

The Level of Student Counseling Services and their Relationship with School Adjustment among Secondary School Students in the Kingdom of Saudi Arabia

Dr. Wael Nasser Abdullah Almogbel

Department of Education and Psychology, Faculty of Education, Najran University, Kingdom of Saudi Arabia

Abstract

The study aimed to explore the level of student counseling services and school adjustment among secondary school students and their correlational relationship between them. To achieve the objective of the study, the descriptive approach was used. The sample of the study consisted of (956) second year male students at the secondary stage, who were chosen from the city of Abha in the Kingdom of Saudi Arabia. Two questionnaires developed by the researcher were used to measure the levels of student counseling services and students' school adjustment. The findings showed that the level of student counseling services at secondary schools and the level of school adjustment among secondary school students from the point of view of the study sample were moderate. Also, the findings showed a positive, statistically significant, correlation between the level of student counseling services and school adjustment among secondary school students. In the light of the findings, the study recommends that school principals and educational counselors in secondary schools should pay attention to providing support to develop the level of counseling services at secondary schools as well as school adjustment among students.

Key Words: Student Counseling Services, School Adjustment, Secondary Stage, Kingdom of Saudi Arabia.

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I. INTRODUCTION

Counseling is a constructive process that aims to help the student understand himself and study his personality, know his experiences, and identify his problems and capabilities in order to solve them in the light of his knowledge, desire, education, and training to achieve his goals in mental health and personal, educational, professional, and family compatibility. Thus, student counseling is provided through a range of services: academic, psychological, and social.

Counseling aims to develop the self-concept of students being more motivated, positive, self-accepting, knowing their strengths, and weaknesses and working on developing them, the development of the concept of human relations, and communication skills with others (Richards and Vigano, 2012). Also, it aims to develop their leadership skills and sense of social responsibility, improve the level of school performance and academic and non-academic achievement, and develop skills for solving conflicts and problems, decision-making, and methods for reducing stress and anxiety (AbuAsad, 2011).

Based on the aforementioned, the concept of counseling need appeared. It expresses the student's desire to express his problems in an organized manner in order to satisfy his various needs that he could not satisfy on his own, since he did not discover them, or that he discovered them and could not satisfy them. That makes him need organized counseling services to teach him how to satisfy these needs, or adjust to losing them, so that he can achieve school adjustment (Arreehani, Azzreeqat, and Tanoos, 2010). Hence, the role of counseling services is to assist the student in school adjustment with the teacher, his classmates, curriculum, and school activities (Mustafa, 2018).

School counseling services have become the focus of the Ministry of Education in the Kingdom of Saudi Arabia, as it aims to provide social care for students. Undoubtedly, paying attention to this humanitarian aspect helps take advantage of the learning opportunities offered by the Ministry for each category of students at their different levels, characteristics, and individual differences. Therefore, there is a great and urgent need to care about psychological, educational, social, and professional student counseling services in public education schools, particularly secondary school students (Alharthy, 2020).

Students in teenage, particularly at this secondary stage, face multiple stressful factors. During this period, a change occurs in the biological status of the individual, teenager's focus on himself and his

preoccupation increases, his sensitivity to criticism of others increases, and the identity of the individual is formed during this stage. These factors may have more pressure on him greater than his endurance abilities as he may not have the necessary and appropriate skills to deal with them, to reach positive adjustment. Hence, the need for specialized counseling services emerges (Abu Ghazal, 2014). Behavioral problems among teenagers (secondary school students) are among the most annoying causes and the biggest concern that worry most educators like parents or teachers, principals, and educational counselors. There is a reverse relationship between teenage problems and community problems, as they affect and are affected by community problems (Alrad'an, 2017). And what increases the seriousness of behavioral problems is the unconsciously mental processes by the teenager like justification, projection, and suppression. And if he does not achieve adjustment, he moves away from being in normal conditions and approaches psychological illness. However, the more a teenager is able to solve their problems logically, the lower behavioral problems he has (Alkhalidi, 2009).

Therefore, the teenager at the secondary stage holding a negative view of his self-concept and psychological identity will eventually fall victim to disorders and behavioral and emotional problems like anxiety, rebellion, disobedience, anger, etc. unlike those who enjoy respect, self-esteem, and identity. This may lead him to develop responses against himself and society in order to prove himself and identity and achieve a desired goal, so negative behaviors appear such as violence, abuse, and school maladjustment (Arreemawi, 2014).

Therefore, the importance of school emerges as a social and educational institution, comprising several groups of society, namely students, teachers, administrators, counselors, and others. The interaction between these groups occurs through daily communication, and all of this constitutes a uniquely social system with its independent characteristics (E'tewi, 2014). School is the place in which all the basic inputs of the educational system interact with each other in order to prepare the human being to live in society. School is like a factory that polishes the student's personality through the educational processes that he conducts and interacts with throughout his enrollment. Therefore, school is seen as a social institution established by the community to play the role of education and provide the human being with knowledge, skill, experience, ability, and attitudes compatible with the degree of his growth until he turns into an effective and productive human being in his environment, playing his role properly (Qarwani, 2014). Within this institution, the importance of broadly social relations and services provided therein emerges. This ensures a social position occupied by each student among his peers, that may have a near or far impact on school adjustment, as if social relations failed, the so-called non-adjustment occurs. Non-adjustment is the idea of bad adjustment between the student and school environment. In turn, this establishes for maladjustment between the student and community in the future (Harzali and Jaber, 2018).

On the foregoing, school counseling and counseling services have a great value and goals that emerge by helping the student build his personality, positive qualities, and effectively social participation. This is only possible by providing school counseling and effective counseling services that are based mainly on rich media that provides the student with various information necessary to help him know himself in terms of his ability, inclinations, preparations, and surrounding requirements using scientific and objective methods to achieving psychological and social adjustment at school (Tajani and Dahman, 2017).

Adjustment is defined as a set of reactions based on which the student adjusts his psychological or behavioral construction to respond to conditions or fit into a new situation, and this is shown by the student entering school for the first time, so that he moves from the family community to the school community (Goyol, 2002). As for school adjustment, it is the student's normal behavior in facing the problems that occur when satisfying his psychological and social needs and establishing constructively social relations with his peers and teachers and his effective contributions to the forms of school activity (Al-Asfor, 2015).

The student seeks to adjust to and integrate with the school environment, especially with the teacher, of which he achieves psychological, social, mental, and physical stability, which makes him advanced in his education and in harmony with his peers. This school adjustment is manifested in multiple pictures such as providing psychological comfort to the student, investing his abilities and inclinations in constructing useful work and activities. Therefore, the student becomes eager to attend normally and be effective in his class, belonging to his school group through establishing relationships with his peers and teachers, participating in curricular and extracurricular activities (Obaid, 2008).

The importance of the student's school adjustment appears in the formation of positive adjustment that is a source of comfort and reassurance for the student. This can occur through the need for appreciation. Accordingly, the active and diligent student gets appreciation from teachers through doing homework very well, or providing assistance to others. This form of adjustment requires that a person be balanced and able to face difficulties and reconcile his personal needs with the requirements in his surrounding environment. Additionally, he can get appreciation through avoiding bad adjustment that involves disorders and imbalance in the student's personality (Abu Al-Aish, 2016).

In this regard, a number of previous studies was conducted on the effectiveness of counseling services at schools, including Al-Tarawneh's (2015) study, which showed that the real level of counseling services

provided to Jordanian and Syrian students at the schools of the Southern Mazarregion in Jordan was moderate. Al-Qattan's (2016) study showed that the level of counseling services provided to intermediate school students in the State of Kuwait, from their point of view, scored a moderate level of the counseling services provided to them. A study by Al-Huwaish (2017) showed that the level of counseling services highly meets the personal, social, educational, and professional demands of students of public education schools in Dammam, Saudi Arabia, with a high degree of appreciation. Al-Zahrani and Ayoub (2018) showed that the level of counseling services provided to gifted and talented students in the Eastern province of Saudi Arabia was at a high level. Al-Haythami (2020) showed that the quality level of psychological, educational, social, and professional counseling services to secondary school students from the point of view of school leaders in Education Department of Al-Qunfudhahin the Kingdom of Saudi Arabia was high. The findings of Al-Harthy's (2020) showed that the level of effectiveness of counseling services among secondary school students in Taif Governorate, Saudi Arabia was moderate.

Also, previous research was conducted on school adjustment among school students, including the Al-Asfour's (2015) study that revealed a moderate level of school adjustment among secondary school students in the State of Kuwait. Also, Khamaiseh (2016) showed that the level of school adjustment among students at the elementary stage in Jordan was moderately rated. In addition, the study of Al-Blushi and Al-Shawarib (2021) showed that the level of school adjustment among students in governmental schools in the Sultanate of Oman came moderate.

It can be concluded that the biggest failure that a student can face is placing him in the wrong place, whether from a scientific or practical aspect. Hence, the importance of school counseling and counseling services in a student's life emerges. School counseling is an importantly educational and psychological process in the educational system, and it has important dimensions and repercussions in short and long terms in the student's future project, whether educational or professional and achieving his adjustment. Therefore, this study was conducted to investigate the level of student counseling services and their relationship to school adjustment among secondary school students in the Kingdom of Saudi Arabia.

II. PROBLEM OF THE STUDY

The problem of this study emerged from the importance of the middle teenage stage (secondary stage), in which the teenager's perceptions of life begin, which differ through the experiences formed by his interaction with school environment and his social relations with school community. Hence, the counseling services provided to school students, specifically at secondary schools, have an essential role in developing the practices and behaviors of school adjustment. Therefore, the researcher conducted an exploratory study on a sample of (100) secondary school students in Asir region in the Kingdom of Saudi Arabia. The findings showed that the level of counseling services provided to secondary school students was below the educationally acceptable level. It was also shown that (65%) of the participants had a low level of school adjustment, (23%) a moderate level, and (12%) a high level. Based on these results, the problem of this study emerged, which investigated the level of student counseling services and their relationship to school adjustment among secondary school students in the Kingdom of Saudi Arabia. Specifically, the current study aimed to answer the following questions:

1. What is the level of student counseling services from the point of view of secondary school students?
2. What is the secondary school students' level of school adjustment from their point of view?
3. Is there any correlation between the level of student counseling services and school adjustment among secondary school students?

2.1 Significance of the study:

The significance of this study emerges from the importance of the topic, which is the level of student counseling services and their relationship to school adjustment among secondary school students in the Kingdom of Saudi Arabia.

The significance of the study can be summarized in the following:

-It is hoped that researchers and those interested in the field will benefit from the overview of the theoretical literature and previous studies in the field of student counseling services and their relationship to school adjustment among school students.

-It is also hoped that the decision-makers in the Ministry of Education in the Kingdom of Saudi Arabia will benefit from the findings of this study to develop counseling services and employ them at schools by student counselors in order to achieve school adjustment at secondary school stage.

-Finally, it is hoped that researchers in the field of psychology, school psychological counseling and postgraduate students will benefit from the study to open them new horizons in scientific research in this field.

2.2 Study Terminology:

The key terms of the study are defined conceptually and procedurally as follows:

-**Counseling Services:** The set of psychological, educational, and social practices provided by the counselor with the aim of helping the counselee to solve his problems, in order to achieve compatibility at the personal,

educational, and social levels (Abdulazim, 2013). Procedurally, it is a set of practices carried out by the student counselor at secondary schools in order to achieve psychological and social adjustment among secondary school students in the city of Abha in the Kingdom of Saudi Arabia, and it is measured by the responses of the study sample participants to the questionnaire developed by the researcher to achieve the objective of the study.

-School Adjustment: The normal behavior practiced by the student to face the problems arising from satisfying his psychological and social needs and achieving them by establishing natural social relations with his peers, teachers, and human cadres at school, and actively participating in school activities (Khadim, 2016). Procedurally, it is the set of normal behaviors that the student at the secondary stage in the city of Abha in the Kingdom of Saudi Arabia undertakes to adjust with his peers and teachers, and to normally practice the general behavior at school and in the classroom, and it is measured by the responses of the study sample participants to the questionnaire developed by the researcher to achieve the objective of the study.

III. INSTRUMENTS

3.1 Methodology of the Study:

To achieve the objectives of the study, the descriptive approach was used because it is the most appropriate to the nature of the current study in terms of exploring the level of student counseling services at secondary schools and the level of school adjustment among secondary school students, and then revealing the nature of the correlation between them.

3.2 Sample of the Study:

The population of the study consisted of all second-year school students at the secondary stage, estimated at about (5000) students in the city of Abha, Kingdom of Saudi Arabia, in the first semester of the academic year 2021/2022. The study sample was chosen following the simple random method. It consisted of (956) second year students at the secondary school stage in the city of Abha, Kingdom of Saudi Arabia, in the first semester of the academic year 2021/2022.

3.3 Study Tool:

To achieve the objective of the study, two instruments were used to collect the data.

First instrument: Questionnaire of the level of student counseling services

A questionnaire measuring the level of student counseling services at secondary schools was developed based on scales used in previous studies such as Al-Tarawneh (2015), Al-Qattan (2016), Al-Huwaish (2017), and Al-Zahrani and Ayoub (2018). The instrument, in its final version, consisted of (15) items split into three dimensions: academic services (items=1-5), psychological services (items=6-10), and social services (items=11-15). The participant response to the items using the symbol (√) in front of each item of the dimensions on a five-Likert scale (highly large, large, medium, low, very low). The aforementioned degrees were modified using the following weights (5, 4, 3, 2, 1).

Validity of the first instrument:

To verify the validity of the content of the instrument, it was sent, in its initial version, to ten experts with experience in counseling and educational psychology in Saudi universities. They were asked to indicate the suitability of the items to the dimensions to which they belong and to the instrument as a whole. Based on the consensus of more than (80%) of the experts, the study instrument was approved in its final version.

Reliability of the first instrument:

Two methods were used to verify the reliability of the study instrument: test-retest and Cronbach's Alpha of the instrument dimensions. First, the questionnaire was administered to an exploratory sample of (40) secondary school students twice, with a two-week timeline. Pearson's correlation coefficient was calculated between the two applications for the dimensions and ranged between (0.80-0.90) and on the whole instrument (0.91). Second, the internal consistency coefficient of Cronbach's alpha was calculated for the dimensions and ranged between (0.81-0.97) and the instrument as a whole (0.88). The coefficients were considered appropriate to achieve the objectives of the study.

The Second Instrument: Questionnaire of school adjustment

A questionnaire measuring the secondary school students' level of school adjustment was developed based on scales used in previous studies by Al-Asfor(2015), Khamaiseh (2016), and Al-Blushi and Al-Shawarib. The instrument, in its final version, consisted of (20) items split into four dimensions: student's adjustment with his peers(items=1-5), student's adjustment with teachers(items=6-10), general behavior at school (items=11-15), behavior inside the classroom. The participant responses to the items using the sign (√) in front of each item of the dimensions on a five-Likert scale (highly large, large, medium, low, very low). The aforementioned degrees were modified using the following weights (5, 4, 3, 2, 1).

Validity of the second instrument:

To verify the validity of the content of the instrument, it was sent, in its initial version, to ten experts with experience in counseling and educational psychology in Saudi universities. They were asked to indicate the

suitability of the items to the dimensions to which they belong and to the instrument as a whole. Based on the consensus of more than (80%) of the experts, the study instrument was approved in its final version.

Reliability of the second instrument:

Two methods were used to verify the reliability of the study instrument: test-retest and Cronbach's Alpha of the instrument dimensions. First, the questionnaire was administered to an exploratory sample of (40) high school students twice, with a two-week time difference. Pearson's correlation coefficient was calculated between the two applications for the dimensions and ranged between (0.82-0.91) and on the whole instrument (0.92). Second, the internal consistency coefficient of Cronbach's alpha was calculated for the dimensions and ranged between (0.85-0.93) and the instrument as a whole (0.87). The coefficients were considered appropriate to achieve the objectives of the study.

3.4 Procedures of the study:

The study applied the following procedures: First, the two instruments of the study were developed in their initial versions, then their validity and reliability were verified, and the final versions were approved, and then, the two instruments of the study were distributed to the study sample using social networking sites after converting them electronically and publishing them in an electronic link via the Google Drive application. Finally, the data was collected and analyzed using the Statistical Package for the Social Sciences (SPSS) to analyze the data. In order to judge the level of the means of the items and dimensions of the two instruments, and the two instruments as a whole, the statistical criterion was adopted using the following equation:

Range= (maximum value- minimum value) divided by the number of choices

Range= $5-1=4 \div 5= 0.8$, so the judgment of the criterion is as shown in Table (1).

Table (1)
The statistical criterion to specify the degrees of items, dimensions, and overall instruments

Mean	Degree
1-below 1.80	Very low
1.80- below 2.60	Low
2.60-below 3.40	Medium
3.60-below 4.20	Large
4.20-5	Highly large

The results were extracted, placed in special tables, and then commented on. Also, the findings were discussed and interpreted in the light of previous studies, then recommendations and suggestions were written.

3.5 Statistical Analyses:

To answer the first and second questions, means and standard deviations were used, and to answer the third question, Pearson's correlation coefficient was used.

IV. RESULTS

First Question:

"What is the level of student counseling services from the point of view of secondary school students"?

To answer this question, the means and standard deviations of the level of student counseling services were calculated from the point of view of secondary school students as illustrated in Table (2).

Table (2)
means and standard deviations of the level of student counseling services in a descending order

Order	N	Dimension	Means	Standard Deviation	Level
1	1	Academic services	3.31	0.73	Moderate
2	3	Social services	3.29	0.87	Moderate
3	2	Psychological services	3.28	0.74	Moderate
Overall conseling services			3.29	0.72	Moderate

Table (2) shows that the total score of the level of student counseling services from the point of view of secondary school students was moderate (M= 3.29, SD= 0.72). It is also clear that the means of the dimensions of the study instrument ranged between (3.28-3.31) and all of them are at a moderate level. The academic services ranked first (M= 3.31, SD= 0.73)with a moderate level followed by the social services (M= 3.29, SD=

0.87) with a moderate level. Finally, psychological services scored last (M= 3.28, SD= 0.74), with a moderate level.

Second Question:

"What is the secondary school students' level of school adjustment from their point of view"?

To answer this question, the means and standard deviations of the level of school adjustment from the point of view of secondary school students as depicted in Table (3).

Table (3)
means and standard deviations of the level of school adjustment from the point of view of secondary school students in a descending order

Order	N	Dimension	Means	Standard Deviation	Level
1	4	Behavior inside the classroom	3.73	.820	High
2	3	General behavior at school	3.72	.850	High
3	2	Student's adjustment with teachers	3.62	.830	Moderate
4	1	Student's adjustment with his peers	3.40	.680	Moderate
Overall school adjustment			3.62	.750	Moderate

As shown in Table (3), the total score of the level of school adjustment from the point of view of secondary school students was moderate (M= 3.62, SD= 0.75). Also, the table shows that the means of the dimensions of the study instrument ranged between (3.40-3.73). The dimension of the behavior inside the classroom came first (M= 3.73, SD= 0.82) with a high level followed by the general behavior at school(M= 3.72, SD= 0.85)with a high level. Student's adjustment with teachers scored third (M= 3.62, SD= 0.83) with a moderate level whereas the dimension of student's adjustment with his peers came last (M= 3.40, SD= 0.68) with a moderate level.

Third Question:

"Is there any correlation between the level of student counseling services and school adjustment among secondary school students"?

To answer this question, Pearson's correlation coefficient was extracted between the level of student counseling services and school adjustment among secondary school students as displayed in Table (4).

Table (4)
Pearson's correlation coefficient between the level of student counseling services and school adjustment among secondary school students (N=956)

Counseling services		Student's adjustment with his peers	Student's adjustment with teachers	General behavior at school	Behavior inside the classroom	Overall school adjustment
Academic services	Pearson Correlation	.667**	.711**	.540**	.675**	.686**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Psychological services	Pearson Correlation	.630**	.688**	.639**	.679**	.701**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Social services	Pearson Correlation	.692**	.789**	.571**	.700**	.729**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Overall counseling services	Pearson Correlation	.717**	.790**	.629**	.739**	.762**
	Sig. (2-tailed)	.000	.000	.000	.000	.000

*Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table (4) shows that there was a positive, statistically significant, relationship between the level of student counseling services and their dimensions, and school adjustment and its dimensions among secondary

school students. In other words, the higher the level of effectiveness of student counseling services at secondary schools, the higher the level of school adjustment among secondary school students.

V. DISCUSSION

5.1 Discussion of the results of the first question: What is the level of student counseling services from the point of view of secondary school students?

The results showed that the total score of the level of student counseling services from the point of view of secondary school students was moderate. This may be due to the disparity in counseling services between secondary schools, as the nature of secondary schools that poses many problems because of the increase in the students' numbers, and also the nature of this stage that needs a lot of care due to the developmental changes that occur at this stage. That makes it very difficult to provide counseling services to them, especially with only one school counselor in each school, which creates great difficulties in counseling. This finding is line with that of Al-Tarawneh's(2015) and Al-Qattan's (2016), which showed that the level of counseling services provided to students was moderate and Al-Harthy's(2020) that revealed a moderate level of the effectiveness of counseling services provided to the secondary school students. However, the finding disagrees with that finding of Al-Huwaish's (2017) study that showed that the level of counseling services highly meets the personal, social, educational, and professional demands of students of public education schools, Al-Zahrani and Ayoub's (2018) that showed that the level of counseling services provided to gifted and talented students was at a high level and Al-Haythami's(2020) that showed that the quality level of psychological, educational, social, and professional counseling services to secondary school students scored high.

At the level of dimensions, the academic services ranked first with the highest means(3.31) and a moderate level of rating. This result may be due to the fact that academic services are among the aspects that school administration, teachers, and the family are most interested in for competitiveness in the region. Therefore, the importance of academic services stems from the school administration's realization of the value of the academic aspect in students' lives to qualify them for universities or the labor market efficiently and effectively. Therefore, they are interested in academic achievement, so students are directed to make the best use of their free time, and helped identify the causes leading to academically low achievement and find appropriate solutions in order to improve their academic level. The dimension of social services scored second (3.29) with a moderate level. This may be attributed to the importance of this aspect in achieving social adjustment for teenagers and dealing with their social problems in an appropriate manner in order to achieve compatibility with society in their social life. Hence, the role of secondary schools emerges in providing social services that lead to helping students adjust socially to the school environment, strengthening their school discipline and purposeful peer groups, and avoiding bad companions, so that students contribute to the development of their society. The dimension of psychological services came in the third place, with a mean of (3.28) and a moderate level. Perhaps, This is attributed to the fact that school administration and those responsible for counseling services at secondary schools have a good sense of the importance of their roles in providing positive and appropriate psychological services to secondary school students, given their positive manifestations on students' feelings, which are reflected in the quality of their school life, in addition to improving students' attitudes towards the educational and local community. Hence, the role secondary schools in taking care of these services in terms of counseling students towards reducing test anxiety, and helping them express their feelings through group and individual counseling, as well as developing their abilities to confront psychological and emotional problems such as anxiety, fear, depression, shyness, and introversion.

5.2 Discussion of the results of the second question: What is the secondary school students' level of school adjustment from their point of view?

The results of this question showed that the level of school adjustment among secondary school students was perceived moderately. Maybe, this is attributed to the high school students' efforts to achieve adjustment and integration with the school environment, especially with the teacher, in order to have psychological, social, mental, and physical stability, and to make them advanced in their studies in harmony with their peers in the classroom climate and school environment. Therefore, this school adjustment is manifested among them in several aspects, including providing psychological comfort, investing their abilities and inclinations in building useful work and activities, and establishing friendships with their peers and teachers. This finding accords with that of Al-Asfor's (2015), in which the level of school adjustment at the secondary stage was moderate, and also with that of Khamaiseh's (2016) that reported that the level of school adjustment among students at the elementary stage was moderately rated. Also, the finding is in harmony with that of Al-Blushi and Al-Shawarib's (2021) showed that the level of school adjustment among students at schools came moderate.

At the level of dimensions, the behavior inside the classroom ranked first with a mean of (3.73) and a high level, due to the students' awareness of the importance of discipline in the classroom in order to achieve

academic excellence. Secondary school students realize the importance of this stage in their lives to transfer them to the labor market or enroll in universities, and hence, they are keen to employ good classroom behaviors in order to increase the positive effects of the classroom environment and generalize these behavior son them in various learning situations. Hence, students seek permission from the teacher before answering the questions, and they ask questions to the teacher if they cannot understand the lesson in the class, and take the initiative to make proposals for the development of classroom educational activities, and to accomplish their homework, tasks and reports required in the class accurately. The dimension of general behavior at school followed in the second place with a mean of (3.72) and a high level. Some possible reasons are the restrictions and control imposed by the Ministry of Education on students in order to get used to practicing the general behavior at school effectively, discipline and adaptation in the light of the educational interest and the public interest of society. Hence, students take the initiative to participate in the school's morning program, respect the laws and regulations in force at school, maintain the school's cleanliness and safety of properties, and adhere to the school uniform. The third rank was taken by the student's adjustment with teachers with a mean of (3.62) and an intermediate level. Possibly, this result is attributed to the teacher's importance in Saudi society and his distinguishably social position. Therefore, the student bears all respect and appreciation for teachers in reverence for his position. The teacher also has an important role in the student's life at the secondary stage. So, students accept the advice and guidance of teachers and adaptation of their way of studying according to their directions. Finally, the dimension of the student's adjustment with his peers scored last (M=3.40) and a moderate level. This is due to the nature of secondary school students, in which the student is centered around his peers and relations with them. Hence, students are keen to seek assistance from their peers whenever needed and cooperate with them in resolving academic problems. They are also keen on having a good relationship with them, so they ignore any simple mistakes that may come from peers while interacting with them.

5.3 Results of the third question: Is there any correlation between the level of student counseling services and school adjustment among secondary school students?

The results of this question showed that there is a positive, statistically significant, relationship between the level of student counseling services and their dimensions, and school adjustment and its dimension among secondary school students. This is due to the importance of student counseling services and their goals, which are based on taking care of the student from psychological and social aspects, helping him understand issues and problems that weaken his ability to produce, and finding them skills and tendencies that commensurate with his abilities and capabilities in a way that leads to his adjustment with himself and community. In addition, student counseling services help the student choose the appropriate study method in line with his preparations, abilities and inclinations, to join the labor market or universities in a compatible way, and also assist the student in achieving productivity to help him resolve educational problems to achieve his school adjustment with his peers and teachers and achieve balance in general behavior at school and inside the classroom.

VI. RECOMMENDATIONS

In the light of the findings of the current study, it is recommended that:

- 1- school principals and educational counselors at secondary schools pay attention to providing support for the development level of counseling services at secondary schools.
- 2-training courses and workshops be organized for students at the secondary stage to provide them with the necessary support to develop their school adjustment level.
- 3-a comprehensive survey study be conducted for various regions of the Kingdom of Saudi Arabia and additional demographic variables such as school stage, educational region, and sex be addressed.

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