



AMERICAN UNIVERSITY OF BEIRUT

COUNSELORS', TEACHERS', AND STUDENTS' PERCEPTIONS  
OF THE EFFECTIVENESS OF EXISTING CAREER GUIDANCE  
SERVICES IN LEBANESE PRIVATE SCHOOLS

by

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## AN ABSTRACT OF THE THESIS OF

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Title: Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools

This study was designed to explore the perceived effectiveness of career guidance practices currently taking place between grades 10 -12 within in Lebanese private secondary schools. The purpose of the research was to: (a) explore existing career services and practices in the context of Lebanese secondary private schools, (b) examine the perspective of secondary school counselors, teachers and students in relation to the effectiveness of these services and practices and (c) compare the perceived effectiveness of services and practices from the perspective of school counselors, teachers and students. This research adopted the mixed type research using teachers' and students' questionnaires and semi-structured interviews for counselors as data collection tools. A sample of up to 200 students were purposely selected to take part in this research. A sample of up to 100 teachers whom were in contact with students in grades 10, 11 and 12 were also part of the study. In addition, up to 10 semi-structured interviews were conducted with school counselors.

Data were analyzed and interpreted and findings mostly showed that teachers perceived current career guidance practices as being effective tools that helped secondary students more than what students perceived themselves. Findings also showed that the perspective of counselors varied and they highlighted a number of limitations in application and implementation based on their experience with schools and students in Lebanon. Based on the findings, counselors and teachers recommended allocating more time for training sessions and career guidance activities within school hours. Recommendations also highlighted the importance of training counselors and professionals in order to better implement career guidance activities and practices and to adopt standardized curriculum that is designed to address students' needs, abilities and interests in terms of their career future.

## Table of Contents

CHAPTER ONE .....	1
Introduction .....	1
Purpose .....	3
Research Questions .....	4
Significance .....	6
CHAPTER TWO .....	8
Literature Review .....	8
Career Guidance in Lebanon .....	13
Attempts and Practices .....	16
Effective Career Guidance Practices .....	19
Career Guidance in Secondary School Level .....	21
Perception of Students and Teachers about Career Guidance .....	22
CHAPTER THREE .....	25
Methodology .....	25
Research Design .....	27
Population and Sample .....	27
Sampling Procedure.....	29
Data Collection: Tools and Procedure.....	30
Data Analysis Procedure .....	33
CHAPTER FOUR.....	35
Results .....	<b>Error! Bookmark not defined.</b>
CHAPTER FIVE .....	59
Discussion .....	59
Limitations .....	69
REFERENCES .....	73
APPENCIES .....	83

Appendix A .....	83
Appendix B .....	88
Appendix C .....	89
Appendix D .....	93
Appendix E.....	97
Appendix F.....	101
Appendix G.....	105
Appendix H.....	108
Appendix I.....	112
Appendix J.....	116
Appendix I.....	138
Appendix K.....	140



## **TABLES**

Table 4.1: Sample Descriptive of Students by Grade Level

Table 4.2: Sample Descriptive of Teachers by Grade Level and Years of Teaching

Table 4.3: Levene's Test- Homogeneity Variance Assumption

Table 4.4: Career Guidance Activities Offered by Schools as Reported by Students and Teachers

Table 5: One-Way Analysis of Variance

# CHAPTER ONE

## Introduction Background

Many nations are increasingly recognizing the importance of career guidance programs in terms of enhancing the lives of their citizenry and improving the economy of various nations (Hartung, 2005). Watts and Sultana (2004) stressed that career guidance programs are most successful when the process is customized to the needs and cultural conditions of the country. But is there a clear definition of what career guidance is? How does it differ from career counseling or career education? Is it practically similar to career orientation? How effective is it at upper secondary school level in Lebanon? What practices are being applied in secondary schools in Lebanon in relation to career guidance? All these questions are subject to research and investigation within the Lebanese context.

Career guidance (hereafter CG) is a general term that is used to describe practices related to equipping students with skills that will enable them to make the transition between school, university, and labor market. According to Sultana (2014), career guidance plays a significant role in enhancing learning and supporting the transition that contributes to social and economic developmental goals. Ideally, the aim of career guidance is to provide students with skills and expertise irrespective of

their gender, socio-economic status, ethnicity or religion (Resnick, 2010). Thus, Peterson (1991) had defined career guidance as any structured program carried out by the counselor that include information and experiences aiming to improve the individual's career choice, development and management.

Further, CG depends mainly on assisting students in acquiring knowledge about one's self and work environment and improving decision making and metacognition related to life skills (Oweini & Abdo, 2000).

Although career guidance, career counselling and career education are used interchangeably throughout the literature, Herr and Cramer (1988) argue that career guidance covers a wide range of activities that include - but are not limited to - career counseling. They have also defined career counselling as a process that helps individuals make good career decision, whereas, career education is seen to integrate academic activities into the curriculum to improve students' knowledge and attitudes towards oneself and career choice (Herr & Cramer, 1988).

Career orientation is defined as services provided to individuals at any age and stage of their lives to help them determine career related choices (Watts, 2013). Both career guidance and career orientation include elements such as career information, counselling, and education (Watts, 2013). In Lebanon, Career

orientation is built into the Lebanese schooling system (Vlaardingerbroek, Al-Hroub, & Saab, 2017) through tracking in the final 2 years at school. The difference between career guidance and orientation is that the first relates to choosing between available opportunities in relation to abilities and interests (Watts, 2013) while career orientation is related to exploring opportunities irrespective of potential interest or ability. For the purpose of this study, the term career guidance was adopted.

### **Purpose**

This research aimed at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students (grades 10, 11, and 12). This was done by exploring the services and practices that are being provided currently in the context of Lebanese private secondary schools in the greater Beirut area, and then assessing the perceived effectiveness of these services and practices from the perspective of school counselors, teachers and secondary school students. More specifically, the purpose of the research is three-fold: (a) exploring existing career services and practices in the context of Lebanese secondary private schools, (b) examining the perspective of secondary school counselors, teachers and students in relation to the effectiveness of these services and practices; and (c) comparing the perceived

effectiveness of services and practices from the perspective of school counselors, teachers and students.

### **Research Questions**

The following research questions guided this study:

1. What are the existing types of career guidance services and practices found in Lebanese private secondary schools?
2. How effective are the career guidance services and practices from the perspectives of counselors, teachers, and students?
3. What differences arise in these perceptions between teachers, counselors, and students?

### **Rationale**

Internationally, schools acknowledge their responsibility in guiding students not only in their academic growth, but also in their lifelong career development (Mittendorff & Beijaard, 2011). The present study built further on the previous work of researchers by highlighting students, teachers and counselors perceptions of effective career guidance services and practices. According to Mittendorff and

Beijaard (2011), only limited research is available on the way counselors guide students in their careers and especially with regard to the perceptions of students. This research aimed at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students (grades 10, 11, and 12).

With minimal attempts to almost absence of GC at public Lebanese schools (Oweini & Abdo, 2000; Vlardingerbroak et al., 2017), the context of private secondary schools was considered for this study. And since government control over the private sector in Lebanon is weak (Nahas, 2010), more chances for differences in practices related to CG in private schools and between them were explored. “Career guidance in the public schooling sector was described by a key informant as, “Informal at best... because there is nothing called career guidance in Lebanon. No law, no decree, no department, no practice... It is just a theory which has nothing to do in practice” (cited in Vlaardingerbroek et al. p. 260)

Perceptions of students in grades 10, 11 and 12 were considered in this study because of the transition period they go through that is marked by confusion and frustration as they search for their career identify and future. Their perceived perspective of what they believe is an effective practice that guided them to

determine their career choices and university majors were discussed and explored in this study.

With limited available research that was found to learn about how Lebanese counselors guide students in their careers, that might be due to the fact that Lebanon is still in its formative stages in terms of provision of adequate career guidance services, relative to other MENA countries, the perspective of counselors was examined in this study, as they are the main agents who deliver this service to students in schools. Counselors can be seen as coaches or educators and not simply matchmakers, matching individuals with occupations (Nystul, 1993).

Finally, the perspective of secondary school teachers was also examined because as practitioners, they are in direct contact with students and at many points were delivering this service within their curricula and acting as role models for certain majors and specializations.

### **Significance**

The findings of this study had implications for theory and practice. Theoretically, this research helped in examining the existing practices and services of career guidance in the context of Lebanese private secondary school-greater

Beirut area. It added to the limited research that is being done about this topic within the Lebanese context. Additionally, it shed the light on the perception of secondary school counselors, teachers and students in relation to the effective practices and services that are being currently provided in the context of Lebanese private schools. This research can serve as a tool for future research follow up and might help in creating a model or a program for career guidance and counseling based on the grounded findings and results.

In practice, it helped students gain better understanding of what is considered career guidance practices and activities. It also helped school counselors and teachers to apply the tools that are perceived as being effective from their own students' perspective. It helped teachers, parents and administrators in guiding students towards their best career choices based on the conducted practices and delivered services.

This study can also encourage curriculum developers in Lebanon and policy makers to include an official model for career guidance and counseling in the secondary level. It served as a tool to highlight the practices and services that are being provided under the umbrella of career guidance in Lebanon.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

Career guidance practices and activities in Lebanon is an aspect that is not being given much attention in most schools at Lebanon and that is due to many factors. This study was designed to explore and examine what was currently given to students as forms of career guidance activities and practices in their secondary schools, and how do they, their teachers and counselors perceive these practices and activities, do they see them as being effective and helpful or not.

#### **Background**

Career Guidance (CG) in the Middle East and in the North African region, as in many other middle income and developing countries, is limited, unstructured and is not carried out by specialized counselors (Watts & Fretwell, 2004). CG programs in the MENA region tend to be more formal in some private schools than in the government's public schools. This occurrence is mainly due to the tendency of private schools to have smaller class sizes, limited numbers of students and more resources at their disposal, as is the case in Lebanon. In many MENA countries, little

formal training and education exists in the field of career guidance leaving unqualified counselors and teachers to apply such practices. Counseling programs are optionally offered in some universities of the MENA, yet not all of the programs include career guidance services which indicates the low priority given to CG within the role of counselors (Sultana & Watts, 2008).

It is evident that Lebanon is still in its formative stages in terms of provision of adequate career guidance services, relative to developing countries. Furthermore, GC at a public Lebanese school was described as, “Informal at best... [because there is] No law, no decree, no department, no practice... It is just a theory which has nothing to do in practice” (Sultana & Watt, 2007; p. 34).

The schooling system in Lebanon is designed in a way where academic tracks are restricting the margin of career orientation based on students’ interest and, rather directing it to solely academic competencies and chosen tracks by the end of middle school (Vlaardingerbroek et al., 2017). Students’ career choices are affected by their parents’ input, chosen school tracks, academic performance, and financial status, but is not yet based on proper career guidance in Lebanon.

The current economic needs of Lebanon in the present time makes it hard to establish a proper career guidance. In Lebanon, the youth unemployment rates are

very high especially for educated people (Kawar & Tzannatos, 2013). Furthermore, an interview conducted with the President of the General Confederation of Lebanese Workers in Al-Safir newspaper (2014) revealed that only one in every five Lebanese graduates is able to find a job. This is solely related to the improper match between graduates, majors and the need of the economy in Lebanon (Vlaardingerbroek et al., 2017).

With the absence of GC at public Lebanese schools, the context of private secondary schools was considered for this study (Oweini & Abdo, 2000; Vlaardingerbroek et al., 2017). Since government control over private sector in Lebanon is weak (Nahas, 2010), more chances for differences in practices related to CG in private schools was detected. The only common control of government is administered through the requirement of Lebanese official examinations (Vlaardingerbroek et al., 2017).

In addition, limited research is available to learn more about how Lebanese counselors guide students in their careers and especially with regard to the perceptions of teachers and students.

Published historical references about career guidance in Lebanon like Theodory (1982), states in one of the limited studies that were conducted on career

guidance in Lebanon that there is a discrepancy between schools and the world of work. Many students have unrealistic expectations about their academic abilities and career choices and direction, and students misguidedly believe that the foundation for a successful future is solely academic achievement.

The need to shift students' perception on career choices in Lebanon starts by providing a proper career guidance service in the context of schools.

As the youth of today strive to find positions in the workforce, they are faced with considering not only the kind of job they will hold, but also the kind of work environment which will provide them personal satisfaction and growth (Ireh, 2000).

Literature is filled with theoretical writings about career guidance and counseling, with the assumption that good theory will eventually lead to good practice, but this is without a body of research that tests our theoretical constructs and establishes the efficacy and effectiveness of career counselling interventions (Dagley & Salter, 2004). In the past few years, a number of recommendations have been made to advance the field of career guidance and counselling (Bernes & Baradick, 2007). As an example of a policy recommendation, Herr (2003) suggested that public policy and legislation be shaped to allow career counselling and guidance to move forward as a major force in human capital development.

The Paris 2001 International Association for Educational and Vocational Guidance (IAEVG) Declaration on Educational and Vocational Guidance declared guidance and counselling services to be vital in personal, social and economic development that is to encourage further development in societies (Van Esbroeck, 2002).

In order to justify the aim and find a connection between theories and reality, career guidance requires a substantive body of research that reveals its effectiveness in achieving personal, social, and educational goals for individuals (Bernes & Bardick, 2007). The effectiveness of guidance services should be monitored through regular evaluation and relevant research studies (Van Esbroeck, 2002).

It was also noted by Whiston (2003) that there are few examples of evidence-based treatment protocols for career guidance and counselling, thus resulting in practitioners believing in the effectiveness of career counselling, but having very little information on what strategies to implement when and with whom. In the absence of concrete specifics about what works and what does not work in career counselling, recommendations for improving the effectiveness of career interventions are purely speculative (Bernes & Bardick, 2007).

Taking into consideration not only students perception, but also counselors and teachers perspective is essential. As career guidance is rooted in the discipline of counselling, career practitioners might reflect on the work with young people and examine ‘what works’ in their counselling practice with young people (Robertson, 2013).

## **Career Guidance in Lebanon**

### ***A Glance into History***

Historically speaking, in 1972, a decree related to career guidance services was established at the Ministry of Education and Higher Education (MEHE) where a limited number of teachers were trained as officers to deliver career guidance services in schools but this was not fully implemented (Vlaardingerbroek et al., 2017). As a second attempt to activate career guidance in Lebanon, in 1996 and 1997, decrees were formed and established the foundation for career guidance in vocational schools, yet again the implementation was very limited (Vlaardingerbroek et al., 2017).

Later on, in 2002 the National Education Strategy also highlighted the importance of applying career guidance in Lebanon but again with little practice (Vlaardingerbroek et al., 2017).

When talking about the history of career guidance in Lebanon, one should also mention an important educational factor that contributed to the limited implementation of career guidance in schools, especially public schools. The Lebanese education system is structured in such a way that potential career options for students are restricted by the tracks they are assigned to after the middle secondary level (Vlaardingerbroek et al., 2017). At the secondary school level and starting in grade 11, students are streamed into two tracks: science and non-science pathways. Where in grade 12 students are given the choice to choose between 4 tracks that are: 'general science', 'life science', 'sociology and economics', and 'philosophy & literature'(Vlaardingerbroek et al., 2017). In Lebanon, the purpose of upper secondary schooling is to make the transition to tertiary education; where the rate of transition from schooling to formal employment is extremely low (Vlaardingerbroek, Dallal, Rizkallah & Rabah, 2007).

There is also a wide range of economic, political and cultural factors, which influence the development of career guidance services and practices in Lebanon. Most areas in Lebanon are poor rural villages where access to educational services is still limited. Therefore, the available jobs may be restricted to agriculture and related jobs or family businesses. The work preference in these poor communities depend on economic survival rather than self-development and identity construction. According to Vlaardingerbroek et al. (2017), there has generally been lack of political will

towards the implementation of career guidance services other than the annual publication of a handbook outlining university programmes; career guidance so far as it exists in the Lebanese education system remains uninformed by the labour market (Sultana & Watts, 2007, 2008).

The role of families in guiding their children towards a specific career choice is evident due to the lack of CG services and relevant information concerning majors in Lebanese schools and universities (Abouchedid & Kfourri, 2008). This is reflected in the fact that many decisions about future are made by the system based on school performance, and parental influence rather than by individuals in relation to personal choices (Sabour, 2003).

Therefore, CG in such context is restricted by the bounded career choice, limited resources and family expectations (Sultana & Watts, 2008). In addition, gender roles, cultural and religious attitudes tend to influence students' attitudes, conceptions, and career choices. Studies from Lebanon showed that students generally had positive attitude towards jobs such as engineering and medicine as they ensure recognition and respect in their culture, whereas, female students were less likely to choose such career paths (Khishfe & Boujaoude, 2014).



### *Attempts and Practices*

According to this well-structured educational schooling system in the public sector, less room for career choice is left where students can choose their majors based on the tracks that they have taken during their secondary school years and not based on their career interest or profile thus many see that the need for career guidance at this stage and in this sector is not a priority. Yet, some foundations (e.g. Rafik Hariri Foundation) promoted CG in several public schools across the country (Ayyash-Abdo et al. 2010). Yet, many of these initiatives are precarious, and probably short-lived due to many factors such as the political instability in the region and because they are often dependent on external, time-bound funding NGOs (Sultana, 2014). According to Vlaardingerbroek et al., (2017), students enter university majors for which they are qualified by virtue of their upper secondary track.

The case of career guidance in the private sector is different since students have the option to enrol in other schooling systems such as the International Baccalaureate, High school or American system, French baccalaureate...). In the private schooling sector, a small number of schools have well-established career guidance offices such as the elite schools (Vlaardingerbroek et al., 2017).

NGOs in Lebanon also play an important role in providing career guidance. According to Vlaardingerbroek et al., (2017), the Waznat Group is a major actor in the

private sector. It has connections with over 100 schools and trains careers counsellors who offer careers and higher education information and counselling to upper secondary students. Another NGO that had a role in career guidance was Injaz that worked with the Ministry of Education and Higher Education (MEHE) since 2005.

As discussed earlier, career counselling in the public sector is restricted while career counselling in the private sector is still developing where the role of NGOs is more advanced than the role of MEHE since who should provide career guidance is not a settled matter in Lebanon (Vlaardingerbroek et al., 2017).

Lebanon lived through 16 years of civil war which eroded its economic infrastructure (Oweini & Abdo, 2000). During and after the war, the Lebanese youth sought external employment opportunities and refuge in the Gulf, South and North America and Europe. However, today, these opportunities are becoming difficult to find with strict immigration policies and indigenizing of labor force in several countries (Fargues, 2011). Furthermore, poverty routed the Lebanese youth to take any job they could find in order to provide for their families (Sultana, 2014). When informal, family-owned, unregistered and unincorporated enterprises are not included in formal career information resources or CG programs, many Lebanese students go into such career paths as they may be the most realistic and available jobs to them (Sultana & Watts, 2008). The gap between schools and the labor market in Lebanon

resulted in unrealistic expectations about one's abilities, interests and career path (Theodory, 1982).

Therefore, schools and centers in Lebanon need to adapt structured career guidance (Oweini & Abdo, 2000) and better vocational and technical training programs (LCPS, 1997). There is a wide range of economic, political and cultural factors, which influence the development of career guidance services and practices in Lebanon. Most areas in Lebanon are poor rural villages where access to educational services is still limited. Therefore, job availability may be restricted to agriculture and related jobs or family businesses.

The work preference in these poor communities depends on economic survival rather than self-development and identity construction. According to Vlaardingerbroek et al. (2017), there has generally been a lack of political will towards the implementation of career guidance services other than the annual publication of a handbook outlining university programmes; career guidance in so far as it exists in the Lebanese education system remains uninformed by the labour market (Sultana & Watts, 2007, 2008).

CG in such context is restricted by the bounded career choice, limited resources and family expectations (Sultana & Watts, 2008). In addition, gender roles, cultural

and religious attitudes tend to influence students' attitudes, conceptions, and career choices. Studies from Lebanon showed that students generally had positive attitude towards jobs such as engineering and medicine as they ensure recognition and respect in their culture, whereas, female students were less likely to choose such career paths (Khishfe & Boujaoude, 2014)

It is well noticed that CG is being promoted more in MENA region during the past few years (Sultana, 2014). In Lebanon, CG has been strongly promoted by some governmental and non-governmental institutions, yet it is worth mentioning that many of these initiatives are precarious and probably short-lived due to many factors such as the political instability in the region and Lebanon because they are often dependent on external, time-bound funding NGOs (Sultana, 2014; Vlaardingerbroek et al. 2017).

### ***Effective Career Guidance Practices***

When this study explored CG at high school level, CG should not be exclusively targeting grade 12 students. In addition, it should be based on dialoguing with students, exploring their skills and interests rather than lecturing them. More importantly, CG programs should encourage students to develop their abilities and characteristics rather than focusing on academic achievement as the final goal (Sultana & Watts, 2008).

Students need to receive CG not only when choosing their university majors but also when learning about the type of careers that are more appropriate to their skills and psychological characteristics.

When previous literature questioned the effectiveness of CG services provided around the world (Jacobs, 2011), the result was that most CG programs were being delivered by teachers (Jonck & Swanepoel, 2015). Teachers are neither qualified nor equipped to deliver CG programs or administer and interpret psychological inventories needed in such programs (Health Professions Council of South Africa, 2010).

This confirms the need for structured and coordinated CG programs carried out by specialized counselors for the students to benefit on the long run (Oweini & Abdo, 2000).

Research suggested that career guidance should not be a process of finding the right fit (Mittendorff, Faber, & Staman, 2017). As a professional counselor, it is worth noting that some personal qualities are essential in career guidance such as showing interest, addressing students' needs and establishing sense of commitment.

Research showed that career guidance is considered most effective when it is supporting students' transitions into and through learning and development. Career

guidance is also considered effective when it gives access to resources; and brings positive changes support (Bimrose & Barner, 2004).

### ***Career Guidance in Secondary School Level***

Internationally, the importance of career guidance for secondary school students has received considerable attention during the first decade of the 21st century from the Organization for Economic and Cultural Development (OECD), and the Australian and New South Wales Governments (Kelly, R. 2012). The increased demand was related to the need to improve career guidance, planning, and information provided for young people (OECD, 2003; Magiure & Killen, 2003; Sweet & Watts, 2004; Sultana, Watts & Sweet, 2004).

Although career guidance is a lifelong process, it is mainly administered in the secondary school level. At the high school level, students can experience different careers through mentoring programs and shadow jobs, and can start narrowing their choices as they discover more about themselves and the demands of work (Magnuson & Starr, 2000). High School students usually choose the major they want to study in college, which requires career decision-making skills to avoid graduation delay (Gaylor, & Nicol, 2016). Researchers pointed that career orientation is essential not only for students to develop the basic employability skills required for the school-to-work transition, but also for the development of work habits, beliefs, interests, and

values. As suggested by Kuijpers, Meijers, and Gundy, career guidance in school, in which a dialogue takes place with students about relevant experiences that are focused on the future, contributes students' career competencies.

It is worth mentioning that towards the end of high school years, students face numerous personal decisions that can have long-lasting effects on their lives. Some of these decisions are career related. Some researchers argue that high school students are unprepared for university as 80% of them enter university with undeclared majors, and 50% of them change their majors at least once (Ronan, 2005). And since schools are seen as 'career centers' in which students are able to acquire career competencies, such as being able to reflect on personal ambitions and motives, and to undertake actions and initiatives to direct their own career development (Geurts, 2003; Kuijpers & Meijers, 2009), schools should focus more on enriching students' experiences especially in their final years.

### ***Perception of Students and Teachers about Career Guidance***

Students' perception about the practices of career guidance were part of this research as they tend to have negative view about career guidance that they receive at school and consider it useless (Bisschop & Mittendorff, 2015; Mittendorff, 2010). Further, high school students often express feeling 'neglected' by career guidance

advisors where they are forced to arrange guidance by themselves (Bisschop & Mittendorff, 2015).

It is worth mentioning that students' perceptions of their teachers' differs from the teachers' perceptions' of their own behavior (den Brok, 2001; Fisher & Fraser, 1983; Fraser, 1982; Hofstein & Lazarowitz, 1986; Levy, Wubbles, den Brok, & Van Tartwijk, 2006). Students might view things in a way while teachers have very different points of views and both parties tend to not know the rationale behind these different perspectives since topics are not shared or discussed openly with student and they are not involved in decision-making.

Exploring student perception can help in reflecting on the learning processes by teachers, especially when they compare students' perceptions to their own self perceptions (Mittendorff, Den Brok, & Beijaard, 2011). It also can help better plan sessions and practices that students believe are helpful to them. Former research did not directly explore students perception about the effectiveness of school career development services and resources (Bloxom et al., 2008). Thus, this study focused on exploring the teachers' perception about the effective practices in relation to career guidance in secondary school as they act as individuals who facilities their students' individual learning. This factor is important because career conversations between students and teachers were found to be important in guiding students' career choice as



they help them reflect on their learning and themselves (Kuijpers & Meijers, 2009; Mittendorff, 2008).

Exploring teachers' perceptions on career guidance is essential as well. Teachers have to take the role of coaches who facilitate their students in developing individual learning and career paths (Mittendorff et. al. 2011). This 'first-level' guidance from teachers happens ongoing and at times unintentionally and without planning and just simply during teachers/ students discussions. Students are also entitled to one-on-one career advice or guidance from school counsellors and this also highlights the importance of getting the school counselors' perspective on current trends of career guidance and what they assume is an effective method (Mittendorff et. al. 2011). School counsellors thus provide 'second-level' guidance focusing on students and their career choices and personal preferences that need extra care (Mittendorff, 2010). In most schools, all teachers are expected to participate in first-level career guidance and many of them receive training and guidelines to help them carry out this task, yet the situation is not like this and differs from one school to another in Lebanon.

In conclusion, and since little research was done to examine the effectiveness of the existing current practices of CG in private Lebanese secondary schools, this study was designed to fill in this gap in literature. Thus, my study aimed at examining

what the existing practices are in order to shed the light on the effective tools that are helping students from the perspectives of both students and practitioners.

## CHAPTER THREE

### METHODOLOGY

In this chapter, the methodology that was used in this study was identified and organized into sections which were: research aim and questions, research design, participants (population, sampling and sampling procedure), data collection tools and data analysis procedure.

#### **Research Aims and Questions**

This research aimed at examining the different types of career guidance services currently provided in the context of Lebanese private secondary schools, and to determine what the effective practices and services were from the perspective of school counselors, teachers and secondary school students. More specifically, the purpose of the research was to: (a) explore existing career services and practices in the context of Lebanese secondary private schools, (b) examine the perspective of secondary school counselors, teachers and students in relation to the effectiveness of

these services and practices and (c) compare the perceived effectiveness of services and practices from the perspective of school counselors, teachers and students. The following research questions guided this study:

1. What are the existing types of career guidance services and practices found in Lebanese private secondary schools?
2. How effective are those career guidance services and practices from the perspectives of counselors, teachers, and students?
3. What differences arise in these perceptions between teachers, and students?

In the current study, “effective practices” are operationally defined as what students, teachers, and counselor find useful (Bimrose & Barner, 2004). Career guidance is considered most effective when it is supporting students’ transitions into and through learning and development. Career guidance is also considered effective when it gives access to resources; and brings positive changes support (Bimrose & Barner, 2004).

Peterson (1991) had defined career guidance as any structured program carried out by the counselor that included information and experiences aiming to improve the individual’s career choice, development and management, this definition was adopted in this research.

## **Research Design**

This research adopted the mixed research method “to enhance the trustworthiness of the research” (Berri & Al-Hroub, 2016, p. 21). The quantitative method included data collected using teachers and students adopted questionnaires and analyzed in depth in order to find patterns and to draw conclusions. The collected data were analyzed using SPSS statistics program by administrating Levene’s test and ANOVA *F*-test for descriptive analysis.

As for the qualitative part, themes were developed based on counselors answers in the semi structured interviews. These interviews took places in schools that offer any type of career guidance for students in their secondary years and the counselors are in contact with students to better judge their feedback on the effectiveness of the provided activities. Choosing the mixed research design (qualitative and quantitative) allowed the researcher to benefit from the advantages of both models.

## **Population and Sample**

The population of the study comprised of all Lebanese private secondary schools in greater Beirut (Area 1, 2, and 3) whose main language of instruction is English and that have any form of career guidance practices evident in grades 10, 11,

12. Schools were selected based on the availability of career guidance services and practices and contacted after consulting the list of schools downloaded from CERD (see list of schools in Appendix A).

The sample was purposefully selected from Lebanese schools to meet four criteria of: (a) being a private school, (b) located in Beirut area, (c) including career guidance counselor(s); and (c) delivering any form of career guidance services or practices at the secondary education level to students. However, schools were contacted beforehand in order to ensure the availability of any form of career guidance practices and activities.

Teachers, students and counselors of the schools, which met the selection criteria and agreed to be part of the study, were contacted to obtain their permissions to participate in the study. The sample consisted of up to 10 secondary school counselors, in addition to grades 10, 11 and 12 students who agreed to be part of the study, and whom are receiving any form of career guidance services and practices in their school. Up to 200 students were sampled in addition to grade 10, 11, and 12 agreeing teachers whom were up to 100 teachers. Both parties were contacted.

## **Sampling Procedure**

Purposeful sampling was adopted where teachers, counselors and grades 10, 11 and 12 students were selected based on the knowledge of the group to be sampled. The population was selected based on a preset criterion. This preset criterion was the availability of career guidance services and practices in the school, schools that were found in the area of greater Beirut (area 1, 2, and 3) where the main language of instruction is English and the last criteria for selection was being a private secondary school.

While secondary school counselors were selected based on recent delivery of any form of career guidance services and practices, being part of implementing any form of career guidance be it activities planning, conducting orientation sessions etc...

Teachers' selection criteria was based on the fact that they were teaching grades 10, 11, 12 and in direct contact with these students whom were benefiting from CG practices and might act as agents themselves for delivering these services directly or indirectly. Grades 10, 11 and 12 students were selected based on receiving career guidance services and practices at the time of the study and random sampling will be applied.

Sampled students were as the following: 59 students from grade 10, 101 students from grade 11 and 39 students from grade 12 and one student did not mention from which grade level when answering the questionnaire. Sampled teachers were involved with students from grades 10, 11, and 12 as the following: 15 teachers who teach only grade 10 answered the questionnaire, 24 teachers who only teach grade 11, 20 teachers who only teach grade 12, 22 teachers who teach both grades 10 and 11, 10 teachers who teach both grades 11 and 12, 9 teachers who teach grades 10, 11, and 12, and one teachers did not specify which grade level he/she teaches.

Sampled teacher participants based on their years of experience were as the following: 17 teachers had between 0-3 years of experience, 40 teachers had between 3-5 years of experience, 43 had more than 5 years of experience and one teacher did not answer this question in the questionnaire.

### **Data Collection: Tools and Procedure**

Key tools for data collection in this study included interviews; semi structured ones with school counselors (see appendix B). In addition, questionnaires to get the perspective of students and teachers were also used. Two questionnaires, based on literature review, were developed to measure the effectiveness of CG practices at secondary school level based on the perspective of secondary school teachers and

secondary school students (Refer to appendix C & D). The questionnaires adapted items from the scale of self-efficacy and a guide to evaluating your careers program by Anthony Barnes (Barnes, 2001).

### *Semi Structured Interviews with Counselors*

Semi-structured interviews used with secondary school counselors who met the selection criteria as mentioned in the previous section. Interviews were open-ended questions that included guided questions where the researcher prompted the participant and re-guided them towards the main concepts that were necessary to be addressed (appendix B).

Counselors were asked to reflect on existing career guidance practices and services within their school context, and to highlight the tools that they believed to be the most effective from their personal perspective and from prior experiences with students. For example, counselors were asked to specify any activities, practices, or services that they delivered in the context of career guidance, after listing these activities, the school counselors were asked to determine which tools were used the most and why, then they were asked to give their perception of what they believed was the most effective tool to be used with students based on their experiences and interaction with secondary school students. Schools were the site of the study, and



interview were conducted in the counselor's room to maintain privacy, and confidentiality. Overall, the average length of the interviews was 40 minutes.

The recruitment of key informants and people who were professional in the field to answer the questions proposed for the semi structured interview helped in the validation process of the used data collection tool.

### ***Teachers and Students Questionnaires***

Questionnaires were used with teachers and grades 10, 11 and 12 students who met the selection criteria to explore their perspective about the existing career guidance services and practices, and to learn about their perspective of what they believe that is an effective tool, which help in making career decisions. Questions were adopted and customized from “*Career Decision Self-Efficacy Scale-Short Form (CDSES-SF)*” that is one of the most frequently used instruments to assess individual levels of career-related self-efficacy and from “*Cogent guide to evaluate career programs*” developed by Anthony Barnes. Questionnaires covered personal perspective; school practices, available resources, and had open-ended questions to get more in-depth insight of students and teachers perspectives. Questions included subtitles related to background, current offered services within school, personal perspective, available practices, self-efficacy and career choice satisfaction.

Open-ended questions included items related to suggestions for improvements and practices that might have contributed to students change in career choice. The adopted questionnaires were shared via email with a school counselor, an English secondary teacher, and an engineer to get the perspective of a person who is outside the field and to get the perspective of people from the field as well. This step was done prior to administration and before we started data collection to check for validity and reliability. Based on the received feedback, a definition of career guidance practices was added to the beginning of the adopted questionnaires to give both teachers and students a background on the topic, another suggestion was to explain to students what is a psychometric test prior to then answering this question to make sure they all know the meaning before answering and this applies to teachers too.

Results from various research showed evidence of multidimensionality for the CDMSE-SF. Additionally, there was strong support for the content, structural, and functional aspects of validity when using the five subscales individually (Makransky, Rogers, & Creed, NA).

### **Data Analysis Procedure**

Mixed design method was used to answer all research questions. Descriptive statistics, thematic analysis, and ANOVA *t* test were used to answer in the three

research questions. Both data analysis methods focused on answering the all three main questions. Data used in analysis in both descriptive paragraphs and using tables and statistics to compare between teachers and students' perceptions. The qualitative data collected from questionnaires with students and teachers will be coded and categorized into themes. In-depth analysis will help the researcher in understanding and analyzing the collected data from both the interviews and questionnaires. Asking questions and reflecting while coding will help coming up with themes and categorizes. Combing the themes from school counselors' perspective, students' perspective and teachers' perspectives will help in achieving the goal of this study. Detailed descriptive paragraphs were created in order to convey the findings and results of this study. This helps the readers in making connections between what is being done in practice and what should be ideally done from the perception of practitioners and the perception of students whom are benefiting from this service.

## CHAPTER FOUR

### RESULTS

In this chapter, the results of this research were shared in order to answer the main research questions. Results were shared in form of tables and description in order to represent gathered data.

#### **Sample Descriptive**

The sample of the study was composed of 200 secondary school students, and 100 teachers. Table 1 depicts the sample characteristics of students while Table 2 depicts the sample characteristics of teachers. Table 1 shows that 29.5% of students were enrolled in secondary grade 10, 50.5% were enrolled in secondary grade 11, whereas 20% were enrolled in secondary grade 12. Regarding the year at which students were introduced to career guidance activities, 47.5% were introduced during grade 10, 49.5% were introduced during grade 11, whereas 1.5% were introduced during grade 12. It is important to note that 3 students (1.5%) did not answer this question (see Table 4.1).

For teachers, 15% of teachers teach grade 10 students, 24% teach grade 11, 20% teach grade 12, 22% teach grades 10 and 11, 10% teach grades 11 and 12 and 9% teach all grades. In addition, 17% of teachers have been teaching these grade

levels for 0 to 3 years, 40% for 3 to 5 years and 43% for more than 5 years (see Table 4.2).

A sample of  $N = 10$  school counselors completed an in-depth interview about the career guidance activities implemented in their schools. When answering the question related to if the school provides any form of career guidance activities and practices, all the counselors (100%) reported that their schools provide some form of career guidance practices to students. Most counselors reported that these activities are mainly targeting high school students (grades 10, 11 and 12) as answered by counselor 1, 2, 4, 6, 7, 8, 9, and 10 with some variations, while only counselor 3 indicated that such activities are also provided to students of grades 6 to 10. It is worth mentioning that counselor 5 mentioned that activities and practices were not officially conducted and according to her:

“students might have informal discussions about their career choices with us but without us intending to direct these discussions further due to time constrains and work overload. At times, I feel that a certain student might benefit from extra guidance, yet again it is not being done.”

Table 4.1  
*Sample Descriptive of Students by Grade Level*

Grade	Grade Distribution		Exposure to Career Guidance Activities	
	N	%	N	%
Grade 10	59	29.5	95	47.5
Grade 11	101	50.5	99	49.5
Grade 12	40	20	3	1.5
Missing	3	1.5		

Table 4.2  
*Sample Descriptive of Teachers by Grade Level and Years of Teaching*

Grade	N	%
Grade 10	15	15
Grade 11	24	24
Grade 12	20	20
Grades 10 and 11	22	22
Grades 11 and 12	10	10
All Grades	9	9
Years of Teaching	N	%
0-3 years	17	17
3-5 years	40	40
more than 5 years	43	43

### **Testing for Sample Normality**

The normality of the scale variables across students and teachers were tested using skewness and kurtosis. Any skewness  $> |3.00|$  and Kurtosis  $> |10|$  is considered to be significant deviation of normality. The results revealed that the normality of the scale variables across students and teachers was met with all skewness scores  $< |3|$  and all kurtosis scores  $< |10|$ .

### **Homogeneity of Variance**

Homogeneity of variance assumption was tested using Levene's test with the criterion that any  $p$ -value less than .05 is considered significant deviation from the homogeneity of variance assumption. The results of the Levene's test are depicted in Table 4.3.

It is important to note that when the homogeneity of variance assumption was met, the ANOVA F-test was used to test the differences between students and teachers on the given scale variable. When the homogeneity of variance assumption was not met, the F-Welch test was used to test the differences between students and teachers on the given scale variable for being more cautious.

Table 4.3

*Levene's Test- Homogeneity of Variance Assumption*

Effectiveness of....	F-test	Df1	Df2	Sig.	Assumption
Personal Discussion about Career and Future Plans with Teachers	0.77	1	287	0.382	Met
Personal Discussion about Career and Future Plans with School Counselor	4.94	1	287	0.027	Not Met
Personal Discussion about Career and Future Plans with friends	0.73	1	294	0.393	Met
Personal Discussion about Career and Future Plans with Parents	3.12	1	296	0.078	Met
Including Career Activities in Individual Subjects	0.01	1	289	0.903	Met
Including Career Activities in Separate Sessions or Workshops	1.21	1	293	0.272	Met
Conducting Career Guidance Activities in an Individualized Method	2.75	1	287	0.098	Met
Conducting Career Guidance Activities in Groups	0.23	1	291	0.635	Met
Conducting Career Guidance Activities in Mixed Method	0.51	1	287	0.476	Met
Career Guidance Activities Lead by Teachers	1.49	1	293	0.223	Met
Career Guidance Activities Lead by School Counselor	12.37	1	289	0.001	Not Met
Career Guidance Activities Lead by Visiting Experts or Representatives	3.3	1	287	0.07	Met
Career Guidance Activities Lead by University Representatives	8.33	1	288	0.004	Not Met
School Career Activities and Practices Foster Confidence about Career Choice	14.06	1	294	0	Not Met
School Career Activities and Practices Give Better Understanding about One's Strengths and Weaknesses	7.91	1	292	0.005	Not Met



School Career Activities and Practices Give Better Understanding about one's Learning Style	1.63	1	293	0.203	Met
Finding Career Information in the School Library	0.37	1	288	0.546	Met
Finding Career Information in the University Catalogues	16.6	1	294	0	
Finding Career Information Online	0.06	1	293	0.809	Met
Finding Career Information Using Soft wares	0.66	1	289	0.416	Met
Finding Subject Teachers or Counselor upon Needing Individual Advice or Information	1.16	1	284	0.282	Met
Using Interest Scales to Assess Interest and Strengths	2.3	1	288	0.131	Met
Using Self-efficacy to Assess Interest and Strengths	6.7	1	289	0.01	Not Met
Having Variety of Career Practices and Activities	8.45	1	289	0.004	Not Met
Doing Work on Practical Skills (CVS, interview techniques)	13.22	1	292	0	Not Met
Choosing One Major Out of a List of Potential Majors	7.91	1	293	0.005	Not Met
Making Plan of Goals for the next Five Years	9.17	1	295	0.003	Not Met
Determining Appropriate Steps in Case of Facing Academic Troubles	1.41	1	293	0.235	Met
Taking with a Person Who is Already Employed in an Interesting Field	15.54	1	292	0	Not Met
Identifying Reasonable Majors or Career Alternatives in Case Being Unable to Get your First Choice	6.6	1	297	0.011	Not Met
Number of Services	0.09	1	296	0.761	Met

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## **Career Guidance Activities Offered by the School**

Table 4.4 depicts the Career Guidance activities offered by the schools as reported by students and teachers. The table shows that 54.5% of students and 37% of teachers reported that their schools offer university orientation day. Also, 23% of student and 33% of teachers reported that their schools offer work experience program (internship). Additionally, 34% of students and 49% of teachers reported that their schools offer class visits to local businesses, and 48.5% of students and 62% of teachers reported that their schools offer guest speakers. Moreover, 38.5% of students and 44% of teachers reported that their schools offer a pen and paper psychometric test; and 15.5% of students and 24% of teachers reported that their schools offer an online psychometric test. Furthermore, 18% of students and 25% of teachers reported that their schools offer books and other resources. Finally, 20% of students and 8% of teachers reported that their schools bring former students to talk about their experiences.

Table 4.4  
*Career Guidance Activities Offered by the Schools as Reported by Students and Teachers*

Career Guidance Activities Offered by the Schools		N	%
Students	University Orientation Day	109	54.5
	Work Experience Program (internship)	56	23
	Class visits to local businesses	68	34
	Guest speakers	97	48.5
	A pen and paper psychometric test	77	38.5
	An online psychometric test	31	15.5
	Books and other resources	36	18
	Visits from former students to talk about their experiences	40	20
	University Orientation Day	37	37
	Work Experience Program (internship)	33	33
Teachers	Class visits to local businesses	49	49
	Guest speakers	62	62
	A pen and paper psychometric test	44	44
	An online psychometric test	24	24
	Books and other resources	25	25
	Visits from former students to talk about their experiences	8	8

Counselors reported that their schools used variety of career guidance practices. The most prominent activities according to counselor 1, 2, 3, 4, 5, 6, and 10 were efficacy scales and learning style scales that help students uncover their potentials as well as study skills and study habits. Schools also used guest speakers such as career guidance professionals working in Lebanese universities. Counselor 4 indicated, “Inviting guest speakers was one of the used form of raising awareness about available careers with our students, they favored it as they got to interact with guests and ask their questions”. Some counselors also mentioned that the school invited parents and community representatives from the field as guest speakers. Counselors 2, 3 and 4 agreed, “Parents tend to be excited when presenting to their kids and their kids’ friends about their careers, they are open to questions and welcome students’ remarks”. Schools also used online platforms (Noored) whereby students can create personal profiles to watch interesting videos about the university majors they are interested to pursue. Counselor 1 stated, “Students enjoyed logging in into their accounts and watching videos about future careers...At times, some of them considered this as a free session where they get to go out of class and spend time on activity that was not related to studies, and some of them saw the importance of these sessions...As a counselor, I enjoyed the sessions where students were asking questions and seemed involved in work”.

Students were also encouraged to visit university websites to learn more about available majors and to contact experts from their intended majors whom they asked about their work demands and duties and income. Counselor 6 mentioned, “Some students were so focused on jobs that will give them high salaries in future, they assumed that jobs like being a doctor or an engineer are more rewarding financially and were asking all questions about such majors. Their main interest was there and that was either to their personal interest or based on their parents’ influence”.

One school implemented an internship day whereby students find a place to work in that is linked to their preferred majors and wrote reflections about their experiences. Counselor 8 said, “Internship are important yet hard to plan. We get many requests and at time, we cannot filter what is sincere and what is based on the fact that a group of friends are interested in spending a school day out of school where they get to go out and see new people. We encourage our students to go explore new choices but at the same time we pay attention to the places they are visiting and their placement choices as it is a huge responsibility and we also take into consideration the fact that this might affect a student’s life choice based on their experience whether it was a positive experience or a negative experience”.

## **Effectiveness of Career Guidance Activities and Practices**

### ***Effectiveness of Personal Discussions among Teachers from Students' and Teachers' Perspectives***

The ANOVA F-tests revealed that there were no significant differences on the effectiveness of personal discussions about career and future plans with teachers and friends across students and teachers;  $F(1, 287) = 2.15, p = .144$ ;  $F(1, 294) = 0.32, p = .570$ , respectively.

The F-Welch test revealed that teachers ( $M = 3.77, SD = 0.97$ ) reported that personal discussions about career and future plans with school counselors as significantly more effective than students ( $M = 3.37, SD = 1.19$ );  $F\text{-Welch}(1, 238.17) = 2.24, p = .002$ . Similarly, the ANOVA F-test revealed that teachers ( $M = 3.98, SD = 1.00$ ) reported that personal discussions about career and future plans with parents as significantly more effective than students ( $M = 3.56, SD = 1.13$ );  $F(1, 296) = 9.99, p = .002$ .

### ***Effective Career Guidance Practices Implemented from Counselors' Perspectives***

Most interviewed counselors reported that one of the most effective method of career guidance activities is the use of psychometric tests and checklists “it is accurate and well directed”. Others reported that students became more interested in

using online platforms, as a novel activity. University Guest speakers are highly welcomed by counselors. One counselor said, “Students become more excited when career counseling sessions are provided by university guest speakers, especially those who represent reputable universities”. One counselor reported that the most effective method is integrating such activities in subject matters and informal advisory sessions, while other counselor reported that it is highly important to customize such activities based on the needs of the students.

### ***Effective Career Guidance Practices Implemented according to Students’***

#### ***Preferences***

Counselors reported that students mostly prefer group sessions, including guest speakers and practitioners from universities, whereby they have the ability to ask questions, share ideas and to learn from their peers (interactive sessions), as well as sessions that include activities and online platform. One counselor reported, “Students prefer sessions that are interactive where they can ask questions and spend time in discussions related to fields that they have an interest in”. Counselor 5 added, “A group of Grade 11 students once approached me asking if we can have a group session with the other grade 11 section to see their interests and share among each other, to them it was a learning opportunity since they are the same age and coming from the same backgrounds, they really had impressive ideas to share”.

One counselor reported that students prefer work field days that are interactive. “Students enjoy going outside school and they come and share their experiences if they were fruitful”. Another counselor added that it is highly important that the sessions hold specific purpose as students can know whether the session is directed toward a specific goal. The counselor said, “I believe if the goal of the session wasn’t shared prior to starting the sessions, I won’t get my students full attention, when my sessions are directed and goal-oriented, students seem to benefit more”.

### ***Effectiveness of Career Guidance Practices based on Method of Instruction***

The ANOVA F-test revealed that teachers ( $M = 3.57, SD = 1.08$ ) reported that conducting career activities in individual subjects as significantly more effective than students ( $M = 3.12, SD = 1.14$ );  $F(1, 289) = 10.84, p < .001$ . Similarly, the ANOVA F-test revealed that teachers ( $M = 3.68, SD = 0.97$ ) reported that conducting career activities in separate sessions or workshops as significantly more effective than students ( $M = 2.96, SD = 1.13$ );  $F(1, 293) = 29.49, p < .001$ . Furthermore, the ANOVA F-test revealed that teachers ( $M = 3.86, SD = 1.06$ ) reported that conducting career activities in an individualized methods as significantly more effective than students ( $M = 3.21, SD = 1.25$ );  $F(1, 287) = 19.44, p < .001$ . In addition, the ANOVA F-test revealed that teachers ( $M = 3.40, SD = 1.07$ ) reported that conducting career activities in mixed methods as significantly more effective than students ( $M =$



3.12,  $SD = 1.14$ );  $F(1, 287) = 4.12, p = .043$ . However, the ANOVA F-test revealed that there were no significant differences on the effectiveness of conducting career guidance activities in groups across students and teachers;  $F(1, 291) = 1.41, p = .236$ .

### ***Effectiveness of Career Guidance Practices based on Person Delivering the Activities***

The ANOVA F-test revealed that teachers ( $M = 3.67, SD = 0.94$ ) reported that career guidance activities led by teachers as significantly more effective than students ( $M = 3.07, SD = 1.14$ );  $F(1, 293) = 20.72, p < .001$ . Similarly, the F-Welch test revealed that teachers ( $M = 3.98, SD = 0.96$ ) reported that career guidance activities led by school counselor as significantly more effective than students ( $M = 3.19, SD = 1.19$ );  $F\text{-Welch}(1, 232.83) = 37.11, p < .001$ . In addition, the ANOVA F-test revealed that teachers ( $M = 3.77, SD = 1.01$ ) reported that career guidance activities led by visiting experts or representatives as significantly more effective than students ( $M = 3.26, SD = 1.17$ );  $F(1, 287) = 13.86, p < .001$ . Finally, the F-Welch test revealed that teachers ( $M = 3.93, SD = 1.01$ ) reported that career guidance activities led by university representatives as significantly more effective than students do ( $M = 3.24, SD = 1.20$ );  $F\text{-Welch}(1, 233.12) = 27.17, p < .001$ .

### ***Effectiveness of Implemented CG Practices based on Students' Confidence and Understanding***

The F-Welch test revealed that teachers ( $M = 3.67, SD = 0.92$ ) reported that career guidance activities foster confidence about career choice significantly higher than students ( $M = 3.23, SD = 1.24$ );  $F\text{-Welch}(1, 255.41) = 11.61, p = .001$ .

Similarly, The F-Welch test revealed that teachers ( $M = 3.63, SD = 0.92$ ) reported that career guidance activities foster confidence about future learning plan significantly higher than students ( $M = 3.11, SD = 1.12$ );  $F\text{-Welch}(1, 237.33) = 18.50, p = .001$ . In addition, the F-Welch test revealed that teachers ( $M = 3.69, SD = 0.92$ ) reported that career guidance activities give better understanding about one's strengths and weaknesses significantly higher than students ( $M = 3.20, SD = 1.14$ );  $F\text{-Welch}(1, 241.05) = 15.80, p = .001$ . Finally, the ANOVA F-test revealed that teachers ( $M = 3.75, SD = 1.07$ ) reported that career guidance activities give better understanding about one's learning style significantly higher than students ( $M = 3.28, SD = 1.14$ );  $F(1, 293) = 11.58, p = .001$ .

### ***Effectiveness and Level of Confidence in Identifying Reasonable Majors or Career Alternatives***

The ANOVA F-tests and F-Welch tests revealed that there were no significant differences on the degree of confidence in choosing one major out of a list of potential majors, confidence in making plan of goals for the next five years,

confidence in determining appropriate steps in case of facing academic troubles, confidence in talking with a person who is already employed in an interesting field, and confidence in identifying reasonable majors or career alternatives in case of being unable to get your first choice;  $F$ -Welch (1, 230.37) = 1.66,  $p = .199$ ;  $F$ -Welch (1, 240.17) = 1.12,  $p = .290$ ;  $F$  (1, 293) = 2.47,  $p = .117$ ;  $F$ -Welch (1, 252.57) = 0.34,  $p = .562$ ;  $F$ -Welch (1, 231.79) = 0.99,  $p = .322$ , and  $F$  (1, 296) = 1.48,  $p = .225$ , respectively.

### ***Effectiveness of Putting Personal Effort in Seeking Information about Careers***

The ANOVA F-test revealed that teachers ( $M = 3.43$ ,  $SD = 1.09$ ) reported that finding career information in school library as significantly more effective than students ( $M = 3.05$ ,  $SD = 1.21$ );  $F$  (1, 288) = 6.96,  $p = .009$ . Similarly, the F-Welch test revealed that teachers ( $M = 3.79$ ,  $SD = 0.86$ ) reported that finding career information in the university catalogues as significantly more effective than students ( $M = 3.25$ ,  $SD = 1.18$ );  $F$ -Welch (1, 259.66) = 20.23,  $p < .001$ . In addition, the ANOVA F-test revealed that teachers ( $M = 3.66$ ,  $SD = 1.09$ ) reported that finding subject teachers or counselors upon needing individual advice or information as significantly more effective than students ( $M = 3.34$ ,  $SD = 1.23$ );  $F$  (1, 284) = 4.95,  $p = .027$ . However, the ANOVA F-tests revealed that there were no significant differences on the effectiveness of finding career information online and finding

career information using software across students and teachers;  $F(1, 293) = 1.10, p = .296$ ;  $F(1, 289) = 0.14, p = .709$ , respectively.

### ***Effectiveness of Using of Instruments and Scales as a Tool for Career Guidance***

The F-Welch test revealed that teachers ( $M = 3.75, SD = 0.92$ ) reported that using self-efficacy to assess interests and strengths as significantly more effective than students ( $M = 3.37, SD = 1.13$ );  $F\text{-Welch}(1, 226.85) = 9.24, p = .003$ . Similarly, The F-Welch test revealed that teachers ( $M = 3.83, SD = 0.92$ ) reported that having variety of career practices and activities as significantly more effective than students ( $M = 3.37, SD = 1.16$ );  $F\text{-Welch}(1, 242.93) = 13.55, p < .001$ . In addition, the F-Welch test revealed that teachers ( $M = 3.90, SD = 0.94$ ) reported that doing work on practical skills (CVs, interviews...) as significantly more effective than students ( $M = 3.41, SD = 1.19$ );  $F\text{-Welch}(1, 241.92) = 14.97, p < .001$ . However, the ANOVA F-test revealed that there were no significant differences on the effectiveness of using interest scales to assess interests and strengths across teachers and students;  $F(1, 288) = 1.97, p = .161$ .



Table 5.1

*One-way Analysis of Variance*

Item	Students					Teachers					F-test			
	N	Min	Max.	Mean	SD	N	Min	Max	Mean	SD	F-test	Df1	Df2	Sig.
Effectiveness of Personal Discussion about Career and Future Plans with Teachers	189	1	5	3.40	1.15	100	1	5	3.60	1.07	2.15	1	287	.144
Effectiveness of Personal Discussion about Career and Future Plans with School Counselor	189	1	5	3.37	1.19	100	2	5	3.77	.97	2.24	1	238.17	.002
Effectiveness of Personal Discussion about Career and Future Plans with friends	197	1	5	3.50	1.03	99	1	5	3.42	1.08	0.32	1	294	.570
Effectiveness of Personal Discussion about Career and Future Plans with Parents	200	1	5	3.56	1.13	98	1	5	3.98	1.00	9.99	1	296	.002
Effectiveness of Including Career Activities in Individual Subjects	191	1	5	3.12	1.14	100	1	5	3.57	1.08	10.84	1	289	.000
Effectiveness of Including Career Activities in Separate Sessions or Workshops	195	1	5	2.96	1.13	100	1	5	3.68	.97	29.49	1	293	.000
Effectiveness of Conducting Career Guidance Activities in an Individualized Method	190	1	5z	3.21	1.25	99	2	5	3.86	1.06	19.44	1	287	.000
Effectiveness of Conducting Career Guidance Activities in Groups	194	1	5	3.26	1.16	99	1	5	3.42	1.09	1.41	1	291	.236
Effectiveness of Conducting Career Guidance Activities in Mixed Method	192	1	5	3.12	1.14	97	1	5	3.40	1.07	4.12	1	287	.043
Effectiveness of Career Guidance Activities Lead by Teachers	195	1	5	3.07	1.14	100	2	5	3.67	.94	20.72	1	293	.000
Effectiveness of Career Guidance Activities Lead by School Counselor	194	1	5	3.19	1.19	97	1	5	3.98	.96	37.11	1	232.83	.000
Effectiveness of Career Guidance Activities Lead by	189	1	5	3.26	1.17	100	1	5	3.77	1.01	13.68	1	287	.000

Visiting Experts or Representatives Effectiveness of Career Guidance Activities Lead by University Representatives	190	1	5	3.24	1.20	100	1	5	3.93	1.01	27.17	1	233.12	.000
School Career Activities and Practices Foster Confidence about Career Choice	196	1	5	3.23	1.24	100	1	5	3.67	.92	11.61	1	255.41	.001
School Career Activities and Practices Foster Confidence about Future Learning Plan	197	1	5	3.11	1.12	100	1	5	3.63	.92	18.50	1	237.33	.000
School Career Activities and Practices Give Better Understanding about One's Strengths and Weaknesses	194	1	5	3.20	1.14	100	1	5	3.69	.92	15.80	1	241.05	.000
School Career Activities and Practices Give Better Understanding about one's Learning Style	195	1	5	3.28	1.14	100	1	5	3.75	1.07	11.58	1	293	.001
Effectiveness of Finding Career Information in the School Library	190	1	5	3.05	1.21	100	1	5	3.43	1.09	6.96	1	288	.009
Effectiveness of Finding Career Information in the University Catalogues	196	1	5	3.25	1.18	100	2	5	3.79	.86	20.23	1	259.66	.000
Effectiveness of Finding Career Information Online	197	1	5	3.45	1.18	98	1	5	3.60	1.12	1.10	1	293	.296
Effectiveness of Finding Career Information Using Soft wares	192	1	5	3.27	1.12	99	1	5	3.32	1.17	0.14	1	289	.709
Effectiveness of Finding Subject Teachers or Counselor upon Needing Individual Advice or Information	188	1	5	3.34	1.23	98	1	5	3.66	1.09	4.95	1	284	.027
Effectiveness of Using Interest Scales to Assess Interest and Strengths	192	1	5	3.53	1.11	98	1	5	3.71	1.02	1.97	1	288	.161
Effectiveness of Using Self- efficacy to Assess Interest and Strengths	195	1	5	3.37	1.13	96	1	5	3.75	.92	9.24	1	226.85	.003
Effectiveness of Having Variety of Career Practices and Activities	192	1	5	3.37	1.16	99	2	5	3.83	.92	13.55	1	242.93	.000

Effectiveness of Doing Work on Practical Skills (CVS, interview techniques	195	1	5	3.41	1.19	99	1	5	3.90	.94	14.97	1	241.92	.000
Confidence in Choosing One Major Out of a List of Potential Majors	195	1	5	3.54	1.16	100	1	5	3.71	.99	1.66	1	230.37	.199
Confidence in Making Plan of Goals for the next Five Years	197	1	5	3.40	1.18	100	1	5	3.53	.95	1.12	1	240.17	.290
Confidence of Determining Appropriate Steps in Case of Facing Academic Troubles	195	1	5	3.63	1.11	100	1	5	3.42	.97	2.47	1	293	.117
Confidence in Talking with a Person who is Already Employed in an Interesting Field	197	1	5	3.65	1.13	97	2	5	3.72	.81	0.34	1	252.57	.562
Confidence in Identifying Reasonable Majors or Career Alternatives in Case Being Unable to Get your First Choice	200	1	5	3.56	1.08	99	1	5	3.68	.89	0.99	1	231.79	.322
Number of Services	198	0	8	2.60	1.52	100	1	7	2.82	1.47	1.48	1	296	.225



### *Barriers to Implementing Career Guidance Practices from Counselors Perspective*

Throughout the interviews, counselors discussed many barriers that hinders the proper implementation of career guidance activities in their schools. Some Counselors reported that such activities lack the proper pre-planning and scientific structure.

Counselors 2, 3, 4, and 6 agreed,

“Not all students have the same career orientation, it is understandable to have pre-planned general career guidance sessions that are followed by individualized group sessions or individualized sessions in order to address students’ different interests and preferences. The lack of available time to structure and plan sessions and the lack of formal follow up hinders the effectiveness of provided activities and makes them at times not goal-oriented. It is also important to mention to students the aim of the activity and rationale behind it so that they become involved and more aware of its importance. “

Some counselors reported that head of departments or teachers, but not specialized employees at the school, gave the sessions. Counselors 7 and 9 agreed,

“Career guidance sessions are not delivered at all times by us, we have individual therapeutic sessions and sometimes heads of divisions and class

advisors who help in developing activities. They generate ideas and implement them because they are always on direct contact with students unlike us when we see them once or twice a week.”

A number of counselors also reported that they are overloaded with other activities, such as counseling sessions, teaching, advisory sessions...etc. Therefore, they do not have the necessary time to prepare or deliver the career guidance activities. Counselor 10 explained,

“As a school counselor for elementary, middle and secondary students, I barely have the time to think of extra guidance sessions. My time is mainly divided between students sessions, advisory sessions, awareness campaigns, parents meetings, teacher referrals which makes me think of planning and implementing career guidance sessions as an extra privilege for students and I can’t afford it unless there is a another counselor helping me out and we divide the work. I have addressed this issue before with the school principal but due to limited budget, it was not readdressed again thus this topic was not on my priority list unfortunately”.

Finally, it is not only that non-expert people are giving career guidance sessions but also these sessions are not formally evaluated. More specifically, all counselors asserted that they do not really use instruments to measure the effectiveness of the activities. They base their evaluation on informal methods, such as asking students about their interests and career preferences.

### *Counselors' Perspective to Improve Career Guidance in Lebanese Schools*

Counselors recommended that it is highly important to allocate more time for career guidance activities, to plan the activities (as an official curriculum) based on the students' interests. Counselors also recommended, since most of them are overloaded and non-experts at the school (teachers and head of departments) deliver most sessions, there is a need for qualified professionals in the field to conduct such activities for all grade levels. Counselors also stressed the importance to encourage students to learn more about their major choices. Finally, one counselor recommended that counselors themselves receive training to learn about the career guidance activities. It was noticeable that school counselors training lacked the focus on career guidance programs and their implementations. Counselors mainly were more involved in counselling sessions, individual and group sessions and awareness sessions.

Further specific recommendations were provided as follows: (a) Provide structured and planned sessions based on the needs and interests of students. It is important to provide on-going guidance and organize the sessions in groups, (b) allocate more time and effort for the sessions, activities, and follow-up sessions to encourage students learn more about their career choices, (c) assign career guidance advisors for various grades so that students can refer to them when they need, (d) provide structured sessions, activities and resources to educate people about these practices, (e) invest more time in planning such activities and implement monitoring strategies to track the progress, (f) develop the curriculum at early grade levels so that it educates the students' career about career choices; and (g) employ qualified professionals and school counselors to work on such activities.

# CHAPTER FIVE

## DISCUSSION

The researcher has divided this chapter into five sections: (a) summary of key findings, (b) analysis and discussion, (c) limitations, and (d) implications and recommendations.

### **Summary of Key Findings**

The findings revealed that there was no significant difference in the perspective of students and teachers in terms of effectiveness in having personal discussions related to career guidance, while teachers identified students in career guidance discussions with a school counselor an effective tool for student in terms of raising career awareness more than what a student would have interpreted individually.

In addition, students favored career guidance activities in groups as they proved more effective and interactive. Based on evidence, these group sessions gave room for discussions and asking questions which was helpful to them. On the other hand, teachers stated individualized sessions as effective tools for students since they get quality one-on-one time with the mentor and are capable of asking specific questions about their potential career choices or interests.

Teachers and counselors observed sessions delivered by them as more effective than students themselves. While students consider sessions delivered by guest speakers and university representatives to be more useful.

Teachers were more satisfied with the currently offered career guidance activities and practices, in their opinion they help students gain more self confidence in future career choices. On the other hand, students believed that the current practices are inadequate and they need more guidance from professionals in order to be more confident about their future plans.

Most of the interviewed counselors believed a lot more can be done concerning what is currently offered as career guidance activities and practices.

Teachers consider finding career related information in school library and university catalogues as sufficient tools than what students themselves can provide.

### **Analysis and Discussion**

Based on results from the collected data, students gave the impression that they underestimated the effectiveness of current career guidance practices and activities. While from teachers' perspectives the effectiveness of currently implemented activities at secondary school levels within private sector in greater Beirut area were seen as more valid. Counselors, on the other hand, were highlighting the challenges and barriers they faced in implementing these activities due to many factors that will be discussed later. Counselors also gave recommendations on how to improve the current practices.

### ***Types of Career Guidance Activities and Practices According to Counselors***

Counselors reported that their schools use variety of career guidance practices. The most prominent activities are efficacy scales and learning style scales that help students uncover their potentials as well as study skills and study habits. Schools also invite guest speakers from universities, parents and representatives from the field to provide insight and information based on their professional experience. Schools also use online platforms such as Noored, where students can create personal profiles and watch interesting videos about careers they are interested in. They are also encouraged to visit university websites to learn more about careers and to contact qualified people about their intended majors so that they get insights on the salaries and work demand. One school implements an internship day whereby students find a place to work in that is linked to their preferred majors and write reflections about their experiences. It's noticeable that counselors highlighted the importance of using career guidance self-efficacy scales and learning styles scales with secondary school students to build on their interests. Research findings have largely supported the usefulness of career decision-making self-efficacy scales in predicting career indecision with students and young people (Betz, Klein, & Taylor, 1996; Betz & Luzzo, 1996; Giannakos, 1998).

### ***Teachers with Higher Rates of Effectiveness in Comparison to Students***

Teachers reported that having personal discussions about career and future plans with school counselors and parents are significantly more effective than what students perceived. One might argue that parent- teacher discussions are practical because secondary students are highly effected with what their parents believe is a good major

and why it may be so. Parents have a huge impact on their children's career choice because in many cases parents are the ones who financially support their children's education. Most university students still receive financial support from their parents. Research on college students states that the amount of financial support that undergraduates receive from their parents is positively related to their ability to persist and earn a degree (Flaster, 2012; Hamilton, 2013; Johnson 2013; Kim, 2007; Morris, 2003). Child's ability to access college is both dependent upon their parents planning to pay for college and being informed of or in agreement with these plans (Flaster, 2018).

It might be also argued that students in secondary level view their parents as role models especially if their parents have successful careers thus they will take their advice in order to reach the same level of success that their parents have achieved. Previous research indicated significant relation between parental influence, parents educational background and children's career decision making (Kniveton, 2004).

Teachers also conclude having personal discussions about future career with school counselors as an effective tool to help students in deciding their future career path, as one can argue that ideally speaking, counselors should be the qualified people delivering these types of services and not teachers themselves. Counselors help the students develop and make informed decisions including career selections (Hanimoğlu, 2018). Having qualified counselors guiding and providing students with needed resources, information and tools is an effective method schools can provide to secondary students as a form of raising awareness on available majors, choices and determining their preferences. Goodman-Scott and Grothaus (2017) elucidate that the

roles of counselors have evolved to include mental health counseling, evaluation and psychometrics, career guidance, coordination, collaboration, and education among others.

They also reported that conducting career activities in an individualized method as more effective than what students reported and this might support their previously mentioned point that teachers believe that school counselors have a huge role in student's career guidance activities. The school counselor's role is especially important for college-going students, who typically rely more on school support to prepare for college (Holcomb-McCoy, 2007). School counselor training must be preparing counselors-in-training to help students make postgraduate plans (Finnerty et al., 2019). They might also find it more effective due to the fact that career guidance individualized sessions tend to be more customized and cater for the student's individual needs. According to Karatas and Kaya (2015), counselors establish vital psychological relationships with individual learners, which help in maintaining their respective development, decision-making, and solving problems. Building rapport with students and strengthening personal relationships help students trust school counselors and refer to them as resourceful people to talk to.

A good number of sampled teachers revealed that conducting career activities in mixed methods (individualized or group sessions) as more adequate than what students perceived personally. It was reported that when teachers, counselors, university representatives or visiting experts led career guidance sessions, they were more efficient while students did not believe so. It is plausible that due to the fact that career guidance practices are not organized or delivered based on a structured curriculum in Lebanon



teachers still want to talk about students' future career choices. This may happen during a teacher's own sessions as part of the hidden curriculum during individualized career guidance counseling sessions that are led by school counselors, or as part of school activities where university representatives discuss majors their universities provides. This insight that such practices are helpful to students from their teachers' perspectives might be due to that fact that it is the commonly implemented practice across schools. Findings from previous research indicated that school counselors should be more systematic, intentional, and direct in providing college information to students (Bryan et al., 2009). These systemic interventions take place when school counselors work with students individually, in small groups, and in classroom settings to help students overcome obstacles (ASCA, 2012).

Teachers reported that career guidance activities foster confidence about career choices and future learning plans and gives better understanding about one's strengths and weaknesses and learning style. According to literature, guiding students and assisting them in career decision making is an essential, delicate and difficult task; hence, schools ought to ensure that guidance and counseling with regards to career selection is effective to foster appropriate decision-making (Dawson & Gidiglo, 2015). In addition, teachers reported that using self-efficacy scales to assess interests and strengths and having more variety of career guidance activities is a more effective tool than what students consider. They also reported that finding information in school libraries and university catalogues are effective helpful tools for students. One might argue that teachers had these beliefs because they were more positive about the minimally implemented activities in terms of career guidance more than students themselves. They wanted to believe that what they were doing or trying to do with

students is somehow helping them. They thought that these activities although nominal, but they had a positive impact on students' future career choices. According to literature, young students showed higher level of satisfaction concerning their future career choices when they attended schools that provided them with: concise and detailed information about options; impartial advice about subjects; taster sessions in different subjects and, where applicable, at different institutions; sufficient time to consider carefully the options available; and individual conversations with senior teachers (Blenkinsop et al. 2006).

### ***Effectiveness of Career Guidance from Teachers' and Students' Perspectives***

Study revealed no significant differences on the effectiveness of personal discussions about career and future plans with teachers and friends across students and teachers. One might argue that this is due to the fact that both teachers and students know that although students might tend to discuss their future plans with their friends and teachers yet, the final discussion should be done with their parents and they should be on board before anyone else. Parents often play the role of 'chief adviser' (Beck, Fuller, & Unwin 2006, Nicoletti & Berthoud 2010). A parent's influence on their child's career decision-making may be experienced in a number of ways, in terms of social and cultural capital: facilitating access to information and networks of support (Furlong 2005; Foskett, Dyke, & Maringe 2008); and as role models (Buikstra, Eley, & Hindmarsh 2007).

It was revealed that there was no serious difference on the effectiveness of conducting career guidance activities in groups among teachers and students. The setting and context of career guidance activities can take many forms and each caters for a specific purpose. There is no ideal practice when it comes to when or how career guidance among students should happen. According to literature, minimal guidelines were provided to give direction or content for career guidance programs (Furbish et al., 2013).

In addition, there was no significant difference reported between teachers and students on the effectiveness of finding career information online and using software. This might be due to the fact that students are minimally exposed to such activities thus they do not see a significant difference whether they use them or not. Literature revealed that career guidance activities and practices in schools enhances student competencies of developing self-awareness, exploring opportunities, deciding and acting to career guidance and education, but minimal exposure and guidelines are provided in relation to these goals (Furbish et al., 2013).

Study revealed that there were no notable differences on the degree of confidence in choosing one major out of a list of potential majors, confidence in making a plan of goals for the next five years, confidence in determining appropriate steps in case of facing academic troubles, confidence in talking with a person who is already employed in an interesting field, and confidence in identifying reasonable majors or career alternatives in case s/he are unable to get their first choice among teachers and students. One might argue that students' lack of exposure to career guidance activities

and practices makes them indifferent and unaware about the importance and role of these activities. It is also worth mentioning that this lack of awareness might not directly be due to teachers' or counselors' unwillingness to deliver these services, rather they might be related directly to barriers they face when conducting these services. Delivering the guidance and counseling sessions face a myriad of challenges, which hinder effectiveness of guiding the students to select their future careers (Hanımoğlu, 2018).

### ***Effective Practices Implemented Based on Counselors***

Some counselors reported that one of the most practiced methods of career guidance activities is the use of psychometric tests and checklists. Others reported that they prefer online platforms and guest speakers from international universities delivering insight on careers because both are seen as interactive activities. One counselor argued that the most effective method is integrating such activities in subjects and informal advisory sessions, while other counselor believe that it is highly important to customize such activities based on the needs of the students. One can argue that there was no specific tool that all counselors agreed on as the most effective tool to be used with students. This might be due to many factors such as: discrepancy and inconsistency in providing career services across schools and counselors with different philosophies in relation to this matter. It is worth mentioning that there were no specific preferences in counselors' feedback in terms of the currently applied career guidance practices. Their perspectives varied based on their availability, level of knowledge, exposure, experience and willingness to innovate and improve current practices. According to previous studies, it was suggested that visiting a counselor for college

entrance information has a positive and significant influence on students' likelihood of postsecondary enrollment, and that counseling-related effects are greatest for secondary students (Belasco, 2013).

### ***Barriers to Implementing Career Guidance Practices according to Counselors***

Throughout the interviews, counselors discussed many barriers that hinders the proper implementation of career guidance activities in their schools. Some counselors reported that such activities are neither preplanned as official sessions nor structured in a scientific way as students have different interests. They reported that they are led by head of departments or teachers and not specialized employees at the school. Other counselors also reported that they themselves are over loaded with other activities (such as counseling sessions, teaching, advisory sessions...), and as such they do not have the necessary time to prepare or deliver the career guidance activities. Finally, career guidance sessions are being given by non-experts which questions the effectiveness of such sessions because they are either unmeasured or measured informally. Specifically, all counselors asserted measurement may prove ineffective because they informally assess the activities based on personal likes and dislikes. Lack of counselor's preparations, trainings and availability are affecting a school's career guidance. While previous studies support a positive relationship between school counseling and college planning, many students attend schools where they do not have sufficient access to a counselor (Belasco, 2013).

## *Effective Practices Implemented Based on Students' Preferences and Counselors' Perspectives*

Counselors reported that students mostly prefer interactive sessions, which include: guest speakers from universities and practitioners, whereby they have the ability to ask questions, share ideas and to learn from their peers, as well as online platform activities. One counselor reported that students prefer work field days because they can actively participate. Another counselor added that it is highly important that the sessions hold specific purpose as students can know whether the session is directed toward a specific goal and interest of career.

Kuijpers, Meijers, and Gundy (2011) emphasized the importance of dialogical interaction to enhance students' reflexivity. This was also communicated by Maree (2019) in order to reach the potential of group discussions and enhance career decision-making and adaptability among students. Likewise, Hayes (2001) confirmed the value of group career counseling for school learners because it provides them with a space that facilitates expression of their concerns, feelings, and opinions and also enables them to manage their career concerns and expedite their self- and career construction.

### **Limitations**

Factors related to the tracking system in the Lebanese curriculum schools might influence the results of this study as students were oriented based on the chosen track in their final secondary school years. Another limitation was due to time constraints where

data was collected over one academic year and students' perspective was considered only according to their current outlook.

A limitation that emerged during the conduction of this study was related to the small number of interviewed counselors which goes further to show that most schools don't have counselors in the first place.

Another limitation was related to the survey's incompetency. Some students seemed to give socially desirable answers. This might be due to the lack of research culture in the selected school. Also, the characteristics of the study sample might be viewed as one of the limitations as well. Schools mentioned in the survey were from the greater Beirut area which are known to be of the private sector and their main curriculum instruction is English. These private schools are known to have and provide counseling sessions. It is necessary to mention that many schools proved in-cooperative and denied the researcher permission to conduct any study within their school. Failure to receive immediate cooperation from schools hindered data collection. This directed the researcher to only consider schools that responded immediately and were willing to cooperate and facilitate the data collection process.

## **Implications and Recommendations**

Based on the conducted study and results, it was generally concluded that our schooling system in Lebanon lacks career guidance in their taught curriculum. Students are receiving the minimal that can be considered as an act for career guidance in their secondary school years. According to teachers these basic acts are considered helpful while students believe that these acts are lacking and un-guiding them towards their future career choices. From a counselors' perspective and practitioners, more training and allocating extra assigned time to implement a proper career guidance curriculum is recommended and severely needed.

Lack of career guidance activities and practices affects a student's future plans and university choices. In practice, schools along with parents and universities should have a role in guiding students towards their future career by implementing proper career guidance. A school curriculum should allocate enough time for implementing career oriented activities and a professional follow up by experts should be implemented. Schools should provide a structure for practice that includes performing appropriate roles and duties through a program-centered, comprehensive school counseling program (Fye et al., 2017).

Furthermore, it incorporates the national standards (ASCA, 2004) for school counseling programs and aligns the professional practice of school counselors with the educational standards of schools' academic missions (ASCA, 2012). Overall, comprehensive programs such as the ASCA National Model can help shift school counselors' roles into activities that ensure every student's success (Cinotti, 2014).



Adopting standardized programs and implementing comprehensive training for school counselors on the most recent applicable trends that are used in schools is also needed in order to help better implementation and delivery. Assessments on the effectiveness of such practices is needed, but again if there is failure to provide evident practice available how can there be effective measuring tools and guidelines.

It is recommended that future researchers consider a bigger sample of counselors, students and teachers. It is also advised that the schools undergoing these studies be extended to areas that outreach more than just the greater Beirut area. Schools with different language of instruction should be considered for this research and study. In addition to that, both private and public schools should be sampled so that the results can be generalized, fair, and extend to different pools of students.

The sample might also include noting and interviewing parent's perceptions, opinions and thoughts of what is an effective tool that will enable their kids to choose their future majors. Including policy makers, school administrations and curriculum developers is valuable because they are primary figures in the implementation of the curriculum programs in schools.

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# APPENCIES

## Appendix A

### List of Private Secondary Schools in Greater Beirut Area Retrieved from CERD

المنطقة التربوية : بيروت الاولى										التعليم : خاص غير مجاني		دليل المدارس لعام 2015-2016	
رقم المدرسة	اسم المدرسة	الجنس	عدد الشعب	روضة	حديقة 1	حديقة 2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية	
رقم المالك	العنوان	الهاتف	شعب	شعب	شعب	شعب	شعب	شعب	شعب	تعاقد + تكمة	تعاقد + تكمة	ملاك	
7001	اللقب الأقدس - القزير الجميزة - شارع غورو رعيانة اخوة المدارس المسيحية	الذكور	44	2	282	424	267	364	1337	26	97	الفرنسية الانكليزية	
7002	ابناء مار يوسف كورنيش النهر - البديوي - شارع الرميل اسد الله فقيه	الذكور	15	1	87	136	47	26	296	2	17	الفرنسية الانكليزية	
7003	الحكمة الاشرفية الحكمة الحكمة	الذكور	35		129	298	176	246	849	53	85	الفرنسية	
7004	البشارة الارثوذكسية الرويل - شارع يوسف سرمق - تجاه مستشفى الروم مطرابلس بيروت للروم الارثوذكس	الذكور	36		9	201	355	70	756	29	71	الانكليزية	
7005	الحبل بالحنس الرويل - شارع مستشفى الروم جمعية راهبات المحبة	الذكور	9		3	84	67	86	237	5	16	الفرنسية	
7006	الارمنية الاجيلية المركزية العاتية الرويل - شارع جعارة اتحاد الكنائس الارمنية الاجيلية	الذكور	18		3	81	130	47	317	12	35	الانكليزية	
7008	القديس غريغوريوس الجيتاوي - شارع مستشفى الروم الرهينة اليسوعويين الشرقى	الذكور	35		9	277	574	214	1065	18	75	الفرنسية	
7011	مدينة الناصرة الناصرة - شارع دير الناصرة دير الناصرة	الذكور	59		12	321	705	297	1556	14	135	الفرنسية	
7012	سان شارل لراحيات المنجة الناصرة - شارع الزهار جميع الراحيات المحبة	الذكور	6				176	176	176	4	14	الفرنسية	

دليل المدارس لعام 2015-2016		التعليم : خاص غير مجاني										المنطقة التربوية : بيروت الأولى			
رقم المدرسة	اسم المدرسة	الجنس	عدد الشعب	روضة	حديقة 2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية	اسم المالك			
												فرنسي	إنكليزي	العربي	ملاك
7013	ثانوية علي بن ابي طالب الاثرفية الناصره - شارع بيضون جمعية التضامن الخيرية الاسلامية	مختلطة	13				122	159	281	4	29	الانكليزية	ملاك	ملاك	ملاك
7014	الثانوية الاجلجية لبيروت الكبرى السويقي - شارع العزالية مجلس ابناء بلاتونية لثانوية الاجلجية	مختلطة	18				137	81	355	6	32	الانكليزية	ملاك	ملاك	ملاك
7017	الثانوية لرايات المحبة السويقي - الاثرفية - شارع ماسين جمعية رايات المحبة	مختلطة	44				417	272	1127	21	77	الفرنسية	ملاك	ملاك	ملاك
7018	الثالثة قمار الاثرفية الانثرفية - الكاوي - شارع الكاوي مطارية بيروت للروم الارثوذكس	مختلطة	18				68	18	161	10	22	الفرنسية	ملاك	ملاك	ملاك
7019	زهرة الاحسان ماروس - شارع زهرة الاحسان مطارية بيروت للروم الارثوذكس - بيروت	مختلطة	45				521	208	1111	18	82	الفرنسية	ملاك	ملاك	ملاك
7022	الروسية الفرنسية للثانوية الكبرى اوتيل ديو - شارع اسحق بن حنين المفازة الفرنسية	مختلطة	119				1350	711	3484	70	226	الفرنسية	ملاك	ملاك	ملاك
7023	ثانوية القديس يوسف لرايات القلبيين الاقدسين السويقي - شارع للسويقي رحمة القلبيين الاقدسين	مختلطة	61				830	386	1888	60	140	الفرنسية	ملاك	ملاك	ملاك
7100	حديقة الاطفال - كبير مصعب الجميزة - غورو - شارع غورو وقف الروم الارثوذكس	مختلطة	3						36	2	4	الفرنسية	ملاك	ملاك	ملاك
8232	الثقافة العامة الحديثة المعروف باسم بروج للمخلص الانثرفية - اللوي - شارع اصفاهان الطون التجاني	مختلطة	12				35	8	54	0	10	الانكليزية	ملاك	ملاك	ملاك
8439	ولسبرغ لورينغ كومونويتي بيروت (م) - المنكف كنيسة سريان كاثوليك	مختلطة	29				255	57	551	27	81	الانكليزية	ملاك	ملاك	ملاك

دليل المدارس لعام 2015-2016		التعليم : خاص غير مجاني										المنطقة التربوية : بيروت الثانية			
رقم المدرسة	اسم المدرسة	الجنس	عدد الشعب	روضة	حديقة 2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية	اسم المالك			
												فرنسي	إنكليزي	العربي	ملاك
7038	لبنان الاحمر زقاق البلاط - شارع حمادة د. حسين علي بيك	مختلطة	6				90		90	5	13	الانكليزية	ملاك	ملاك	ملاك
7039	ثانوية بيروت العربية زقاق البلاط - شارع حمادة د. حسين علي بيك وبنات	مختلطة	3				59	69	128	5	17	الفرنسية	ملاك	ملاك	ملاك
7040	الثنائية العامة الأولى البيطركية - شارع خليل مركيس (الضادري) السادة بنات/نعماني	مختلطة	9				67	32	99	2	14	الفرنسية	ملاك	ملاك	ملاك
7042	المعدالية الاجلجية المصيطبة - شارع المعلوف رسمية/التشرق الانثري المعدالية	مختلطة	56				515	246	1276	24	130	الانكليزية	ملاك	ملاك	ملاك
7043	ثانوية مار سوزيوس المصيطبة - شارع المعلوف وقف الطائفة السريانية الارثوذكسية	مختلطة	15				13	55	164	1	23	الانكليزية	ملاك	ملاك	ملاك
7044	لويت المصيطبة - شارع رشيد طليح الشيخ احمد يوسف حمود	مختلطة	19				144	98	450	9	53	الفرنسية	ملاك	ملاك	ملاك
7049	روضة العلوم المصيطبة - شارع ابو بكر الصديق عبد الغفور نايف	مختلطة	12				68	29	132	0	14	الانكليزية	ملاك	ملاك	ملاك
7050	سيدة المصيطبة المارونية وطني المصيطبة - شارع المنكبي مطارية بيروت المارونية	مختلطة	17				91	70	280	5	24	الفرنسية	ملاك	ملاك	ملاك
7051	مار الياس بطنيا الثانوية مار الياس - شارع المنكبي موقف مار الياس بطنيا	مختلطة	20				130	86	385	15	50	الفرنسية	ملاك	ملاك	ملاك
7053	الليسه نابيودال مار الياس - شارع نقولا سريسي محامين علي محسن	مختلطة	9				378	421	799	18	58	الفرنسية	ملاك	ملاك	ملاك

دليل المدارس لعام 2015-2016												التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثانية			
رقم المدرسة	اسم المدرسة	العنوان	اسم المالك	الجنس	الترتيب	عدد الشعب	روضة	حديقة أو 2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية			
				الفرنسي	الانكليزي	شعب	شعب	شعب	شعب	شعب	شعب	ملاك	ملاك	ملاك			
7054	الاعدادية اللبنانية ماراليس - منطقة رقم 47 - شارع مار الياس رقم 93 تلي صايب وريما خلف	قبل الظهر	01- 841187	مختلطة	17	34	24	56	131	3	44	3	26	الانكليزية			
7056	لامارتين بريح ابي حيدر - شارع احمد طياره العميد الدكتور اسعد نزيان	قبل الظهر	01- 641929	مختلطة	12	46	119	54	219	3	17	3	17	الفرنسية			
7057	لاولتين بريح ابي حيدر - شارع عبد الغني العريسي زوار علي حسن	قبل الظهر	01- 314199	مختلطة	10	36	84	28	148	0	10	0	10	الفرنسية			
7058	روضة الاطفال البسطة اللوقا - شارع سيدي حسن ورنه زويش قزقل	قبل الظهر	01- 656034	مختلطة	3	70	80		150	1	11	1	5	الفرنسية			
7059	الرسالة العربية البسطة التختا - البسطة - شارع الازواي عبد الرزاق رحم	قبل الظهر	01- 657543	مختلطة	11	28	109	13	150	0	8	0	8	الانكليزية			
7060	ثانوية الرسالة العربية المسالمة البسطة التختا - البسطة - شارع الازواي عبد الرزاق رحم	مساءلي	01- 657543	مختلطة	4	8	101	137	238	0	10	0	10	الفرنسية			
7061	ثانوية قصر الثقافة الحديثة بريح ابي حيدر - المنزوي - شارع ابن خلدون احسان النوب	قبل الظهر	01- 305941	مختلطة	16	5	51	33	145	0	15	0	7	الانكليزية			
7062	التهضة الوطنية المزرعة - شارع المزرعة ورنه شفيق زعيمور ورنه اناث مراد	قبل الظهر	01- 654422	مختلطة	1	12	32	36	101	2	15	2	6	الفرنسية			
7063	باسكال المزرعة - شارع صليبا ورنه الدكتور جورج حبيب	قبل الظهر	01- 654406	مختلطة	12	41	62	50	153	6	15	6	8	الفرنسية			
7064	روضة البراعم بريح ابي حيدر - شارع سعدي ورنه محمود مرعشلي	قبل الظهر	01- 653615	مختلطة	9	53	41		94	2	10	2	5	الانكليزية			

دليل المدارس لعام 2015-2016												التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثانية			
رقم المدرسة	اسم المدرسة	العنوان	اسم المالك	الجنس	الترتيب	عدد الشعب	روضة	حديقة أو 2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية			
				الفرنسي	الانكليزي	شعب	شعب	شعب	شعب	شعب	شعب	ملاك	ملاك	ملاك			
7065	روضة البراعم المتوسطة بريح ابي حيدر - شارع 0 ورنه محمود مرعشلي	بعد الظهر	01- 653615	مختلطة	2			14	14	2	7	2	4	الانكليزية			
7066	العنية الحديثة المنجب - شارع ابو شاعر مجيد ياسين	قبل الظهر	01- 308621	مختلطة	8	12	55	96	202	1	22	1	3	الفرنسية			
7068	ثانوية عصر بن الخطاب الحرش - شارع المفتي حسن خالد جمعية التضامن الخيرية الاسلامية في بيروت	قبل الظهر	01- 309632	مختلطة	15			6	136	10	31	10	16	الانكليزية			
7070	ثانوية الثقافة الاسلامية طريق الجديدة - شارع حسن خالد جمعية المشاريع الخيرية الاسلامية	قبل الظهر	01- 857280	مختلطة	57	268	549	222	1279	19	81	19	65	الانكليزية			
7074	ماما نجاح طريق الجديدة - السويل - شارع خديجة الكبرى مريم قنطور	قبل الظهر	01- 310573	مختلطة	12	26	32	15	73	1	6	1	6	الانكليزية			
7075	بهجة الاطفال الحرش - شارع القاضي رابطة الجمعيات النسائية الخيرية الاسلامية	قبل الظهر	01- 641053	مختلطة	19	144	229		373	11	21	11	19	الانكليزية			
7079	الابتدائية الحديثة راس النبع - شارع عبد الكريم الخليل ورنه الامير محمد خير شهاب	قبل الظهر	01- 631985	مختلطة	12	60	145	64	269	0	13	0	10	الانكليزية			
7081	الروضة الحديثة للتصنيع راس النبع - شارع محمد الحوت د محمد بال العريب	قبل الظهر	03- 636058	مختلطة	7	5	4	2	11	0	3	0	2	الانكليزية			
7082	ابن رشد راس النبع - شارع حسن قزقل مستطفي الخوري سعادة والسيدة عفاف ماريني	قبل الظهر	01- 643551	مختلطة	2	3		10	10	1	6	1	3	الفرنسية			
7083	ثانوية ابن رشد راس النبع - شارع قزقل شركة الخوري سعادة وعفاف ماريني	بعد الظهر	01- 643551	مختلطة	5	6	34	83	117	2	13	2	2	الفرنسية			

رقم المدرسة		إسم المدرسة		التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثانية									
اللغات الأجنبية	إسم المالك	الجنس	الترقيم	التهاتف	عدد الشعب	روضة	حديقة 1و2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية		
													معلم	معلم	
7087	التأهيلية العائلية العائلية - شارع صر بن الخطاب الجمعية الخيرية الإسلامية العائلية	قبل الظهر	9	10	10			91	171	262	6	41	8	33	
7088	الرضا العائلية التابعة للجمعية الخيرية الإسلامية العائلية العائلية - شارع صر بن الخطاب الجمعية الخيرية الإسلامية العائلية بيروت	قبل الظهر	8				172			172	3	17	12	5	
7089	قسم الابتدائي العامي العائلية - شارع صر بن الخطاب الجمعية الخيرية الإسلامية العائلية	قبل الظهر	6				104			104	1	14	13	1	
7090	تكميلية البنات العائلية البيضة العفراء - شارع الحمصاتي الجمعية الخيرية العائلية	قبل الظهر	4				98	15		113	2	21	5	16	
7091	الروضة التوليفية العائلية العائلية - شارع صر بن الخطاب الجمعية الخيرية الإسلامية العائلية	قبل الظهر	4			182				182	2	17	12	5	
7092	ليسه المنطف البارك - شارع الجيش الدولة الفرنسية	قبل الظهر	19			63	147	69	88	367	4	25	10	15	
7093	سيدة الملائكة بدارو البارك - شارع بنوا بركات دلي سيدة الملائكة	قبل الظهر	30			123	282	119	146	670	7	55	34	21	
7094	مرحمت ماري لراجات الفرنسيات البارك - شارع المتحف السفارة الفرنسية	قبل الظهر	19			526				526	10	47	32	15	
7095	ابتدائية بيت الأطفال الحرش - شارع الأواحي جمعية المقاصد الخيرية الإسلامية	قبل الظهر	7			26	155	401		556	12	67	45	22	
7097	ثانوية خالد بن الوليد الحرش - شارع الأواحي جمعية المقاصد الخيرية الإسلامية	قبل الظهر	9			20		141	247	388	10	67	37	30	

217

رقم المدرسة		إسم المدرسة		التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثانية									
اللغات الأجنبية	إسم المالك	الجنس	الترقيم	التهاتف	عدد الشعب	روضة	حديقة 1و2	حديقة 3	ثانوي	المجموع	إداري	معلم	اللغات الأجنبية		
													معلم	معلم	
8049	نورفكان البارك - شارع المستطفي العسكري الدولة الفرنسية	قبل الظهر	27		2			173	291	464	36	86	45	41	
8051	مدرسة الحريري الثالثة طريق الجديدة - شارع ارض جلول مؤسسة الحريري	قبل الظهر	13			26	238	417	64	925	31	85	68	17	
8126	ثانوية بيروت رأس البع - شارع صر بن الخطاب الجمعية الخيرية لرعاية اطفال المسلمين	قبل الظهر	15				105	133	22	307	2	19	8	11	
8254	سويي انترناشيونال سكول زقاق الباط - شارع حسين بيهم الجمعية ايرانية للتأهيلية للتعليم	قبل الظهر	2				30	121	232	805	25	145	88	57	
8543	مدرسة وروضة الأطفال الأمانيتان التوئيتان التجسة - المنارة - شارع بس جذعون	قبل الظهر	1				15	268		352	5	12	2	10	
8549	مدرسة اهل البيت المتوسطة زقاق الباط - 0 - شارع يوسف الاسير جمعية الامداد الخيرية الإسلامية	قبل الظهر	3					55		55	1	6	2	4	

رقم المدرسة		إسم المدرسة		التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثالثة													
اللغات الأجنبية	معلم	إداري	المجموع	ثانوي	حقة 3	حقة 2	روضة	عدد الشعب	الجنس	النوع	المدارس		المدارس	المدارس	المدارس	المدارس	المدارس		
											فرنسي	إنكليزي						معلم	إداري
7099	الجمالية الأميركية	الجمالية الأميركية - شارع باريس	مدرسة الجمالية الأميركية في بيروت	60	قبل الظهر	مختلطة	01-374370	الانكليزية	149	24	1098	226	222	439	211	60	79	7	70
7101	انترناشونال كولدج	راس بيروت - شارع بلس	مجلس ابناء انترناسيونال كولدج	55	قبل الظهر	مختلطة	01-371294	الانكليزية	265	47	2537	582	526	967	462	60	159	19	106
7104	الارمنية الانجيلية لعالمية	شارع المكسيك	جمعية مسيحية	15	قبل الظهر	مختلطة	01-349816	الانكليزية	31	7	123	24	25	49	25	15	13	3	18
7105	القدس منصور تراحيات المحبة	شارع كلينصور	جمعية راحيات المحبة	32	قبل الظهر	مختلطة	01-361460	الفرنسية	65	17	810	162	186	330	132	32	45	14	20
7106	الحكمة فرج مارالاس	شارع كلينصور	مطارية بيروت المارونية	17	قبل الظهر	مختلطة	01-362773	الفرنسية	30	16	376		97	182	97	17	21	11	9
7107	التبائية العامة	شارع جوستيان	التبائية العامة	5	قبل الظهر	مختلطة	01-364480	الفرنسية	4	2	69			20	49	5	1	2	3
7108	القدس فرسيس لاجاء الكروبيين	شارع القامزة	الحمرء - شارع القامزة	20	قبل الظهر	مختلطة	01-351616	الفرنسية	32	10	361	118	78	121	44	20	20	5	12
7111	التبوية الانجيلية الوطنية	شارع تجاه وزارة الاقتصاد	الكنيسة الاحلوية الوطنية في بيروت	39	قبل الظهر	مختلطة	01-742318	الانكليزية	69	8	685	93	112	308	172	39	50	5	19
7112	ثابوية السيدة الاوذكسية	شارع الحمرء - شارع المكحول	وقف مطارية الروم الارثوذكس	54	قبل الظهر	مختلطة	01-744414	الانكليزية	103	108	1353	201	267	580	305	54	56	75	47
7114	الهدى	شارع المادفات	الحمرء - شارع المادفات	16	قبل الظهر	مختلطة		الانكليزية	15	1	112	42	27	28	15	16	7	1	8

219

رقم المدرسة		إسم المدرسة		التعليم : خاص غير مجاني		المنطقة التربوية : بيروت الثالثة													
اللغات الأجنبية	معلم	إداري	المجموع	ثانوي	حقة 3	حقة 2	روضة	عدد الشعب	الجنس	النوع	المدارس		المدارس	المدارس	المدارس	المدارس	المدارس		
											فرنسي	إنكليزي						معلم	إداري
7119	ثانوية الانجيلية للفرنسية	قريطم - شارع مدام كوري	الوجود البروسنتي الفرنسي في لبنان	60	قبل الظهر	مختلطة	01-811892	الفرنسية	125	38	1652	308	324	683	337	60	99	29	26
7120	ثابوية عبد القادر مؤسسة الحريري	شارع عبد القادر	مؤسسة الحريري	68	قبل الظهر	مختلطة	01-364225	الفرنسية	133	38	1892	305	373	788	426	68	97	33	36
7121	اميركان كاثوليكي اوف بيروت (سابقا ثابوية الفرنسية العمرية)	شارع كركول النروز - شارع محمد البابيدي	حيفا بطرس وشركائها	19	قبل الظهر	مختلطة	01-364989	الانكليزية	30	3	169	61	29	58	21	19	4	1	26
7122	البيادر	شارع فارس نمر	سحر حنفي	38	قبل الظهر	مختلطة	01-377510	الانكليزية	70	17	785	62	106	388	229	38	54	17	16
7123	ثابوية الايمان النموذجية	شارع مدحت باشا	جمعية للتربية الاسلامية	48	قبل الظهر	مختلطة	01-736327	الانكليزية	54	22	1042	199	209	517	117	48	52	21	2
7125	ثابوية خديجة الكبرى	تلة النروز - شارع ابن رشد	جمعية للمفاهيم الخيرية الاسلامية	12	قبل الظهر	مختلطة	01-786409	الفرنسية	34	6	241	117	124			12	16	6	18
7126	التبوية الفرنسية التبائية - فردان	شارع فردان	الدولة للفرنسية	88	قبل الظهر	مختلطة	01-771500	الفرنسية	157	45	2320	405	489	972	454	88	134	33	23
7127	ثابوية القومية الحديثة	ساقية البظير - شارع برلين	مديرية العامة للوقوف الاسلامية	4	الظهر وبعد الظهر	مختلطة	01-785255	الانكليزية	10	2	107	16	17	43	31	15	1	9	9
7130	لازهراء - قبل الظهر	شارع عائشة بكار ابن رشد	الحاج عبد اللطيف حمادة	1	قبل الظهر	مختلطة	01-791792	الانكليزية	18	2	200		50	109	41	12	4	2	14
7132	ثابوية الاقنست الاحلوية	شارع مار الياس	طائفة الاقنست البسيتين	31	قبل الظهر	مختلطة	01-310184	الانكليزية	61	8	664	99	134	302	129	31	33	5	28

220



# Appendix B

## Counselor Interview Questions

1. Does your school provide any form of career guidance practices to students?  
Explain.
2. In which grade level does your school start introducing these practices?
3. What are the career guidance practices that are being currently provided in your school?
4. In your opinion, what are the effective practices that are being currently provided in your school?
5. How do you determine the effectiveness of these practices?
6. As the school counselor, what do you think should be added to the provided services and practices?
7. Do you think students favor certain type of career guidance over another? Why do you think so?
8. How would you raise more awareness about the effective practices that will help students determine their career choice and have confidence in their choices?

# Appendix C

## Student Questionnaire

Kindly read the definition before you start the questionnaire:

*Career guidance refers to services and activities intended to assist individuals to make educational and career choices. Such services may be found in schools and universities. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including web-based services). They include self-assessment tools, counseling interviews, workshops, inviting speakers and university representatives, field visits...*

### **Background**

1. What year are you in at secondary school?	<input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12
2. When were you first introduced to career guidance activities?	<input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12

### **3. What are the Career Guidance services that your school offer?**

- University Orientation Day
- Work Experience Program (internship)
- Class visits to local businesses
- Guest speakers
- A pen and paper psychometric test
- An online psychometric test
- Books and other resources
- Visits from former students to talk about their experiences
- Other (please specify)

*Personal Perspective*

<p><b>Please rate the following activities on a scale of 1 – 5;</b>  <b>(1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low).</b>  <b>Please circle your answers. Do not rate those activities that you</b>  <b>have not participated in yourself</b></p>	<p><b>How effective</b>  <b>(useful) was it?</b>  <b>V. High...V. Low</b></p>
4. Personal discussion(s) about your career and future learning plans with any of your teachers	1 2 3 4 5
5. Personal discussion(s) about your career and future learning plans with the school's counselor	1 2 3 4 5
6. Personal discussion(s) about your career and future learning plans with your friends	1 2 3 4 5
7. Personal discussion(s) about your career and future learning plans with your parents	1 2 3 4 5
8. Including careers activities in individual subjects (such as geography, social studies or English)	1 2 3 4 5
9. Doing careers activities in separate sessions and workshops	1 2 3 4 5
10. Doing careers activities in an individualized method	1 2 3 4 5
11. Doing careers activities in groups	1 2 3 4 5
12. Doing careers activities in mixed methods (individual sessions and within groups)	1 2 3 4 5
13. Career activities lead by teachers	1 2 3 4 5
14. Career activities lead by school counselor	1 2 3 4 5
15. Career activities lead by visiting experts or employers	1 2 3 4 5
16. Career activities lead by university representatives	1 2 3 4 5
17. School career activities and practices made me confident about my career choice	1 2 3 4 5
18. School career activities and practices made me confident about future learning plan	1 2 3 4 5
19. School career activities and practices gave me better understanding of my own strengths and weaknesses	1 2 3 4 5

20.School career activities and practices gave me better understanding of my own learning style	1 2 3 4 5
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**Available Resources**

<b>Please rate the following activities on a scale of 1 – 5 (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How effective (useful) was it? V. High...V. Low</b>
21.Finding careers information in the school library	1 2 3 4 5
22.Finding careers information in university catalogues	1 2 3 4 5
23.Finding careers information online	1 2 3 4 5
24.Finding careers information using soft wares	1 2 3 4 5
25.Finding subject teachers or school advisor if you need individual advice or information	1 2 3 4 5

**Available Practices**

<b>Please rate the following activities on a scale of 1 – 5; (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How effective (useful) was it? V. High...V. Low</b>
26.Using interest scales to assess your interests and strengths	1 2 3 4 5
27.Using self-efficacy scales to assess your interests and strengths	1 2 3 4 5
28.Having variety of career practices and activities	1 2 3 4 5
29.Doing any work on practical skills (CVs, interview technique)	1 2 3 4 5

**Self-efficacy**

<b>Please rate the following activities on a scale of 1 – 5; (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How confident are you? V. High...V. Low</b>
30.Choosing one major from a list of potential majors you are considering.	1 2 3 4 5
31.Make a plan of your goals for the next five years.	1 2 3 4 5

32.Determine the steps to take if you are having academic trouble with an aspect of your chosen major.	1 2 3 4 5
33.Talk with a person already employed in the field you are interested in.	1 2 3 4 5
34.Identify some reasonable major or career alternatives if you are unable to get your first choice.	1 2 3 4 5

35. How could the careers practices in your school improve?

36.Have you changed your future career plans during the past year? If yes mention what influenced you to change your plan.

37.If you or any of your friends have a clear idea what you want to do, how can the school career guidance practices help you further?

# Appendix D

## Teacher Questionnaire

Kindly read the definition before you start the questionnaire:

*Career guidance refers to services and activities intended to assist individuals to make educational and career choices. Such services may be found in schools and universities. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including web-based services). They include self-assessment tools, counseling interviews, workshops, inviting speakers and university representatives, field visits...*

### **Background**

1. What year are you teaching in secondary school?	<input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12
2. For how long have you been teaching these grade levels?	<input type="checkbox"/> 0-3 Years <input type="checkbox"/> 3-5 Years <input type="checkbox"/> >5 years

### **3. What are the Career Guidance services that your school offers to students?**

- University Orientation Day
- Work Experience Program (internship)
- Class visits to local businesses
- Guest speakers
- A pen and paper psychometric test
- An online psychometric test
- Books and other resources
- Visits from former students to talk about their experiences
- Other (please specify)

*Personal Perspective*

<b>Please rate the following activities on a scale of 1 – 5;            (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low).            Please circle your answers. Do not rate those activities that you            have not participated in yourself</b>	<b>How effective            (useful) was it?            V. High...V. Low</b>
4. Personal discussion(s) about career and future learning plans with any of your students	1 2 3 4 5
5. Personal discussion(s) about career and future learning plans with the school’s counselor	1 2 3 4 5
6. Personal discussion(s) about career and future learning plans among students	1 2 3 4 5
7. Personal discussion(s) about career and future learning plans with the parents	1 2 3 4 5
8. Including careers activities in individual subjects (such as geography, social studies or English)	1 2 3 4 5
9. Doing careers activities in separate sessions and workshops	1 2 3 4 5
10. Doing careers activities in an individualized method	1 2 3 4 5
11. Doing careers activities in groups	1 2 3 4 5
12. Doing careers activities in mixed methods (individual sessions and within groups)	1 2 3 4 5
13. Career activities lead by teachers	1 2 3 4 5
14. Career activities lead by school counselor	1 2 3 4 5
15. Career activities lead by visiting experts or employers	1 2 3 4 5
16. Career activities lead by university representatives	1 2 3 4 5
17. School career activities and practices helped students gain confident about their career choice	1 2 3 4 5
18. School career activities and practices made students confident about their future learning plan	1 2 3 4 5
19. School career activities and practices gives students better understanding of their own strengths and weaknesses	1 2 3 4 5
20. School career activities and practices gives students better understanding of their own learning style	1 2 3 4 5

*Available Resources*

<b>Please rate the following activities on a scale of 1 – 5; (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How effective (useful) was it? V. High...V. Low</b>
21.Finding careers information in the school library to assist students	1 2 3 4 5
22.Finding careers information in university catalogues to assist students	1 2 3 4 5
23.Finding careers information online to assist students	1 2 3 4 5
24.Finding careers information using soft wares to assist students	1 2 3 4 5
25.Avaiability of teachers, schools counselor to assist students	1 2 3 4 5

*Available Practices*

<b>Please rate the following activities on a scale of 1 – 5; (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How effective (useful) was it? V. High...V. Low</b>
26.Using interest scales to assess students interests and strengths	1 2 3 4 5
27.Using self-efficacy scales to assess students interests and strengths	1 2 3 4 5
28.Having variety of career practices and activities	1 2 3 4 5
29.Doing any work on practical skills (CVs, interview technique)	1 2 3 4 5

*Self-efficacy*

<b>Please rate the following activities on a scale of 1 – 5; (1 = V. High, 2=High, 3=Moderate, 4=Low, 5=Very Low). Please circle your answers. Do not rate those activities that you have not participated in yourself</b>	<b>How confident are you? V. High...V. Low</b>
30.Choosing one major from a list of potential majors that the students are considering.	1 2 3 4 5
31.Make a plan of their goals for the next five years.	1 2 3 4 5
32.Determine the steps to take if students have academic trouble with an aspect of their chosen major.	1 2 3 4 5
33.Talk with a person already employed in the field that students are interested in.	1 2 3 4 5
34.Identify some reasonable major or career alternatives if students are unable to get their first choice.	1 2 3 4 5

35. How could the careers practices in your school improve?

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36. Have any of your students changed their future career plans during the past year? If yes mention what influenced them to change their plan.

# Appendix E

## Student Assent Form

### American University of Beirut Department of Education Student Assent Form Direct Approaching

**Study Title:** Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools

Dear Student,

After obtaining your guardians approval for you to be part of a research study, we are asking for your participation in a **research study** where participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

#### **A. Project Description**

This research aims at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students from grades 10, 11, and 12. The purpose of the research is five-fold: (a) exploring existing career services and practices in Lebanese secondary private schools, (b) examining the perspective of secondary school counselors in relation to the effectiveness of these services and practices, (c) examining the perspective of secondary school teachers in relation to the effectiveness of these services and practices (d) examining the perspective of secondary school students in relation to the effectiveness of these services and practices; and (e) comparing the perceptions of school counselors, teachers and students in relation to career guidance services and practices. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. The estimated time to complete this study is two months. The expected numbers of participants are up to 200 students, 10 school

counselors and 100 teachers. The results of data analysis will be published in the form of a thesis report.

**Procedure:**

1. Meetings will be scheduled and held with school administration to seek their approval of their students, counselors and teachers participation in the research study.
2. If accepted, consent forms will be sent to: counselors and teachers to check whether they accept to be part of this study or not.
3. If counselors consent forms are accepted, one-on-one semi structured interviews with school counselors will be scheduled and will take around 30 minutes. The questions are open ended guiding questions that are intended to collect data and answers will be analyzed.
4. If teacher consent forms are accepted, teachers that are teaching students in grades 10, 11 and 12 will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed.
5. Consent forms will be sent to: parents to check whether they accept that their children are to be part of this study or not.
6. If accepted, assent forms will be sent to: students to check whether they accept to be part of this study or not.
7. If accepted, students will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed
8. Teacher participants will be given a duration of one week to complete the questionnaires.
9. Students participants will be given a duration of one week to complete the questionnaires.

**B. Risks and Benefits**

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Students' and teachers' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the

school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' or teachers' relationship with AUB. The schools will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. The results of this study are significant to practice because they may offer alternate or more effective career guiding practices to what teachers or counselors in schools are currently using.

### **C. Confidentiality**

If agreed to participate in this research study, the information and collected data will be kept confidential. Administrations, teachers, and/or the school's name will never be attached to your answers. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

### **D. Contact Information**

- 1) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Maha Ghanem at 70-862936 or by email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)
- 2) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: Social and Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: [irb@mail.aub.edu](mailto:irb@mail.aub.edu).

### **E. Participant Rights**

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

**If you agree to participate in the study, please sign below:**

Consent of: \_\_\_\_\_

Date: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub

**Address:** American University of Beirut (AUB)  
Chairperson of the Department of Education  
Associate Professor of Educational Psychology & Special  
Education

Phone: (01) 350 000 Ext: 3064

Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Maha Ghanem

**Address:** American University of Beirut (AUB)  
Beirut – Lebanon

Phone: (70) 862936

Email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)

# Appendix F

## Parents Consent Form-English

### American University of Beirut

#### Department of Education

#### Parents Consent Form

#### Direct Approaching

**Study Title:** Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools

Dear Parents,

We are asking for your permission in order for your child to participate in a **research study**. Please read the information below and feel free to ask any questions that you may have. Participation is completely voluntary.

#### **F. Project Description**

This research aims at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students from grades 10, 11, and 12. The purpose of the research is five-fold: (a) exploring existing career services and practices in Lebanese secondary private schools, (b) examining the perspective of secondary school counselors in relation to the effectiveness of these services and practices, (c) examining the perspective of secondary school teachers in relation to the effectiveness of these services and practices (d) examining the perspective of secondary school students in relation to the effectiveness of these services and practices; and (e) comparing the perceptions of school counselors, teachers and students in relation to career guidance services and practices. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. The estimated time to complete this study is two

months. The expected numbers of participants are up to 200 students, 10 school counselors and 100 teachers. The results of data analysis will be published in the form of a thesis report.

**Procedure:**

10. Meetings will be scheduled and held with school administration to seek approval of students, teachers and counselors participation the research study.
11. If accepted, consent forms will be sent to counselors and teachers to check whether they accept to be part of this study or not.
12. If counselors consent forms are accepted, one-on-one semi structured interviews with school counselors will be scheduled and will take around 30 minutes. The questions are open ended guiding questions that are intended to collect data and answers will be analyzed.
13. If teacher consent forms are accepted, teachers that are teaching students in grades 10, 11 and 12 will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed.
14. Consent forms will be sent to: parents to check whether they accept that their children are to be part of this study or not.
15. If accepted, assent forms will be sent to: students to check whether they accept to be part of this study or not.
16. If accepted, students will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed
17. Teacher participants will be given a duration of one week to complete the questionnaires.
18. Students participants will be given a duration of one week to complete the questionnaires.

**G. Risks and Benefits**

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Students' and teachers' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' or teachers' relationship with AUB. The

schools will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. The results of this study are significant to practice because they may offer alternate or more effective career guiding practices to what teachers or counselors in schools are currently using.

#### **H. Confidentiality**

If agreed to participate in this research study, the information and collected data will be kept confidential. Administrations, teachers, and/or the school's name will never be attached to your answers. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

#### **I. Contact Information**

- 3) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Maha Ghanem at 70-862936 or by email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)
- 4) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: Social and Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: [irb@mail.aub.edu](mailto:irb@mail.aub.edu).

#### **J. Participant Rights**

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

**If you agree to allow your son/ daughter to participate in the study, please sign below:**



Consent of Mr. / Mrs.: \_\_\_\_\_

Date: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub

**Address:** American University of Beirut (AUB)  
Chairperson of the Department of Education  
Associate Professor of Educational Psychology & Special  
Education

Phone: (01) 350 000 Ext: 3064

Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Maha Ghanem

**Address:** American University of Beirut (AUB)  
Beirut – Lebanon

Phone: (70) 862936

Email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)

## Appendix G

الجامعة الأمريكية في بيروت

قسم التربية

نموذج موافقة الأهل لمشاركة طفلهم او طفلتهم في الدراسة

الأسلوب المباشر

**عنوان الدراسة:** وجهة نظر الأساتذة، الطلاب والمرشدين التربويين عن مدى فعالية خدمات الإرشاد الوظيفي في المدارس اللبنانية الخاصة

**جانب أولياء الأمور المحترمين،**

هذا نموذج موافقة لابنكم/ابنتكم بصفتكم الوصي القانوني عليه/ها للمشاركة في هذه الدراسة البحثية. يتضمن النموذج معلومات هامة حول هذه الدراسة وما الذي يجب أن تتوقعوه في حال قررتم السماح لابنكم/ابنتكم بالمشاركة.

**مشاركة ابنكم/ابنتكم هي محض طوعية.**

يرجى قراءة المعلومات بعناية قبل الموافقة. الرجاء توقيع هذا النموذج بإمضاءكم الشخصي، وسنرودكم بنسخة منه في حال قررتم أن تسمحوا لهم بالمشاركة.

أ. وصف المشروع

يهدف هذا البحث إلى اكتشاف فعالية خدمات الإرشاد الوظيفي المتوفرة، من وجهة نظر المستشارين التربويين، الأساتذة وطلاب المدارس الثانوية في صفوف العاشر، الحادي عشر والثاني عشر. الغاية من هذا البحث بخمس عناوين رئيسية:

- اكتشاف خدمات الإرشاد الوظيفية المتوفرة وطرق تطبيقها في المدارس الثانوية الخاصة بلبنان
- مراجعة وجهة نظر المستشارين التربويين من ناحية فعالية هذه الخدمات وتطبيقاتها
- مراجعة وجهة نظر الأساتذة الثانويين من ناحية فعالية هذه الخدمات وتطبيقاتها
- مراجعة وجهة نظر الطلاب الثانويين في هذه المدارس من خدمات الإرشاد الوظيفي
- مقارنة وجهات النظر المختلفة للمستشارين، الأساتذة والطلاب.

هذه الدراسة أعدت ضمن رسالة ماجستير في علم النفس التربوي – الإرشاد المدرسي والاستشاري في الجامعة الأمريكية في بيروت. المدة المتوقعة لإتمام الدراسة هي شهرين. وعدد المشاركين المتوقعين فيها يبلغ حتى 200 طالب ثانوي بحد أقصى، 01 مستشار تربوي في المدارس الخاصة، و100 أستاذ ثانوي. نتيجة تحليل البيانات سوف يتم نشرها في شكل تقرير – رسالة.

**الأجراءات / المهام**

1. اللقاءات سوف يتم جدولتها بالتعاون مع إدارة المدرسة وتحت رعايتها، للحصول على موافقة الطلاب والأساتذة والمستشارين على المشاركة في هذا البحث.
2. بعد الحصول على قبول الإدارة سوف يتم إرسال إفادات موافقة إلى الأساتذة والمستشارين من أجل توقيعها في حال موافقتهم على المشاركة.
3. إذا وافق مستشارو المدارس سوف يتم إجراء مقابلة شخص لشخص مع كل فرد وسوف تستغرق 30 دقيقة، الأسئلة ستكون أسئلة توجيهية يُترك فيها للمستشار حرية الإجابة بهدف جمع أكبر كم ممكن من البيانات، قبل تحليل الإجابات.
4. إذا وافق أساتذة الصفوف الثانوية الثلاثة على المشاركة في البحث سوف يُطلب منهم تعبئة استمارة أسئلة، هذه الأسئلة الهدف منها جمع أكبر كم ممكن من البيانات، وتحليل الإجابات.
5. قالب الموافقة على المشاركة سوف يتم إرساله إلى أهالي الطلاب وأوصيائهم للتأكد من موافقتهم على أن يشارك أبناؤهم في هذه الدراسة.
6. تُعرض قوالب الموافقة على الطالب بعد موافقة أهله من أجل أن يطلع عليها ويوافق هو أيضاً على المشاركة.

7. بحال موافقة الوصي والطالب، سوف يُطلب من الطلاب ملاً استمارة أسئلة، تهدف هذه الاستمارة إلى جمع المعلومات وتحليل الأجابات.
8. المشاركون الأساتذة سوف يُعطون مدة أسبوع واحد لملأ الاستمارة
9. المشاركون الطلاب سوف يُعطون مدة أسبوع واحد لملأ الاستمارة

### المخاطر والفوائد:

مشاركة التلاميذ في هذه الدراسة لا تتضمن أي مخاطر جسدية أو نفسية تصيبهم تزيد عما قد يتعرضون له في الحياة اليومية. يحق للمشاركين سحب موافقتهم أو التوقف عن المشاركة فأي وقت ولأي سبب. إن قرارة الأهل بالانسحاب لن يعرضهم لأي عقاب أو خسارة منافع يحق لهم بها. التوقف عن المشاركة في هذه الدراسة لن يؤثر على علاقتكم بالمدرسة بأي شكل من الأشكال أو مع الجامعة الأمريكية في بيروت. كما أن رفض المشاركة في هذه الدراسة لن يتضمن أي عقاب من أي نوع ولن يؤثر على علاقة المدير، أو المعلمين أو التلاميذ بالجامعة الأمريكية في بيروت. قد تحصل أو لا تحصل على منافع مباشرة من هذه الدراسة.

### السرية

سيتم التعامل مع البيانات بطريقة سرية. كافة بيانات هذه الدراسة سيتم الاحتفاظ بها في درج مقفل في غرفة آمنة أو على جهاز حاسوب محمي بكلمة مرور. سيتم عرض البيانات فقط بشكل جمعي. لن يتم إفشاء أي أسم في أي من التقارير أو العروض المتعلقة بهذه الدراسة. ولكن، قد تحصل ظروف معينة تستدعي عرض المعلومات. على سبيل المثال، قد تنتشر المعلومات الشخصية المتعلقة بمشاركة ابنكم/ابنتكم في الدراسة إذا طلبت مناً قانونياً. قد يتم التدقيق بالبيانات من قبل مجلس مراجعة دراسات العلوم الإنسانية والسلوكية وفي الوقت نفسه يتم المحافظة على السرية. أيضاً، قد يتم مراجعة البيانات المتعلقة بطفلكم من قبل المجموعة التالية:

مجلس المراجعة المؤسسي في الجامعة الأمريكية في بيروت أو مكتب حماية البحث الإنساني.

بعد اختتام الدراسة، سيقوم الباحث الرئيسي بالاحتفاظ بالبيانات الأساسية في مكان آمن لمدة ثلاث سنوات على الأقل بحسب متطلبات الأرشيف المؤسسية. من بعد انقضاء تلك المدة، سيتم إتلاف البيانات بطريقة مسؤولة.

### حقوق المشاركين

بإمكانكم رفض السماح لطفلكم بالمشاركة في هذه الدراسة من دون تعرضكم لأي عقوبة أو خسارة أي منافع تعد حقاً من حقوقكم. إن كنت طالبا أو موظفا في الجامعة الأمريكية في بيروت، فإن قرارك حول السماح لطفلك بالمشاركة من عدمها في هذه الدراسة لن يؤثر على علامتك أو وضعك كموظف.

إذا قررت أن تسمح لطفلك بالمشاركة في الدراسة، فبإمكانك أن توقف مشاركة طفلك/ طفلتك في أي وقت من دون أي جزاء أو خسارة لمنافع. بتوقيعك على هذا النموذج، فإنك وبتوقيعكم لهذا النموذج، فإنكم لا تتخلون عن أي حقوق قانونية شخصية لكم ولابنكم/ابنتكم كمشارك في هذه الدراسة. مجلس المراجعة المؤسسية للاجتماعيات والسلوكيات المعني بالبحث الإنساني في الجامعة الأميركية في بيروت قد راجع هذا المشروع ووافق عليه، وفقاً لقرارات لبنانية وقرارات أميركية فيدرالية معمول بها، وسياسات الجامعة الأميركية في بيروت الهادفة إلى حماية حقوق ورفاه المشاركين في البحث.

### جهات التواصل والأسئلة:

لأي أسئلة أو استفسارات أو شكوى حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) ، رقم الهاتف 01-350000 مقسم:

3064/3060، أو التواصل مع الأنسة مها غانم على رقم الهاتف 70862936 أو على البريد الإلكتروني [mahakg04@gmail.com](mailto:mahakg04@gmail.com)

لأسئلتكم حول حقوق ابنكم كمشارك في الدراسة ومن أجل مناقشة الشواغل المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم

5445: أو عبر البريد الإلكتروني: [irb@mail.aub.edu](mailto:irb@mail.aub.edu).



# Appendix H

## Teacher Consent Form

### American University of Beirut Department of Education Teacher Consent Form Direct Approaching

**Study Title:** Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools

Dear Teacher,

We are asking for your participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

#### **K. Project Description**

This research aims at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students from grades 10, 11, and 12. The purpose of the research is five-fold: (a) exploring existing career services and practices in Lebanese secondary private schools, (b) examining the perspective of secondary school counselors in relation to the effectiveness of these services and practices, (c) examining the perspective of secondary school teachers in relation to the effectiveness of these services and practices (d) examining the perspective of secondary school students in relation to the effectiveness of these services and practices; and (e) comparing the perceptions of school counselors, teachers and students in relation to career guidance services and practices. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. The estimated time to complete this study is two months. The expected numbers of participants are up to 200 students, 10 school counselors and 100 teachers. The results of data analysis will be published in the form of a thesis report.

**Procedure:**

19. Meetings will be scheduled and held with school administration to seek approval of students, teachers and school counselor participation in the research study.
20. If accepted, consent forms will be sent to: counselors and teachers to check whether they accept to be part of this study or not.
21. If counselors consent forms are accepted, one-on-one semi structured interviews with school counselors will be scheduled and will take around 30 minutes. The questions are open ended guiding questions that are intended to collect data and answers will be analyzed.
22. If teacher consent forms are accepted, teachers that are teaching students in grades 10, 11 and 12 will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed.
23. Consent forms will be sent to: parents to check whether they accept that their children are to be part of this study or not.
24. If accepted, assent forms will be sent to: students to check whether they accept to be part of this study or not.
25. If accepted, students will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed
26. Teacher participants will be given a duration of one week to complete the questionnaires.
27. Students participants will be given a duration of one week to complete the questionnaires.

**L. Risks and Benefits**

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Students' and teachers' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' or teachers' relationship with AUB. The

schools will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. The results of this study are significant to practice because they may offer alternate or more effective career guiding practices to what teachers or counselors in schools are currently using.

### **M. Confidentiality**

If agreed to participate in this research study, the information and collected data will be kept confidential. Administrations, teachers, and/or the school's name will never be attached to your answers. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

### **N. Contact Information**

- 5) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3064 or by email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb) or Mrs. Maha Ghanem at 70-862936 or by email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)
- 6) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: Social and Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: [irb@mail.aub.edu](mailto:irb@mail.aub.edu).

### **O. Participant Rights**

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

**If you agree to participate in the study, please sign below:**

Consent of Mr. / Mrs.: \_\_\_\_\_

Date: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

**Principal Investigator:** Dr. Anies Al-Hroub  
**Address:** American University of Beirut (AUB)  
Chairperson of the Department of Education  
Associate Professor of Educational Psychology & Special  
Education  
Phone: (01) 350 000 Ext: 3064  
Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Maha Ghanem  
**Address:** American University of Beirut (AUB)  
Beirut – Lebanon  
Phone: (70) 862936  
Email: [mahakg04@gmail.com](mailto:mahakg04@gmail.com)



# Appendix I

## Counselor Interview Consent Form

### American University of Beirut Department of Education Counselors Interview Consent Form Direct Approaching

**Study Title:** Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools

**Principal Investigator:** Dr. Anies Al-Hroub  
**Address:** American University of Beirut (AUB)  
Chairperson of the Department of Education  
Educational Psychology & Special Education  
Phone: (01) 350 000 Ext: 3064  
Email: [aa111@aub.edu.lb](mailto:aa111@aub.edu.lb)

**Co-Investigator:** Maha Ghanem  
**Address:** American University of Beirut (AUB)  
Beirut – Lebanon  
Phone: 70862936  
Email: mahakg04@gmail.com

Dear Counselor,

#### **P. Project Description**

Dear counselor,

We are asking for your participation in a research study. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

This research aims at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students from grades 10, 11, and 12. The purpose of the research is five-fold: (a) exploring existing career services and practices in Lebanese secondary private schools, (b) examining the perspective of secondary school counselors in relation to the effectiveness of these services and practices, (c) examining the perspective of secondary school teachers in relation to the effectiveness of these services and practices (d) examining the perspective of secondary school students in relation to the effectiveness of these services and practices; and (e) comparing the perceptions of school counselors, teachers and students in relation to career guidance services and practices. This study is being conducted for the purpose of a Master's thesis study in Educational Psychology - School Guidance and Counseling at the American University of Beirut. The estimated time to complete this study is two months. The expected numbers of participants are up to 200 students, 10 school counselors and 100 teachers. The results of data analysis will be published in the form of a thesis report.

**Procedure:**

1. Meetings will be scheduled and held with school administration to check whether they accept to be part of this study or not.
2. If accepted, consent forms will be sent to counselors and teachers to check whether they accept to be part of this study or not.
3. If counselors consent forms are accepted, one-on-one semi structured interviews with school counselors will be scheduled and will take around 30 minutes. The questions are open ended guiding questions that are intended to collect data and answers will be analyzed.
4. If teacher consent forms are accepted, teachers that are teaching students in grades 10, 11 and 12 will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed.
5. Consent forms will be sent to parents to check whether they accept that their children are to be part of this study or not.
6. If accepted, assent forms will be sent to students to check whether they accept to be part of this study or not.

7. If accepted, students will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed
8. Teacher participants will be given a duration of one week to complete the questionnaires.
9. Students participants will be given a duration of one week to complete the questionnaires.

#### **B. Risks and Benefits**

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Students, teachers' and counselors' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' or teachers' relationship with AUB. The schools will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. The results of this study are significant to practice because they may offer alternate or more effective career guiding practices to what teachers or counselors in schools are currently using.

#### **C. Confidentiality**

If agreed to participate in this research study, the information and collected data will be kept confidential. Administrations, teachers, counselors and/or the school's name will never be attached to your answers. The data is only reviewed by the Principal Investigator and the Co-Investigator working on this project. Participants' contact information will be disposed as soon as data analysis is completed.

#### **D. Contact Information**

- 1) If you have any questions or concerns about the research, you may contact Dr. Anies Al-Hroub at 01-350000 ext. 3064 or by email: aa111@aub.edu.lb or Mrs. Maha Ghanem at 70-862936 or by email: mahakg04@gmail.com
- 2) If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you

can contact the following officer at AUB: Social and Behavioral Sciences Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: irb@mail.aub.edu.

### **E. Participant Rights**

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate is no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

**If you agree to participate in the study, please sign below:**

Consent of Mr. / Mrs.: \_\_\_\_\_

Date: \_\_\_\_\_

Co-Investigator's Signature: \_\_\_\_\_

Principal Investigator: Dr. Anies Al-Hroub

Address: American University of Beirut (AUB)

Associate Professor of Educational Psychology & Special Education

Phone: (01) 350 000 Ext: 3064

Email: aa111@aub.edu.lb

Co-Investigator: Maha Ghanem

Address: American University of Beirut (AUB) Beirut – Lebanon

Phone: (70) 862936

Email: mahakg04@gmail.com

# Appendix J

## IRB Form



### American University of Beirut Institutional Review Board

#### Application to Conduct Research involving Human Participants/Subjects

**Social and Behavioral Sciences IRB Review  
(SBS Form B –Non-Nutrition Studies)  
(For proposals submitted for expedited or full committee review only)**

To ensure a timely and effective review by the IRB, a full description of the planned research must be submitted with the application to conduct research involving human participants/subjects. The research protocol described in the Application provides the reader with background information of the problem under study, including the study rationale, a detailed plan for recruiting and conducting the research involving human research participants/subjects, and a discussion of the potential importance of the research. The IRB must determine that the risks to participants/subjects are minimized consistent with sound research design, that risks are reasonable in relation to the anticipated benefits, selection of participants/subjects is equitable, non coercive, and transparent taking into consideration the purpose of the research and the setting in which the research will be conducted, that informed consent will be obtained from the participants/subjects or their legally authorized representatives, that the participants’/subjects’ privacy is respected, that confidentiality of the collected data is protected, that adequate monitoring will be performed to ensure the safety of participants/subjects, and that vulnerable populations will receive additional protections.

#### **1. Project Identifiers:**

##### **1A. Project title:**

Counsellors’, Teachers’, and Students’ Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools
--

## 1B. Type of Review

### 1B.1. Application for Exemption from IRB Review and Oversight

Certain categories of research are Exempt from IRB review and oversight ([45 CFR 46.101\(b\)](#)). If you believe your research qualifies for Exempt Status, do not use this form; please complete the

### 1B.2. Requested Review

Expedited

Full Committee

### 1B.3. Application for Expedited Review

If you are requesting expedited review, please indicate the criterion (ia) under which your research project falls:

Clinical studies of drugs and medical devices only when condition (a) or (b) is met.

(a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)

(b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

Collection of blood samples by finger stick, heel stick, ear stick or venipuncture. For adults, normally not > 450 ml during an 8 week period, and not than twice a week. For children and those < 50 kg, not more than 50 ml or 3 ml/kg whichever is less during an 8 week period and collection may not occur more frequently than 2 times per week.

Prospective collection of biological specimens for research purposes by noninvasive means, e.g.: non-disfiguring hair and nail clipping, excreta and external secretion, placenta at delivery, amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; mucosal and skin cells collected by buccal scraping or swab, skin swab or mouth washings, etc.

Collection of data through noninvasive means (not involving general anesthesia or sedation) routinely employed in clinical practice **excluding x-rays and microwaves**, e.g.: ECG, EEG, MRI, ultrasound, echocardiography, electrocardiography, electroencephalography, ultrasound, Doppler blood flow, thermography, body composition assessment, moderate exercise by healthy volunteers, muscular strength testing, weighing testing, sensory acuity.

Research involving materials already collected (data documents, records and pathological or diagnostic specimens) or will be collected solely for non-research purposes (such as medical treatment or diagnosis).

Collection of data from teachers, students and school counselors for research purposes.

X Research on individuals such as perception, test development where the investigator does not manipulate that subject's behavior and no stress to the subject may occur, or research using survey, interview, oral history, or quality assurance methodologies. (some research in this category can be exempt)

**1C. Project Period:**

**Proposed Start**

December 1, 2018

**Date of Study:**

**Proposed Project Duration, including recruitment, collection and analysis of data:**

End of Spring 2019 (May, 2019)

**1D. Key Personnel**

<b>1D.1 Principal Investigator</b>	Name: Anies Al-Hroub
Department	Education
Degree	PhD
Title	Chairman of Education
Office Phone number	3064
Pager number	
Email address	Aa111@aub.edu.lb
CITI course completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date of certification: 04 / 12 / 2017

<b>1D.2.1 Co-Investigator at AUB</b> ( key research team member, engaged in design, recruitment, consent process, data collection, and/or data analysis)	Name: Maha Ghanem
Department	Education
Degree	MA
Affiliation: <input type="checkbox"/> AUB Faculty <input type="checkbox"/> AUB Staff <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergrad Student <input type="checkbox"/> Visiting Scholar <input type="checkbox"/> Non AUB collaborator (jump to section 1 D.4)	
Title	Graduate Student
Office Phone number	Mobile: 70862936
Pager number	
Email address	Mahakg04@gmail.com
CITI course completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date of certification: May 2017

**If Student, is this his/her research project/thesis?**  Yes  No

**Copy same table for additional co-investigators.**

**Copy same table for more Support/Research staff members**

<b>1D.4 Collaborators and IRB involvement at other institutions</b>				
Name	Affiliation	e-mail address	Role in study	Documented Outside IRB approval

<b>1D.3.1 Support staff/ Research staff ( personnel implementing more basic duties)</b>		Name:	
Department			
Degree			
Affiliation: <input type="checkbox"/> AUB Faculty <input type="checkbox"/> AUB Staff <input type="checkbox"/> Graduate Student <input type="checkbox"/> Undergrad Student <input type="checkbox"/> Visiting Scholar <input type="checkbox"/> Non AUB collaborator (jump to section 1 D.4)			
Title			
Role in Study			
Office Phone number			
Pager number			
Email address			
CITI course completed <input type="checkbox"/> Yes <input type="checkbox"/> No		Date of certification:    /    /	
			<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
			<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
			<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
			<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A

**N/A: Not applicable**

**1E.** Is the proposed research a collaborative project involving investigators at other institutions?

Yes     No

Provide information on how participants'/subjects' data, samples, and research information among the various collaborators will be handled. Provide copies of IRB reviews, approvals and consent forms from the various collaborating institutions if available. If not, specify the timeline for obtaining and submitting this information. Contact the Office of Grants and Contracts for assistance in preparing a Nondisclosure Agreement (NDA). An NDA is also required if you are hiring a commercial organization to recruit participants or collect data.

**2. Research Site:** Describe all the AUB and non AUB research sites for this research project. For non AUB sites, specify whether the site has an IRB, whether the site has given you permission to conduct your research, and whether its corresponding IRB has given you an approval as well.

Site	Location	Non AUB IRB Approval
Private school 1	Beirut	<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
Private school 2	Beirut	<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
Private school 3	Beirut	<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
Private school 4	Beirut	<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A



Private school 5	Beirut	<input type="checkbox"/> Attached <input type="checkbox"/> Will follow <input type="checkbox"/> N/A
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N/A: Not applicable

### 3. Funding

3A. Is this research submitted for funding?  Yes  No

If **No**, go to Section 4.

3B. Funding Resources and Status: (you may check more than one if applicable)

Type of funding	Funding status
AUB funding : <input type="checkbox"/> URB <input type="checkbox"/> Other, specify: ----- -----	<input type="checkbox"/> Funded <input type="checkbox"/> Pending <input type="checkbox"/> N/A
Lebanese National Council for Scientific Research (LNCSR)	<input type="checkbox"/> Funded <input type="checkbox"/> Pending <input type="checkbox"/> N/A
Commercial Sponsorship Specify: -----	<input type="checkbox"/> Funded <input type="checkbox"/> Pending <input type="checkbox"/> N/A
US Federal funding <input type="checkbox"/> NIH <input type="checkbox"/> NSF <input type="checkbox"/> USAID <input type="checkbox"/> DOD <input type="checkbox"/> Other US funding: specify: -----	<input type="checkbox"/> Funded <input type="checkbox"/> Pending <input type="checkbox"/> N/A
Funding from Other Sources <input type="checkbox"/> Non Federal US Funding: specify: ----- ----- <input type="checkbox"/> Other funding: specify:----- -----	<input type="checkbox"/> Funded <input type="checkbox"/> Pending <input type="checkbox"/> N/A

N/A: Not applicable

### 3C. Proposal:

A **complete copy** of the proposal including all relevant/related documents (advertisements, flyers, consent document(s), research instruments) in English language is required prior to IRB review

Attached  Will follow  Is already in the IRB office

### 4. Summary of Proposed Research Procedures

4A. **Abstract:** Provide an abstract of the study not exceeding 500 words written in language understood by LAY PEOPLE. This abstract which is different from that provided in the scientific proposal should include:

1. **Body of Knowledge/Scientific context**
2. **Hypothesis/aims/research question**
3. **Participant/subject recruitment and selection**, including initial approach and inclusion/exclusion criteria

4. **Research design**, data collection, experiment, quasi experiment, descriptive or correlational study, survey, ethnography, grounded theory, phenomenology, other qualitative method.
5. **Ethical considerations, risks, benefits, and risk/benefit ratio, privacy and confidentiality** issues
6. Discuss any aspects of the study that need **special consideration** due to their sensitivity, any issues that require flexible interpretation by the IRB, justify any intended departures from standard research practices, e.g. use of deception in recruitment or consent process.
7. Are any of the research instruments or material **copyrighted**? [ ] Yes [X ] No
8. If yes, does the PI have **permission** to use this instrument/material? [ ] Attached [ ] In Process

### **Counsellors', Teachers', and Students' Perceptions of the Effectiveness of Existing Career Guidance Services in Lebanese Private Schools**

Many nations are increasingly recognizing the importance of career guidance programs in terms of enhancing the lives of their citizenry and improving the economy of various nations (Hartung, 2005). Watts and Sultana (2004) stressed that career guidance programs are most successful when the process is customized to the needs and cultural conditions of the country. But is there a clear definition of what career guidance is? How does it differ from career counseling or career education? Is it practically similar to career orientation? How effective is it at upper secondary school level in Lebanon? What practices are being applied in secondary schools in Lebanon in relation to career guidance? All these questions are subject to research and investigation within the Lebanese context. This research aims at exploring the perceived effectiveness of existing career guidance services and practices from the perspective of school counselors, teachers, and secondary school students from grades 10, 11, and 12. This will be done by exploring the services and practices that are being provided currently in the context of Lebanese private secondary schools in the greater Beirut area, and then assessing the perceived effectiveness of these services and practices from the perspective of school counselors, teachers and secondary school students.

More specifically, the purpose of the research is five-fold: (a) exploring existing career services and practices in Lebanese secondary private schools, (b) examining the perspective of secondary school counselors in relation to the effectiveness of these services and practices, (c) examining the perspective of secondary school teachers in relation to the effectiveness of these services and practices (d) examining the perspective of secondary school students in relation to the effectiveness of these services and practices; and (e) comparing the perceptions of school counselors, teachers and students in relation to career guidance services and practices.

The following research questions will guide this study:

4. What are the existing types of career guidance services and practices found in Lebanese private secondary schools?
5. How effective are those career guidance services and practices from the perspectives of counselors, teachers, and students?
6. What differences arise in these perceptions between teachers, and students?

Ethically, participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. In order to secure the confidentiality of the participants, their names, and other identifying information will not be attached to the discussions. Moreover, all codes and data will be kept in a locked drawer in a room, or in a password protected computer that is kept secure.

Data access will be limited only to the co-investigator and the principal investigator of the study. All data will be shredded after the study is done. The privacy of the participants will be maintained in all the published data resulting in this study. Finally, any name or other identifying information of the participants will not be used in any of the reports or published papers.

**4B.** Describe the involvement of research participants/subjects in this study and determine the duration and frequency of the research activities. Enclose a soft good copy in English **and** any other applicable language, of the proposed survey, interview questions, tests...If you are planning to conduct a pilot study before recruitment, please specify. **NB a pilot study cannot be performed prior to IRB approval.**

This study uses purposive sampling selecting schools in greater Beirut area that meet the criteria of: (1) being a private school, (2) located in Beirut area, (3) including career guidance counselor(s), (4) English is the main language of instruction; and (5) delivering any form of career guidance services or practices at the secondary education level to students. For this process, schools need to be contacted beforehand in order to ensure the availability of any form of career guidance practices and activities. Schools that meet the selection criteria and agree to be part of the study since participation is voluntary will be contacted again to obtain permission in getting their teachers, counselors, and students perspectives of available career guidance practices and services.

The sample will consist of up to 10 secondary school counselors, in addition to a total of up to 200 students from grades 10, 11 and 12 who agree to be part of the study, and whom are receiving any form of career guidance services and practices in their school.

The procedure will involve the following:

1. Getting school lists from CERD in greater Beirut area (list 1, 2, and 3: attached as a soft copy).
2. Checking schools that have secondary classes and that its main language of instruction is English
3. Contact schools via phone to check the availability of any form of career guidance in secondary school
4. Schedule an appointment with school administration to share research study and ask permission to conduct study within school.
5. If accepted, consent forms will be sent to: counselors and teachers to check whether they accept to be part of this study or not. (attached as a soft copy)
6. If counselors consent forms are accepted, one-on-one semi structured interviews with school counselors will be scheduled and will take around 30 minutes. The questions are open ended guiding questions that are intended to collect data and answers will be analyzed. (Semi structured guiding interview questions are attaches as a soft copy).
7. If teacher consent forms are accepted, teachers that are teaching students in grades 10, 11 and 12 will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed. (teachers questionnaires are attached as a soft copy)
8. Consent forms will be sent to: parents to check whether they accept that their children are to be part of this study or not. ( attached as a soft copy)
9. If accepted, assent forms will be sent to: students to check whether they accept to be part of this study or not. ( attached as a soft copy)

10. If accepted, students will be asked to complete a questionnaire. The questions are intended to collect data and answers will be analyzed. (students questionnaires are attached as a soft copy)
11. Teacher participants will be given a duration of one week to complete the questionnaires.
12. Students participants will be given a duration of one week to complete the questionnaires.

**4C.** Does the proposed research involve deception/withholding information that would normally be provided to research participants? If yes, describe the specific nature of the deception/withholding information that would normally be provided to research participants. An explanation of why deception/withholding information is necessary is needed including any alternative research strategy that has been considered to accomplish the objectives of the research.

No. the proposed research does not involve any deception/withholding of any information that would normally be provided to research participants.

## **5. Informed Consent**

**5A.** Attach a copy of the proposed Consent Form that will be used to document the voluntary participation of subjects. If you are requesting waiver of written Informed Consent Form, attach a script of the oral consent you propose to use. The Consent process, whether written or oral, must include the basic elements of informed consent (45 CFR 46.116)

**Please ensure that the participant/subject is given a copy of the informed consent as stated in the “Consent Form” or provide the explanation above about why documentation of informed consent is not appropriate. If the consent process is oral, the participant should be given a copy of the script including the contact information for the Investigator/IRB office at AUB, or provide an explanation why this presents some risk to the participant/subject.**

Voluntary participation of the subjects will be documented using the following: A written consent form to, teachers, counselors, and to parents of participating children. In addition to students assent forms. The forms will be signed by participants.

**5B.** Specify all languages to be used in seeking and maintaining informed consent :  
 Arabic     English     French     Other: specify

**5C.** The standard IRB-approved practice is that the research study will obtain documentation of voluntary participation with a written and signed informed consent from all participants/subjects (attached under 5A above). Are you requesting a waiver of written informed consent?

Yes     No

If yes, justify this waiver request.

**5D.** If deception is used as part of the research methodology, explain why deception is necessary in the research and the possible risk related to it, address

how deception is handled in the informed consent process, and describe the participant debriefing procedure that will be used to explain why deception was necessary in the research. Provide a full description of debriefing procedure, including when debriefing will occur, who will do the debriefing, etc. A script of debriefing explanation should be attached.

**5E.** Are you requesting a waiver of informed consent?  Yes  No

If yes, explain WHY

**5F.** Are you requesting an omission of any requirements (e.g. non-disclosure of information to participant/subject)?  Yes  No

If yes, justify the need for waiver or non-disclosure.

**5G.** Will others (such as next-of-kin, legal guardians...) be asked to act on behalf of adult participant/subject for giving consent to participate in the research?

Yes  No

If yes, provide a justification for that.

**5H.** Describe the process in which an informed consent will be sought.

The private schools that meet the selection criteria will be contacted via phone. Appointments will be scheduled with school administration to share research study and its description. After getting initial oral approval from school administration, another visit will be scheduled to deliver consent forms for parents, teachers and counselors. In addition to students assent forms. The process of delivering and receiving consent and assent forms will be done via school administration and will be given the duration of maximum one week before collection. Samples of students questionnaires will be sent with consent forms to parents for review before voluntary approval is collected. Samples of teachers questionnaires will be sent with consent forms to school administration for review before voluntary approval is collected.

**5I.** Will there be any waiting period between informing the prospective participant/subject about the study and obtaining his/her consent form? Explain

After being informed about the study, school administration will be given the period of 48 hours to decide their participation. Since participation is voluntary, a waiting period is necessary for school administration to think about the study. After the approval of the school administration and the approval of parents is obtained, the study can commence and other consent and assent forms can be shared with school counselor, teachers and students. The whole process of delivering and receiving consent forms starting with a meeting with the school administration, then consent forms for parents and then teachers, and then assent forms for students, and school counselor should take maximum up to one week.

**5J.** How will the PI/research team arrange for illiterate or visually impaired persons to obtain information if available in the consent form?

**5K.** Would the person obtaining consent form inadvertently create actual or perceived appearance of coercion or undue influence on the participant/subject? (e.g. participant's/subject's professor, employer/supervisor, school principal or nurse,...)  Yes  No

If yes, explain the relationship between the participant/subject and the person obtaining the consent. Describe the steps to be taken to minimize any possible real or perceived coercion or undue influence

**5L. Assent form**

- i. Are you using a child assent form?  Yes  No  
If yes, kindly attach
  
- ii. Is parental permission obtained?  Yes  No  
If yes, kindly attach (attached is a copy of parents consent forms)

**6. Study Population and Recruitment**

**6A. Information on the Study Population**

**Check which of the following categories applies to your study:**

- Randomized Controlled Trial  Discourse Analysis
  
- Quasi Experimental Study  Grounded Theory
- Observational or Correlational Study  Ethnography
- Survey  Phenomenology

Descriptive/Exploratory

Other: mixed research method. The researcher's role will involve reflecting of activities and practices, commenting on participants' perceptions and making connections between themes when analyzing data. It will also include the quantitative aspect where data will be collected using surveys and analyzed in depth in order to find patterns and to draw conclusions.

**6B. Human Participants/Subjects**

**6B.1** Are you using Secondary Data only?  Yes  No

Research on secondary data involves analyzing data which have been already collected from participants/subjects and no new data collection will take place during this study.

**6B.2** Does your research involves the sharing of data collected from human participants/subjects with collaborators?

Yes  No

If **YES**, have you signed a Nondisclosure Agreement (NDA)?  Attached  In process

**6B.3** Expected number of recruited participants/subjects:

Total of up to 200 students, 20 school counselors, and 100 teachers

**Whole study (complete only if the study will continue more than one year):**

**Total ----- Number and Location \_\_\_\_\_, \_\_\_\_\_**

<b>6B.4</b> Performance site (AUB, Others, specify)	# Males	# Females	Total

**6B.5** Age range of recruited participants/subjects: 15+

**6B.6** Describe the participant/subject population

***Participants***

This study uses a purposive sample including students from grades 10, 11, 12 in addition to teachers and school counselors.

Inclusion Criteria

Inclusion criteria of participants will be included in this study as follows:

**Schools**

- Schools in greater Beirut area with secondary classes grades 10, 11, 12
- Main language of instruction is English
- Having any form of career guidance practices and activities

**Parents**

- Parents of students in currently enrolled in grades 10, 11, 12
- Parents of students enrolled in schools that meet the inclusion criteria

**Students**

- Students enrolled currently in schools that meet the inclusion criteria
- Students that are currently enrolled in grades 10, 11, or 12
- Students that are exposed to any form of career guidance activities and practices

**Teachers**

- Teachers that are working as full timers in schools that meet the inclusion criteria
- Teachers that are currently teaching students enrolled in grades 10, 11, or 12

**School counselors**

- School counselors that are working in schools that meet the inclusion criteria
- School counselors that are currently in direct contact with students in grades 10, 11, or 12
- School counselors that are delivering any form of career guidance activities or practices

**Exclusion Criteria:**

Exclusion criteria of participants will be excluded from this study as follows:

- Schools that are not in greater Beirut area
- Schools that have classes up to grade 9 only
- Schools that have Arabic or French as the main language of instruction
- Schools that do not deliver any form of career guidance practices and activities
- Students that do not receive any form of career guidance practices and activities
- Teachers that do not teach grades 10, 11, 12
- School counselors that are not in direct contact with students in grades 10, 11, or 12

- School counselors that do not perform or deliver any form of career guidance activities and practices

**6B.8 Vulnerable/protected populations**

- i.  Targeted populations include:
- Children/minors  Pregnant/lactating women
  - 0-less than 8 years
  - 8-less than 18 years
  - Neonates  Inpatients
  - Institutionalized people  Outpatients
  - Adults (teachers and school counselors)  Terminally ill
  - participants/subjects  Cognitively impaired  Military members
  - Prisoners  Comatose/Traumatized
  - Employees  Elderly
  - including subordinates  more than or equal to 65-less
  - than 74 years  more than or
  - equal 75 years
  - Students
  - Student participant/subject pool

**N.B. If it is proposed to use a student public pool, please explain any inducement that will be given to encourage students to enroll in the study, including any grade points that will be awarded for participation. If the latter applies describe how students who choose not to participate can earn equal extra credit involving less than (preferred) but no more than equivalent time and effort. Please note that it is not acceptable to assign students additional written work as an alternative to participating in research studies, unless the proposed arrangements has prior IRB approval.**

- Specific ethnic group, specify: -----
- Low income/disadvantaged group
- Other, specify: -----
- None of the above populations will be targeted (jump to 6D)

- ii. Describe why it is necessary to include these vulnerable/protected participants/subjects in the study.

Students currently enrolled in grades 10, 11, 12 are main beneficiaries of activities and practices related to career guidance in schools, thus getting their perspective of the effectiveness of current practices will help better understand what can be adopted and applied in future research. Teachers in direct contact with students in grades 10, 11, 12 are influencers and good observers



of what is perceived effective from the perspective of practitioners and the perspective of students that they are interacting with.

The perspective of school counselors that are in direct contact with students in grades 10, 11, or 12 is needed as they interact with students and deliver services to them.

- iii. What additional safeguards have you included in your protocol to protect the rights and welfare of the vulnerable population?

The results of data obtained from interviews and questionnaires will only be shared with the Principal Investigator, and the Co-Investigator.

## **6C. Recruitment**

### **6C.1 Recruitment procedure**

- i. Describe the recruitment procedure, the location/setting and the time frame (e.g provide script for personal or phone contact)

The Co-Investigator will use the direct approach, and contact the school administration to set a meeting to share the research study topic and get initial approval to be part of the study before sharing the consent forms.

If school administration agreed to be part of the study, another meeting will be set with the responsible person in school to share parents, teachers and counselors consent forms and a time of a week will be given through indirect approaching via school where parents, teachers and school counselors consent will be granted by school. Participation is completely voluntary. Afterwards, when consent forms of school administration, teachers, school counselors and parents is granted the researcher will contact the school again to distribute students assent forms based on the obtained parents consent forms.

Distribution of teachers and students questionnaires will be through school and will be collected after a week of distribution. Participation is voluntary in this study. Students and teachers questionnaires will be distributed and collected by an enclosed envelope for confidentiality.

- ii. Explain who will be approaching the human participants/subjects to participate in the study, and what measures have been taken to protect individual's privacy

The Co-Investigator will approach the school administration in taking permission for the participation in the study. Once the school administration approves of the students, teachers, counselors, and parents participation in the study, the consent forms will be shared with school administration and distributed to target participants by school administration. The researcher will then approach the school administration to get the obtained consents and hand in copies of teachers and students questionnaires with enough hard copies based on the obtained consent forms. The researcher will contact the school administration to schedule an interview with school counselor after obtaining school counselor consent form via school. The scheduled interview shall not take more than 30 minutes. Moreover, all codes and data will be kept in a locked drawer in a room, or in a password protected computer that is kept secure. Data access will be limited only to the co-investigator and the principal investigator of the study. All data will be shredded after the study is done. The privacy of the participants will be maintained in all

the published data resulting in this study. Finally, any name or other identifying information of the participants will not be used in any of the reports or published papers.

iii. Will you use advertisements, posters, or other recruitment tools to solicit participants/subjects?

Yes  No

If **YES**, choose the applicable category from below and provide a copy(ies) of the recruitment materials:

Letter  Flyers  Mass E-mail  Internet  
 Posters  
 Newspaper  Departmental Bulletin Boards  Telephone

AUB Publications (specify): -----

Snowball Sampling

Other, describe

**Please note that no advertisements can be used prior to IRB approval of the specific recruitment tool.**

**Please note that mass email means contacting all members of a population of interest. For example, with IRB approval a mass email can be sent to all AUB students. However a targeted email aimed at recruiting research students cannot be sent to a sub-group of students, such as those in a department, a faculty, or those who are enrolled in or who have completed a specified course or courses. Please note snowball sampling may not be acceptable to the IRB unless third parties are recruited by contacting the investigator rather than by being contacted by the investigator.**

#### **6D.Inclusion and Exclusion Criteria:**

**6D.1** List the specific criteria for inclusion and exclusion criteria of participants/subjects

##### ***Participants***

This study uses a purposive sample including students from grades 10, 11, 12 in addition to teachers and school counselors.

##### **Inclusion Criteria**

Inclusion criteria of participants will be included in this study as follows:

##### **Schools**

- Schools in greater Beirut area with secondary classes grades 10, 11, 12
- Main language of instruction is English
- Having any form of career guidance practices and activities

##### **Parents**

- Parents of students in currently enrolled in grades 10, 11, 12
- Parents of students enrolled in schools that meet the inclusion criteria

##### **Students**

- Students enrolled currently in schools that meet the inclusion criteria
- Students that are currently enrolled in grades 10, 11, or 12

- Students that are exposed to any form of career guidance activities and practices

**Teachers**

- Teachers that are working as full timers in schools that meet the inclusion criteria
- Teachers that are currently teaching students enrolled in grades 10, 11, or 12

**School counselors**

- School counselors that are working in schools that meet the inclusion criteria
- School counselors that are currently in direct contact with students in grades 10, 11, or 12
- School counselors that are delivering any form of career guidance activities or practices

**Exclusion Criteria:**

Exclusion criteria of participants will be excluded from this study as follows:

- Schools that are not in greater Beirut area
- Schools that have classes up to grade 9 only
- Schools that have Arabic or French as the main language of instruction
- Schools that do not deliver any form of career guidance practices and activities
- Students that do not receive any form of career guidance practices and activities
- Teachers that do not teach grades 10, 11, 12
- School counselors that are not in direct contact with students in grades 10, 11, or 12
- School counselors that do not perform or deliver any form of career guidance activities and practices

**6D.2** Justify the exclusion of any group based on age, sex, ethnicity, and social or economic factors.

Participants in research study are selected based on a purposive sample.

**6E.** Describe the instances (if any) that might result in PI termination of participant's/subject's participation

There are no instances that might result in PI termination of participant's/subject's participations.

**7. Compensation or Costs to Participants/Subjects**

**7A.** There are very limited circumstances under which study participants/subjects may need reimbursement for unavoidable costs associated with taking part in a study. Such costs may include but are not limited to the cost of public transport to a study setting; the cost of refreshments if involvement in a study involves more than two hours and less than four hours; the reasonable costs of a meal if the study requires more than a half day.

**7B.** Describe what compensation will be used (if any) for human participants/subjects before/during/after participation, whether it is reimbursement, offering services without charge, course credit, lottery, cash, gifts, etc... Will there be any pro-rated payment for partial participation? Explain the remuneration plan in details specifying the amount of money, nature, number and value of gifts, course credit and percentage of the final grade, date of lottery drawing, how will winner participants/subjects be notified (by whom and when).

**All these should be explicitly mentioned in the consent form.** Any recruitment incentive should be nominal or commensurate with the time/effort required of the subject; justification for an incentive is required.

**7C.** For research with more than minimal risk, describe any medical treatment, insurance and/or compensation available to the participant/subject if he/she is injured as a result of participating in the study.

## **8. Confidentiality of Data and Records**

**8A.** Check if following is used in data collection:

Audiotapes/Digital Voice    Videotapes    Still photos    Other imaging

**8B.** Are any of these recordings of vulnerable population:    Yes    No

If yes, will parental/legally authorized representative permission be obtained?

Yes    No

**8C. Audio/Visual:** Please explain whether the recording will be shared, who will transcribe them and where. Who will have access to these recordings? When and by whom will the recording be destroyed?

**8D.** Are you going to record any direct identifiers, names, addresses, telephone number, etc...?

If yes, explain why it is necessary, and specify what coding system you will use to protect the privacy of the participants/subjects.

We are going to change the names of all the participants in the study so that their real identities will not be known.

**8E.** Will you be retaining any link between identifiers and study code numbers after data collection?

If yes, explain why it is necessary and state how long you will keep this link

**8F.** How, where, and how long will the data be stored? Will any passwords, codes or locks be used?

The results of collected data from teachers and students questionnaires will be stored with the Co-Investigator on her private computer at the AUB premise. The data will also be stored with the PI of the study. All questionnaires used to take information about the students will be saved electronically on the Co-Investigator's computer that is secured with a password and also with the PI.

**8G.** How are you going to analyze the data?

I am going to enter data obtained from teachers and students questionnaires using SPSS on a computer at AUB. Narrative answers from semi structured interviews with school counselors will be analyzed using personal computer at AUB premise.

**8H.** How are you going to destroy the data?

The data will be deleted from the researcher's private laptop computer located on AUB premise. They will be deleted at the end of Spring 2019 after the thesis has been successfully defended.

**8I.** In what form will the research results be disseminated (project report, thesis, conference presentation, journal article, feedback to community members or research population.)

The research is being conducted for the purpose of a Master's thesis study.

**8J.** Describe your plan for reporting adverse events to the IRB.

If any adverse events occur, the IRB office will be contacted immediately.

**8K.** Describe your Data Safety Monitoring Plan

Only the one researcher working directly on this study will have access to the data. Since all information are on soft copies, they will be electronically deleted as soon as research is over in Spring 2019 following successful thesis defense.

**Risks and Benefits**

**9A.Risks:**

**9A.1** Does the research involve any of the following possible risks / harm (check all that applies):

- Use of private records (medical/ employment/ educational)
- Use of deceptive technique
- Social isolation (stigmatization, psychological stress...)
- Legal/ criminal risk ( e.g. research on illicit behavior)
- Possible invasion of participant's (subject's)/ family privacy
- Social or economic risk
- Any sort of probing for personal or sensitive information from surveys or
- Other risks, specify: \_\_\_\_\_

**9A.2** Describe the frequency and magnitude (minimal risk, greater than minimal risk) of the risks.

“Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests).

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Discontinuing participation in the study will in no way affect the participants' relationship with AUB. Moreover, their decision to withdraw will not involve any penalty or loss of benefits to which they are entitled.

**9A.3** Are there other methods to carry out/conduct the research that might minimize these risks? Describe and justify not using them.

No, there are no other methods to conduct to minimize risk.

**9A.4** Describe and explain the steps that are taken to minimize the anticipated risks (if more than minimal risk) and harms of the human participants/subjects

**9B. Benefits**

**9B.1** Describe the anticipated benefits to the participant/subject. If no direct benefits are expected – state so and include in the consent form. (Monetary compensation is not considered a benefit)

This study is important to get the perceived perspective of secondary school students, teachers and school counselors of what is perceived as an effective practice for career guidance.

**9B.2** Describe any anticipated benefits to the group or class to which the participants/subjects belong.

Being informed of what is perceived as an effective career guidance practice will encourage future research in adopting these practices and generalizing them based on research findings.

**9B.3** Describe benefits to society or to the relevant body of knowledge as a whole.

The findings of this study will have implications for theory and practice. Theoretically, this research will help in examining the existing practices and services of career guidance in the context of Lebanese private secondary school-greater Beirut area. It will add to the limited research that is being done about this topic within the Lebanese context. It will shed the light on the perception of secondary school counselors, teachers and students in relation to the effective practices and services that are being currently provided in the context of Lebanese private schools. This research can serve as a tool for future research follow up and might help in creating a model or a program for career guidance and counseling based on the grounded findings and results.

In practice, it will help students gain better understanding of different career choices. It will help school counselors and teachers to apply the tools that are seen effective from their perspective. It will help teachers, parents and administrators in guiding students towards their best career choices based on the conducted practices and delivered services. It also can encourage curriculum developers in Lebanon and policy makers to include an official model for career guidance and counseling in the secondary level. This study might serve as a tool to highlight the practices and services that are being provided under the umbrella of career guidance in Lebanon.

**9B.4** Assess the relative weights of the study's risks and benefits. Where appropriate, discuss provisions for ensuring appropriate professional intervention in the event of adverse effects to the participant/subject, (e.g. referral to appropriate mental health resource/clinic in stress induction studies). Discuss why the risks to participants/subjects are reasonable in relation to the anticipated benefits to

participants/subjects and in relation to the importance of the knowledge that may reasonably be expected to be gained.

Participation in this study does not involve any physical risk or emotional risk beyond the risks of daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Their discontinuation will in no way affect the participants' relationship with AUB. Moreover, their decision to withdraw will not involve any penalty or loss of benefits to which they are entitled. At the same time, there are no direct benefits neither to students nor teachers. However, their participation helps researchers in answering research question and thus benefits them in finding a common ground of what is perceived as an effective career guidance practice from perspective of teachers, students and school counselors.

**9. Conflict of Interest:** Indicate below if any investigator, any member of the research study, and/ or any member of their immediate families, has any kind of personal/ financial interest in the design, conduct or reporting of research project. (You may check more than one if applicable).

**Please check what is applicable. You may check more than one.**

<input type="checkbox"/> The researcher and/or family member is participating in a research topic sponsored by a business which the researcher and/or family member has a financial interest or is related to an investigator/family business which could benefit from the outcome of the study	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB
<input type="checkbox"/> The researcher and/or family member is participating as a participant/ subject in a research topic developed by that researcher	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB
<input type="checkbox"/> The researcher and/or family member serves on the Board of directors of a business from which the member receives sponsored research support through a gift/grant/contract administered by AUB	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB
<input type="checkbox"/> The researcher and/or family member receives material benefits from the business that funds his/her research	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB
<input type="checkbox"/> The researcher and/or family member has intellectual property such as patent, copyrights, licensing,....	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB

<input type="checkbox"/> Other conflict of interest, please specify: ----- -----	<input type="checkbox"/> Has been disclosed to AUB  <input type="checkbox"/> Has not been disclosed to AUB
<input checked="" type="checkbox"/> No conflict of interest	

**Please fill in the AUB COI form (Appendix I) and if conflict of interest is present, please attach a conflict management plan. For further information, check out [AUB's policy on Conflict of Interest](#).**

**10. Bibliography and References:** List up to five relevant publications that, in your opinion, would be helpful to the IRB in reviewing this study.

Bernes, K.B., Bardick, A.D. & Orr, D.T (2007). Grade 12 student career needs and perceptions of the effectiveness of career development services within high Schools. *International Journal of Educational and Vocational Guidance*, 79- 100.

Bloxom, J. M., Bernes, K. B., Magnusson, K. C., Gunn, T. T., Bardick, A. D., Orr, D. T., & Mcknight, K. M. (2008). Grade 12 student career needs and perceptions of the effectiveness of career development services within high schools. *Canadian Journal of Counselling*, 42(2).

Khishfe, R., & Boujaoude, S. (2014). Lebanese students' conceptions of and attitudes towards science and related careers based on their gender and religious affiliations. *International Journal of Science and Mathematics Education*, 14(1), 145–167.

Mittendorff, K., Faber, M., & Staman, L. (2017). A matching activity when entering higher education: ongoing guidance for the students or efficiency instrument for the school? *British Journal of Guidance & Counselling*, 45(4), 376–390.

Oweini, A., & Abdo, R. (2000). An experimental career counseling workshop for Lebanese secondary School Students *The High School Journal*, 83(2), 51–63.

Sultana, R. G. (2014). Livelihood planning and career guidance in Palestine and the broader MENA region. *International Review of Education*, 60(2), 177–197

**Principal Investigator's Assurance Statement**

1. I certify that the information provided in this application is complete and accurate.
2. I understand that as principal investigator, I have ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights, safety and welfare of the human participants/subjects, and strict adherence to the study protocol and any conditions or modifications stipulated by the AUB Institutional Review Board.
3. I will submit modifications of the protocol and/or the informed consent form and/or any other documents to the IRB for approval prior to applying those changes in the study.
4. I agree to abide by the policies and procedures of the AUB IRB regarding the protection of human subjects including, but not limited to:



- Ensuring that all personnel involved in the study have completed the human subjects training online course offered by CITI. If the first language of personnel is other than what is available for training on CITI website, it is the PI responsibility to provide the personnel with efficient training.
- Ensuring that the study will be conducted by qualified personnel who are knowledgeable about AUB regulations and policies governing this research
- Obtaining informed consent from participants/subjects or their legally appointed representatives or guardians, written in a language that is understandable to them and approved by the IRB, unless the IRB has specifically approved a waiver of a signed written consent form. All subjects are provided with a copy of the signed form/oral script unless the IRB has specifically approved a waiver of providing this information to the subject.
- Meeting recognized standards for safety when utilizing certain equipments, facilities, and procedures related to this research
- Not initiating any change or modification in the approved research and/or consent documents without prior IRB approval, except when it is necessary to eliminate apparent immediate hazards to the participating subjects. In this case, I will be reporting to the IRB this modification within two business days to enable the IRB to decide that the modification is done to preserve the participants'/ subjects' welfare and safety.
- Reporting adverse events or other unexpected problems and risks involving human subjects to the IRB promptly
- Promptly complying with IRB decision to stop or discontinue the research, including the analysis of data already collected unless specifically approved by the IRB.
- Complying with the continuing review requirements of the IRB. Specifically, obtaining approval for continuing with the study before the initial approved period of the study expires. I understand that if I fail to apply for continuing IRB review and approval within the approval period, IRB-approval of the study will automatically terminate and all activity must cease, including analysis of previously collected data, until IRB approval is granted.
- Maintaining accurate and complete research records including all informed consent documents, for at least 3 years from the completion of the research project.
- Fully informing the IRB of all locations in which participants/subjects will be recruited for this study, and being responsible for obtaining and maintaining IRB approvals and letters of cooperation from non-AUB sites.
- Facilitating site visits and audits for evaluating and monitoring the research activities by certain authorized bodies.
- If I am unavailable, on sabbatical or other type of leave, I will submit for IRB approval the arrangements for conducting the study, including the appointment of a temporary PI at AUB in my absence.

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Principal Investigator's Signature

Date

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Department Chair's Name and Signature

Date

If PI is Chair, signature of the Dean of the Chair's faculty is required  
If PI is Dean, signature of the Provost is required

## Appendix I.

### FORM FOR DISCLOSURE OF ACTIVITIES WHICH MAY INVOLVE CONFLICT OF INTEREST

I, \_\_\_\_\_, have read and understood the “University Policy on Duality of Interest” of November 19, 1993, as revised on March 19, 2004, and in accordance with this policy I state the following:

1. I attach a list of all my affiliations with any person (including any officer or employee of the University), firm, organization, or corporation with which I have reason to believe the University does business.

Not applicable

List attached

2. I attach a list of my consulting arrangements, whether or not I believe that they may involve potential conflict of interest.

Not applicable

List attached

3. I shall amend these two lists promptly (items 1 and 2) whenever my affiliations or duties change
4. If I become aware that any member of my family (parents, brothers, sisters, children, spouse, and/or in-laws) is engaged in business with the University, I shall disclose my relationship with the person(s) concerned and nature of his business.
5. I understand that I am not to participate in any decision or vote on an issue in which I may have conflicts of interest because of affiliations listed in items 1, 2, and 4.

I submit this information to the President of the University

Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Faculty/Department: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix K

### Liability Release

#### AMERICAN UNIVERSITY OF BEIRUT FAS- EDUCATION DEPARTMENT RELEASE WAIVER

#### ASSUMPTION OF RISK AGREEMENT AND RELEASE

To be completed by all persons before undertaking the performance activities.

I, the undersigned, Maha Ghanem,  
Student at the American University of Beirut (AUB),  
do hereby declare and agree to the following:

By completing and submitting this form, I hereby exonerate the American University of Beirut (AUB) and its representatives from any and all liability and damages of whatsoever nature direct or indirect that may arise to me, my heirs, or my property as a result of my activities Education with the Department off AUB Campus, and further, I shall hold harmless AUB, its trustees, officers, agents, employees, faculty, students, staff, and employees, from and against all losses, expenses, claims, demands and legal actions of every kind and character for death, personal injury, property damage or any other liability arising out of, or in any way connected with AUB, including AUB-related activities held outside AUB property.

I assume all liability for any accident that may occur while performing activities off AUB facilities and shall be responsible for any damage that I may incur.

I am aware that AUB recommends personal liability insurance covering personal injury, death, medical expenses in relation to this activity.

This Release Waiver shall be governed by Lebanese law and any dispute arising in relation to this Release Waiver shall be exclusively settled by the Beirut courts.

I further state that I have carefully read the foregoing declaration and release and know the contents thereof, and that I sign the same as my own free act and deed.

In witness whereof, I have signed this document on October 18, 2018

Date: October 18, 2018      Name: Maha Ghanem      Signature:

Witnessed by:

Date: October 18, 2018      Name: May Ghanem      Signature:

