.33%) percent in the first place, and came in second item No (4) (I feel that to need training in applying case study techniques with the mentor) and by (86.66%). In third place came the item No (3) (I think that conducting a case study with the mentor needs experience and competence) and by (80%), and in fourth place came the item No (7) (I think that conducting a case study is boring with the guide) and in the percentage (73.33%), and in fifth place came the item No (1-5) (I see the time factor as a major obstacle in applying the case study with the mentor and I think that the case study is not necessary because it is different from other tasks) and by (63.33%). In sixth place came the item No (8) (I feel the lack of credibility of the mentee by giving enough information) and by (56.66%), and in seventh place came the item No (2) (I find it difficult to get accurate information from the mentee about what he is experiencing) and by (53.33%). In eighth place came the item No (9-12) (I find it difficult to identify the problem that the mentee is experiencing when conducting the case study and I think the case study is not a therapeutic approach) and by (40%), and in ninth place came item No (10-14-15) (I have little information in conducting a case study with the mentee, I think the case study is not my specialty, and I see the case study as gathering vague and useless information) and by the same percentage (33.33%). In tenth place came the item No (11) (I feel unable to conduct the case study with the mentee) and by (26.66%). This finding is consistent with the study of Peel (2020), case study examples show how innovative design, qualitative data collecting,

and thematic analysis were used to analyse instructors' roles in creating self-regulated learning environments. The study of Lovrentjev (2015), the purpose of this study is to define the importance of education within the schools and particularly educational counselors. The educational program should provide the necessary knowledge and practices in order to ensure a high quality of future educational counselors in the education.. the study of AlKhamaiseh (2021), results of the study showed an influence of educational counsellors' role in helping students, among used variables in the study, the study of Henning, Gut and Beam (2018), results of the study is a how-to manual for creating and executing mentoring programmes that promote teacher education. Describe a developing technique for mentoring teacher candidates' mentees as they advance in their professions.

Discussion

Some of the present study's findings are comparable to those of a previous study by Pereira and Rekha (2017), who discovered that beginning counsellors experience professional issues such as lack of supervision, lack of a network of other counsellors, low compensation, and job insecurity. It is intriguing that starting counsellors and counsellors in general share a number of difficulties. This study found, as did Bambling et al. (2008) and Marshall et al. (2005), that counsellors experience emotional difficulties related to their employment (2016). While it is perhaps apparent why counsellors may experience such challenges, it is nonetheless noteworthy to note that counsellors in general face this issue. Probably, one might argue that the very nature of the counselling profession necessitates self-care actions by counsellors. The present study has also reached the same conclusion. There is a need for additional research to determine whether this is a concern for all counsellors in all work contexts or merely a subset of them. Although it appears that a growing number of students are learning about counselling in general, many are still hesitant to actually seek it out. Many people automatically associate psychotherapy with going to a counsellor in school. The results of the study found that educational counselors had a high level of problems in the application of the case study. Also, educational counselors differ in the level of problems applying the case study according to the gender variable (males – females) and in favor of females. It is also noteworthy to note that in addition to the absence of licencing authority, the time element as a key barrier, the requirement for accurate knowledge, expertise, and competence, as well as the necessity for training, the counsellors have other responsibilities. These issues might only arise in Iraq. Setting-specific challenges include a lack of oversight, inadequate pay for a large task, and ethical concerns. Teachers and counsellors in Iraqi schools get poor salaries. Although it appears that a growing number of students are learning about counselling in general, many are still hesitant to actually seek it out. Many people automatically associate psychotherapy with going to a counsellor in school.

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