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Common Habits of Mind Among Students of Psychological Counseling Diploma that Predict Effective Performance Incounseling

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Abstract. This study aims to examine common Habits of Mind among students of psychological counseling that predict effective performance in counselingthrough the sixteen habits of mind determined by psychologists. The study sample consisted of 216 male and female students from different regions in the Kingdom of Saudi Arabia. They were subjected to the Habits of Mind scale and Counseling Effective Performance scale. The results showed higher statistically significant differences at the 0.01 level of the hypothetical means than of the experimental means in all habits of mind. This means that the Habits of Mind of the study sample participants are very weak.

The results also indicated that it is possible to predict the effectiveness of counseling performance through habits of mind, and the most effective habits are finding humor, learning continuously and listening to others with understanding and empathy. The results showed no statistically significant differences between mean scores of the participants in the Habits of Mind and this confirms the relationship between effective counseling performance and habits of mind of males and females. Besides, there were no differences based on age, specialization of a school counselor, the current educational stage in which a school counselor works or basis of accreditation as a school counselor.

Key words: Habits of Mind,counseling performance, psychological counselor

Introduction

It is one of the present and future requirements for a school counselor to be trained and taught on his/ her own so that he/she can keep up with our changing world. A new approach of modern educational thinking appeared in the last decade of the twentieth century that urges educationalists to pay attention to certain scientific outcomes. This approach was associated with a great concern to development of thinking, especially critical, creative thinking, problem-solving and applying the results of cognitive researches. Thinkers of this approach paid attention to developing thinking strategies subsequently called "Habits of mind".

Modern educational thinking calls for perceiving and developing some mental strategies called habits of mind. A habit is a routine that is repeated regularly individuals tend to form them and so do school counselors. Moreover Habits of Mind are based on some educational constants that should be considered and turned into a repeated behavior and a stable methodology in the life of individuals.

Surveying some of the available studies, taken from different references, handling and explaining habits of mind, one finds great concern among scientists and researchers of different fields and theoretical approaches for habits of mind. There is also clear evidence that the study of Habits of Mind is one of the important subjects in psychology of cognition. Habits of Mind have different perspectives and approaches; however they do not reflect a clear difference between them but rather a consistency. These habits look different on the outside but are actually similar because they are habits of similar human brains but different minds.

In this context Costa and Kallicka (2009) confirm that effective thinkers have certain qualities that can be defined. These qualities have been identified as possessed by successful people in all fields of life including academics, teachers, psychological counselors, sales representatives, scientists and artists.

As "Habits of mind" is a modern subject, available studies conducted on this subject are few and fewer in the Arab and social community. Such studies can direct a researcher to address common Habits of Mind among students of the Psychological Counseling Diploma that predict effective performance in counseling. Recommendations of these studies are beneficial to the counseling process and enhance counseling performance.

Problem of the study:

Although it is necessary for students of the Psychological Counseling Diploma to study habits of mind, the researcher found that it is given little concern inside the university community with weak curricula and activities. The researcher conducted a research on the students of the Psychological Counseling Diploma in Qassim University which revealed a lack of goals and activities related to developing creative Habits of Mind among these students.

In this context Al-taher (2009) indicated that the process of forming Habits of Mind does not mean that a student should only have the basic thinking skills and abilities but also have an inclination, willingness and effectiveness to apply these

habits in all situations and circumstances. Successful education encourages and strengthens readiness to think. It renders a student willing to explore, investigate and be curious. It also helps them search, be specialized, believe that their thinking will be important and creative which enhances their self-confidence and stimulates them to do their best to achieve their assigned tasks.

Despite the educational importance of developing Habits of Mind as an aim of modern education, that these habits vary among psychological counselors in different schools and students of Psychological Guidance and Counseling Diploma. Besides, there is evidence that teachers and students lack application of Habits of Mind in various educational and practical activities (Al-harthy, 2002). Therefore, this research aims to investigate the common Habits of Mind of psychological counselors of the Psychological Guidance and Counseling Diploma that predict their effective counseling performance. The problem of the study lies in the following questions:

1. What are the common Habits of Mind among the students of the Psychological Guidance and Counseling Diploma?

2. Is it possible to predict effective counseling performance through investigating common Habits of Mind of the students of the Guidance and Counseling Diploma?

3. Are there differences in the common Habits of Mind of the student counselors based on gender, age, educational level, the main specialization, educational stage where a counselor works, the basis of accreditation as of a counselor, years of experience in the counseling field, and years of experience in the educational field?

Aims:

1. Identifying common Habits of Mind among students of the Psychological Guidance and Counseling Diploma.

2. Indicating whether or not it is possible to predict the effectiveness of counseling performance by investigating common Habits of Mind among students of the Psychological Guidance and Counseling Diploma.

3. Identifying the difference in the common Habits of Mind among students of the Psychological Guidance and Counseling Diploma based on difference in gender, age, educational level, the main specialization, educational stage where a counselor works, the basis of accreditation as of a counselor, years of experience in the counseling field, and years of experience in the educational field.

Significance of the study:

The Significance of the study lies in the following points:

1. Provide some information about Habits of Mind and the importance of development them with students in the field of psychological counseling.

2. Identifying the effect of Habits of Mind in the performance of psychological counselor.

Terms of the Study:

1. Habits of mind:

The employment of intelligent behavior when an individual does not know the answer or the right solution, or is the preference of the individual pattern of intellectual behaviors from other styles, and therefore implies making choices or preferences about any patterns should be used in certain time than others patterns. This is procedurally determined by the score that the examined students attain in Habits of Mind scale used in the current study.

2. The student of Psychological Counseling Diploma:

The researcher defines him/her as a person who enrolled in the Guidance and Counseling Diploma and work for the Ministry of Education as a psychological counselor in schools and is trained academically especially in the field of psychological counseling to be able to provide counseling and guidance services to school students.

Muslim (1998) defines a psychological counselor as a person who has a university degree in the field of psychology and school health and also preferably enhances his/her qualification by obtaining a Diploma in the Psychological Counseling. he/she is assigned to provide services of guidance and psychological counseling in school.

3. The effectiveness of counseling performance:

The researcher adopts the definition of Lent's and his colleagues who defined it as the psychological counselor's beliefs regarding his/her ability to perform various activities of the psychological counseling process and his/her ability to complete the treatment situations Lent, Hill & Hoffman (2003).

Study restrictions

Objective restrictions:

The study is restricted to the responses of the individuals of the study sample according to the Habits of Mind scale and Counseling Effective Performance scale.

Place restrictions:

The study is restricted to students enrolled in the Guidance and Counseling Diploma from different regions in the Kingdom of Saudi Arabia.

Time restrictions:

The training program of the study was applied during the second term of the scholastic year 2014-2015.

Theoretical domain and previous studies:

Costa &Kallica (2000) defined Habits of Mind as a tendency of an individual to behave intelligently on confronting a problem to which the answer or the solution is unknown to his/her cognitive structures.

There are a lot of personal and occupational characteristics, according to Abdel-monem (1996) and Menshar (1996); Soliman and Abdullah (1998); and Al-zahrani (2003) that a psychological school counselor should have. The following is some of these characteristics like;

- Hard working, keeping privacy, paying attention to principles, ethical values and wide culture, respecting others feelings and logical thinking.
- Occupational efficacy: having technical skills and employing them in a way that complies with the work objectives.Good treatment of students, taking responsibility, self-confidence, patience, helping and respecting others, flexibility, good use of time, listening to others with understanding, the ability to detect student problems, and advising them.

Perkins, Jay &Tishman (2003) indicated that Habits of Mind are patterns of intelligent performance that lead people to productive actions. Moreover, a habit of mind is often an unconsciousness pattern of behavior acquired. Therefore, from this perspective Habits of Mind are a series of developing processes that are assumed to help a psychological counselor to form ideas, alternatives and solutions to problems. There are several researches and studies that tackle the habits of mind aspect that spouts different theoretical approaches. Researchers in this field determine habits of mind that vary according to the theoretical approach of those researchers. The following a brief summary to these theoretical approaches.

In this context, Stephen (2004) conducted a historical study about effective and successful people and identified in seven Habits of Mind that lead human beings to continuous success in life. These can be a framework for the effective counseling performance of a psychological counselor. These habits can be summarized as follows:

- Be proactive!

According to this habit, intelligent people tend to form personal initiatives.

-Begin with the End in Mind: Intelligent people go on with their work and look forward to achieving their goals.

- Put first things first: Intelligent people prioritize the most important things to be done first.

-Think Win-Win: Thinking of mutual benefit for both parties, thinking of mutual benefit for all, and believe that success can be for all.

-Seek first to understand then to be understood: Intelligent people should first understand others and in turn be understood.

-Synergize: Intelligent people apply a synergy, cooperation and teamwork.

- renewing: This can be done through the ability of renew, innovate and keep up with the daily events.

Hyerle (2004) divided the Habits of Mind into three groups: thinking maps that entail involving questioning skill, emotional skills and meta-cognitive skills-brainstorming involving creativity, flexibility, curiosity and expanding experience and graphic organizers; persisting, organizing, setting and accuracy.

Costa and Kallicka (2003) defined sixteen Habits of Mind that lead to distinguished productive deeds. These habits are described as follows:

− Persisting: Effective people stick to a task until it is completed. They don't give up easily.

- Managing Impulsivity: Effective problem solvers have a sense of deliberativeness: They think before they act.
- Listening to Others with Understanding and Empathy: the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior.
- Thinking Flexibility: Effective people have the capacity to change their mind as they receive additional data.
- Thinking about Thinking (Meta-cognation): Meta-cognition means becoming increasingly aware of one's actions and the effect of those actions on others.
- Striving for Accuracy: People who value accuracy take time to check over their products.
- Questioning and posing problem: The ability to identify and resolve problems and ask questions that would fill the gaps between what is known and what the individual does not know.
- Applying Past Knowledge to New Situation: When people confronted with a new and perplexing problem they will often draw forth experience from their past.
- Thinking and Communication with Clarity and Precision: Language and thinking are closely entwined, like two sides of the same coin to deliver of what the individual wants to say precisely whether in writing or verbally.
- Gathering Data through All Senses: Intelligent people know that all information gets into the brain through the sensory pathways. Those whose sensory pathways are open, alert, and acute absorb more information from the environment than others.
- Creating, Imagining, and Innovation: Effective people try to conceive problem solutions differently, examining alternative possibilities from many angles.
- Responding with Wonderment and Awe: Effective people seek problems to solve for themselves and to submit to others independently.
- Taking Responsible Risks: Effective people tend to take risks relying on previous experience, paying attention to the results, and the ability to determine what is appropriate in life.
- Finding Humor: Having a sense of humor, and the ability to understand the desirability and jokes of others.
- Thinking Interdependently: There is an increasing ability to think interdependently. Working in groups. It also requires the development of a willingness and openness to accept feedback from a critical friend.
- Learning Continuously: Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways.

Thus, the researcher finds that the categories of habits of mind entitled and specified differently however, they are similar in their content. These categories call for developing some cognitive strategies which are called habits of mind. As known

a habit is a repetitive act that an individual performs. Habits of mind are based on educational basics that should be developed and be a repetitive act and a stable methodology in the life of educated people. Accordingly, the researchers urge that habits of mind should be performed like traditional techniques of eating, drinking and sleeping. As the habit of getting up early and using Siwak (Miswak) at the time of Purification (Wodo'a), Psychological counselors should apply strategies of mind on performing their counseling job.

Psychological school counselor is one of the basics of educational process that is responsible for preparing and bringing up students. he/she is also assigned to give psychological services and solve psychological problems of students that impede achieving educational programs goals.

These sixteen habits can show to what extent the significance of common Habits of Mind psychological counselors of the Psychological Guidance and Counseling Diploma can predict the effectiveness of their counseling performance.

The researcher did not find any Arabic or foreign studies that tackle the common Habits of Mind of male and female psychological counselors of the Psychological Guidance and Counseling Diploma as a predictor of the effectiveness of counseling performance. However, studies were conducted on each group separately or through their relationships with other variables. Therefore, the researcher reviewed recent studies that conducted on each variable separately.

Cheng (2011) conducted a study that aimed to reform the Hong Kong educational system through infusing creatively and the produced mental habits from the perspectives of the students themselves. This study developed a system of methods for infusing the elements of learning creativity in science classes. After applying and employing them, the students realized the extent of improvement in their trends, abilities, intelligent behaviors, and practicing of effective mental habits such as the calculated risk, accuracy and persisting.

Fathallah (2011) conducted a study that aimed to identify the effectiveness of Marzano's learning dimensions model in developing conceptual understanding in science and Habits of Mind. A sample of students aged between 12 to 13 years old was divided them into two groups, one of them a control group, and the other is the experimental. The control group was taught selected science topics by using traditional methods while the experimental group was taught the same topics by using Marzano's learning dimensions. The results revealed that Marzano's learning dimensions model has contributed to the statistically significant gains of the experimental group over their peers in the control group, in each of the understanding test and the Habits of Mind scale.

The study of AlMihy and Mahmoud (2011) aimed to investigate the effectiveness of a suggested design of a learning environment for chemistry that should be consistent to the brain in developing habits of mind of students of the secondary stage in Chemistry and achieving success for those students who have different ways for perceiving information in chemistry. The study sample consisted of 11 female students. The results of that study showed that the suggested design was effective in developing habits of mind for the post test.

The study of Saeed (2006) aimed to identify the effect of using the strategy of (analyze, ask, and investigate ("AAI") in teaching selected units of the chemistry curriculum on developing the Habits of Mind of a sample of male and female students of aged between 14 to 15 years old. He chose a randomly selected sample from different schools and divided them into two groups: a control group allowed a traditional strategy of study, and an experimental group who received "A.A.I" strategy. These results revealed the presence of statistically significant differences in favor of the experimental group.

Epstein (2003) studied the internalization of Habits of Mind through conscious practice in the daily life. The results of the study concluded that the Habits of Mind such as awaking, curiosity, persistence, persisting and intellectual enjoyment are actual practices that are essential in the field of medical and mental health.

Amor's study (2005) aimed to identify the effectiveness of a training program based on the Habits of Mind in life situations in developing the creative thinking skills of a sample of 160 male and female students of the sixth grade. The experimental and control group consisted of 45 male students and 35 female students. The results revealed statistically significant differences in favor of participants of the experimental group who undertake a training program on the Torrence test of verbal images of creative thinking. There was no statistically significant difference based on gender.

Viewing previous studies and researches that tackle the habits of mind we find that they do not directly or indirectly tackle the habits of mind of educated people with their different specializations that predict the effectiveness of their performance in educational and social life. Most of these studies confirmed that there is not enough concern for habits of mind of educated people and that current ways of teaching impede developing thinking. It also slows the progress of habits of mind and precludes imagination and mental images of those students. So, a lot of students reach higher study stages without the ability of thinking but they only memorize information as mentioned in the study o fFathallah (2011), Saeed (2006) and Amor (2005).

The study of John (2010) aimed to identify the roles of a psychological counselor. The study sample consisted of 95 male and female counselors from the state of Connecticut, America. The study concluded to the result that the most performed role of a psychological counselor is problem-solving, followed by offering psychological and educational advice to students, parents and teachers, performing coordinate activities like referring, applying psychological tests and scales, communicating with parents and then holding counseling meetings to counsel students individually and in groups to solve psychological, social and educational problems that students encounter.

Arthur (2006) conducted a study that aimed to compare between the actual roles and tasks that a psychological counselor performs and the roles and tasks counselors considered more important. The study sample consisted of 250 counselors; 149 male and 101 female. They responded to a questionnaire about the roles and tasks of an educational counselor. Statistical results showed that helping students in solving

their problems and the ability to hold individual counseling meetings were the most performed roles, respectively. Counselors considered the most important roles of a counselor to be helping teachers to understand students' behaviors, counseling and guidance in groups to help students acquire social and individual skills, and individual counseling to help students enhance self-concept. The study of Gieni, (2003) aimed to identify roles and tasks that psychological counselors perform. The study was applied on all psychological counselors in the primary stage in Montalba, Canada. The result of the study showed that the most performed roles were holding individual counseling meetings and presenting psychological and educational advice to students and teachers.

Awad, (2003) surveyed views of school principals about educational counseling and how these views affect performance of psychological counselors. The study sample consisted of all principals of public schools in the study year 2003. The results showed that 85% of the principals had positive views towards psychological counselors' performance and their effect on the school environment. Chandler's study, (2002) discussed the role of a psychological counselor as perceived by principals of secondary schools. The study sample consisted of the school principals who had worked as principals for more than 5 years. The result of the study showed expectations of principals about the role of a psychological counselor which were; the ability of problem-solving, handling urgent issues, good communication with all individuals in the school environment and displaying quietness, stability and humor.

Walter, (2002) conducted research to identify counseling roles and tasks that psychological counselors perform in primary, preparatory and secondary schools. The sample consisted of 498 counselors, male and female distributed according to educational stages, (primary, preparatory and secondary). The result of the research showed different roles of psychological counselors based on the stage in which they work. The most common roles in the three stages were offering psychological and educational advice, dealing with urgent issues, problem-solving and holding counseling meetings to counsel students individually and in groups. The most common role in the primary and preparatory stages was preparing counseling programs and in the secondary stage, the importance of occupational counseling was clear.

Hillman, (2001) investigated the role of psychological counselors in secondary schools in *Trinidad and Tobago* in the United States of America, to find a criterion for this role and show the relation between a psychological counselor's role and his/her job satisfaction. The study sample consisted of 35 psychological counselors, 35 principals, 100 teachers and 100 students in the secondary stage. The study instrumentation was a questionnaire on the role of the psychological counselor in secondary schools; distributed to the mentioned participants whereas school counselors were given a job satisfaction questionnaire. Statistical analyses, the results showed a difference between the psychological counselors' perspectives of their ideal and real role and the perspectives of other participants. The results also showed a high level of job satisfaction among psychological counselors.

Kocarek, (2001) conducted a study to understand the relation between the performance of psychological counselor and self-efficacy, the level of worry and anxiety, occupational development, training and experience. The study sample consisted of 117 students of working towards Master degree in psychological counseling and working in psychological counseling. Testing the participants of the study, the results showed that all participants agreed that these factors are necessary to enhance the performance of a psychological counselor. Self-efficacy is an important variable for expectation of psychological counselors' performance, training enhances self-efficacy, worry and anxiety lowers self-efficacy and negatively affects performance of psychological counselors.

Ghilani, (2002) examined the role and performance of a psychological counselor in Allegheny County in Pennsylvania using Gottard's performance Model. The study sample consisted of teachers, administrators and school graduates. The result showed graduates' high perceptions of psychological counselors' role and effective performance in the seven variables of the model involved in the study. However, teachers and administrators perceived counselors' and performance average.

The study of Al-Zaghalil and Al-Shara'a, (1998) aimed to identify the actual roles and jobs that a psychological counselor performs in school and if these roles differ according to gender, age, qualification, experience and specialization. The sample consisted of 203 counselors, male and female, and looked at the activities of preparing guidance and counseling programs individually, identifying physical and health problems of students, determining suitable patterns for achieving the aims of the counseling program and providing students with different information about different jobs.

It is clear from the above survey of previous studies and researches related to the performance of psychological counselors that it differs according to the educational stage where a counselor works, as indicated by the study of Walter (2002). It is also affected by self-efficacy, the level of worry and anxiety, occupational development, training and experience according to Kocarek, (2001). The study of Awad (2003) indicated that 85% of school principals have positive perspectives about the performance of a psychological counselor. A psychological counselor should display the following skills in his/her performance; quietness, stability and humor, the ability of problem-solving, handling urgent issues, good communication with all individuals in the school environment, referring, presenting psychological and educational advices to students, parents and teachers, holding counseling meetings to counsel students individually and in groups to solve psychological, social and educational problems that students encounter, identifying physical and health problems of students, and providing them with information about different jobs, (john, 2010; Arthur, 2006; Gieni, 2003; chandler, 2002, Al-Zaghalil and Al-Shara'a, 1998).

From these studies, the researcher finds that there is a relationship between counseling performance and habits of mind. He also finds to what extent the habits of mind can predict counseling performance of psychological counselors.

Procedures:

1. Research method

A descriptive approach was used to answer the research question which depends on describing, explaining and identifying the variables of the phenomenon, distinguishing the differences between groups and using measurement, classification and interpretation procedures in order to identify significant differences and correlation.

2. Pilot study

Before starting to distribute the study questionnaire to the target sample of the main study, is was necessary to make sure that it was suitable for use in the main work. Writers on research methodology strongly assert the importance of piloting and refining research instruments. The research tool in the present research was distribution to 100 counselors (male and female) in Saudi public schools, then amended and retyped for administration to the sample population for the main study.

3. The sample of the main study:

This sample consisted of 216 psychological counselors of the Psychological Guidance and Counseling Diploma chosen from different regions of the Kingdom of Saudi Arabia; 152 of them were male and 64 female. The following table provides a profile of the research sample distributed according to different variables.

Table (1). Distribution of the study sample according to different variables.

Current work stage			**Basis of accreditation to become a counselor**			**Main Specialization**		
Category	Frequency	Percent	Category	Frequency	Percent	Category	Frequency	Percent
Primary	68	31.5%	Training courses	102	47.2%	Social Work	66	30.6%
Preparatory	66	30.5%	Years of experience	56	25.9%	Psychology	50	23.1%
Secondary	82	38.0%	College certificate	58	26.9%	Sociology	28	13.0%
Years of Education Experience			**Years of Counselling Experience**			Other	72	33.3%
Category	Frequency	Percent	Category	Frequency	Percent	**Age**		
1-5	97	44.9%	Less than 5 years	43	19.9%	Category	Frequency	Percent
6-10	45	20.8%	5-10	32	14.8%	20-30	106	49.1%
11-15	41	19.0%	10-15	51	23.6%	30-40	77	35.6%
Over 15	33	15.3%	Over 15 years	90	41.7%	Over 40	33	15.3%
Number of counselors at school			**Number of students at school**			**Education level**		
One Counselor	40	18.5%	Less than 250 Student	139	64.4%	Bachelor	51	23.6%
Two Counselors	109	50.5%	250-500	58	26.8%	Diploma	19	8.8%
Over 3 Counselors	67 Diploma in Counseling & Guidance	31.0% 16	Over 500 7.4%	19	8.8%			

Habits of Mind Scale

Psychometric properties of the scale:

Firstly, Validity: the scale aims to identify Habits of Mind according to Costa and Kallica's model. The scale was prepared by Salem and Semedah (2012). It consists of 72 items reflecting general situations in life. These items are distributed over 16 dimensions; each dimension measures a single habit of mind.

After submitting the scale to 12 psychological professors and psychological counselors to obtain their opinions on the scale items and to what extent they are related to their respective dimensions, items that obtained 80% percent or higher agreement were retained.

As an outcome of the previous step, some items were rephrased and some others were excluded. Thus, the final version of the scale consisted of 67 items distributed over 15 dimensions. The dimensions Questioning and Posing Problems was excluded because it consisted of a single item and other items were distributed over the dimensions as follows: the habit of "persisting" which included 6 items from 1-, the habit of "managing impulsivity which included 5 items from 7-11; the habit of "Listening to Others with Understanding and Empathy" which included 6 items from 12-17; the habit of "Thinking Flexibility" which included 5 items from 18-22; the habit of "thinking about thinking (metacognition)" which included 4 items from 23-26; the habit of "Striving for Accuracy" which included 4 items from 27-30; the habit of "Questioning and Posing Problems" which included a single item which is item 31, the habit of "Applying Past Knowledge to New Situations" which included 3 items from 32-34; the habit of "Thinking and Communication with Clarity and precision" that involves 4 items from 35-38, the habit of "Gathering Data through All Senses" which included 4 items from 39-42; the habit of "Creating, Imagining, and Innovation" which included 4 items from 43-45 + item 67, the habit of "Responding with Wonderment and Awe" which included 4 items from 46-49; the habit of "Taking Responsible Risks" which included 4 items from 50-53; the habit of "Finding Humor" which included 4 items from 54-57; the habit of "Thinking Interdependently" which included 5 items from 58-62 and the habit of "Learning Continuously" which included 4 items from 63-66.

Scale validity was checked by calculating correlation coefficients between item score and dimension score after subtraction of the item score from the dimension score so as not to affect the resulting consistency coefficient and examine the internal consistency of each dimension as shown in the following table:

Table (2). Correlation coefficients between the item scores of each dimension of the Habits of Mind scale and the dimension score after the subtraction of the item score from the dimension score.

Perseverance		Listening with understanding and empathy		Thinking about thinking=Meta-cognation		Applying past knowledge on new situation		Thinking and communicating with clarity &precision	
Item	**correlation**	**Item**	**Correlation**	**Item**	**Correlation**	**Item**	**Correlation**	**Item**	**Correlation**
1	0.444	12	0.328	23	0.611	32	0.519	35	0.650
2	0.420	13	0.600	24	0.678	33	0.535	36	0.505
3	0.435	14	0.470	25	0.448	34	0.360	37	0.529
4	0.435	15	0.660	26	0.660	Gathering data through all senses		38	0.664
5	0.722	16	0.583	Striving for accuracy				Finding humor	
6	0.513	17	0.423			39	0.659		
Management of impulsivity		Flexible thinking		27	0.449	40	0.302	54	0.622
7	0.629	18	0.363	28	0.333	41	0.662	55	0.581
8	0.531	19	0.751	29	0.761	42	0.770	56	0.631
9	0.703	20	0.590	30	0.529	Thinking Interdependently		57	0.524
10	0.439	21	0.615						
11	0.524	22	0.419	Taking responsible risks		58	0.519	Learning continuously	
Imagining, creating& Innovation		Responding with wonderment and awe				59	0.300		
43	0.681	46	0.821	50	0.656	60	0.329	63	0.523
44	0.672	47	0.609	51	0.719	61	0.694	64	0.327
45	0.688	48	0.526	52	0.770	62	0.602	65	0.355
67	0.702	49	0.375	53	0.590			66	0.347

Table correlation coefficient value at level 0.01 and sample of 100 = 0.254

It is clear from the previous table that the correlation coefficients between the items and their dimensions are statistically significant at a significant level of 0.01 and this confirms the internal consistency validity of each dimension and their cohesion.

Secondly: Reliability:

The reliability of the scale was verified by using Cronbach's Alpha as illustrated in the following table.

Table (3). Cronbach's Alpha for Habits of Mind scale.

Mind Habits	Alpha	Mind Habits	Alpha
Perseverance	0.593	Thinking about thinking=Meta-cognation	0.744
Management of impulsivity	0.728	Striving for accuracy	0.653
Listening with understanding and empathy	0.624	Applying past knowledge on new situation	0.791
Flexible thinking	0.653	Finding humor	0.734
Gathering data through all senses	0.643	Thinking and communicating with clarity &precision	0.733
Imagining, creating& Innovation	0.854	Thinking Interdependently	0.742
Learning continuously	0.644	Responding with wonderment and awe	0.622
Taking responsible risks	0.746		

It is clear from the previous table that the scale dimensions have an acceptable degree of reliability. Thus, it is clear that the Habits of Mind scale have acceptable psychometric properties which confirm its validity for use in the current research.

Effective counseling performance scale, prepared by the researcher.

The researcher took the following steps while preparing the Effective Counseling Performance scale:

A review was undertaken of the theoretical domain, previous studies and researches related to occupational performance of school counselors, especially researches that developed related measures, such as measures of school counselor occupational performance as perceived by administrators and teachers, prepared by As-Salama (2003), students' perceptions of the psychological counselor's role, prepared by Sahlab (2007), psychological counselor counseling skills, prepared by Abu Yusuf (2008), psychological counselor performance prepared by Shoman (2008) and educational counselor's role in school prepared by Shaheen (2010). All these measures were beneficial to the researcher in developing his measure, but he did not adopt any of them because most of them were designed to scale the performance and skills of either psychological counselors or educational counselors, not school counselors. They were also prepared from the point of view of school principals, teachers and students. Moreover, they did not reflect the Saudi environment.

In addition to the above-mentioned literature review, the researcher observed the participants in a survey sample that involved students of the School Counseling Diploma in the Deanship of Community Services and Continuing Education, Al-Qassim University, during an open meeting.

Several aspects were taken into consideration while phrasing the scale items to ensure that they would be understood and appropriate to the sample individuals. These considerations included; the item should be simple and easy, address a single idea or a single variable and the mentioned behaviors should be derived from general experiences that clients might have faced.

Psychometric properties of the scale:

Firstly, Validity:

A preliminary version of the scale was developed including 30 items. This was submitted to 10 psychological counseling and psychology professors in order to validate the appropriateness of the scale to its objective and to consult the professors about the accuracy of the scale items and instructions. Based on the panels' opinions 14 items were removed and 6 items were modified. The scale was submitted again to the panel of experts to validate the content. The percentage of agreement on the scale properties among the panel experts was calculated. Items that obtained 80% percent or higher agreement were considered valid and retained and so the total number of the scale items became 16. The scale items are answered by choosing from 5 categories of response from "strongly agree" scored 5 to "never agree" scored 1, 12 items were positively worded and for 4 items were negatively worded.

Scale validity was checked by calculating item-total correlation coefficients between item score and total score after subtraction of the item score from the total score so as not to affect the consistency coefficient and examining the internal consistency of each dimension, as shown in the following table:

Table (4). Correlation coefficients between the items scores of effective counseling scale and the total score.

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.365	5	0.340	9	0.397	13	0.233
2	0.351	6	0.355	10	0.505	14	0.313
3	0.243	7	0.374	11	0.406	15	0.317
4	0.199	8	0.548	12	0.433	16	0.203

"r"value at the level of 0.01 & 0.05, sample size of 100 equals 0.254 and 0.195 respectively

It is clear from the previous table that the correlation coefficients between the item scores and the total score of the effective counseling performance scale are statistically significant and this confirms the internal consistency validity of each item and their cohesion.

Secondly, Reliability:

The reliability of the Effectiveness Counseling Performance scale was verified by using Cronbach's Alpha, the score was 0.755, which confirms that the scale has an acceptable degree of reliability. Thus, it is clear that the Effectiveness of Counseling Performance scale has acceptable psychometric properties which confirm their validity for use in the current research.

The results of the study:

Results of the first question: the first question, what are the common Habits of Mind among the school counselors of the study sample?

In order to answer this question, a T test was applied between the mean scores of participants of the study sample in different Habits of Mind and the hypothetical mean of each habit.

Table (5). Significant differences between the mean scores of participants of the study sample (N=216) in different Habits of Mind and the hypothetical mean of each habit.

Mind Habits	hypothetical mean	experimental mean	Std. Deviation	T	Weighted mean	Habits level	Habits rank
Perseverance	9.00	7.76	1.54	11.87**	1.29	weak	5
Management of impulsivity	7.50	6.61	1.69	7.75**	1.32	weak	4
Listening with understanding and empathy	9.00	6.75	0.99	33.26**	1.13	weak	12
Flexible thinking	7.50	5.78	0.99	25.41**	1.16	weak	11
Thinking about thinking=Meta-cognation	6.00	5.59	1.23	4.81**	1.40	weak	2
Striving for accuracy	6.00	5.68	1.35	3.47**	1.42	weak	1

Table (5). Cont'd.

Mind Habits	hypothetical mean	experimental mean	Std. Deviation	T	Weighted mean	Habits level	Habits rank
Applying past knowledge on new situation	4.50	3.52	0.789	18.28**	1.17	weak	10
Thinking and communicating with clarity &precision	6.00	4.42	0.869	26.68**	1.11	weak	13
Gathering data through all senses	6.00	4.38	0.871	27.26**	1.10	weak	14
Imagining, creating& Innovation	6.00	5.06	1.24	11.18**	1.27	weak	6
Responding with wonderment and awe	6.00	4.36	0.69	34.81**	1.09	weak	15
Taking responsible risks	6.00	4.94	1.11	14.00**	1.24	weak	8
Finding humor	6.00	5.28	1.45	7.31**	1.32	weak	3
Thinking Interdependently	7.50	6.24	1.22	15.20**	1.25	weak	7
Learning continuously	6.00	4.75	1.19	15.44**	1.19	weak	9

It is clear from the previous table that there are statistically significant differences at a significance level of 0.01 between the hypothetical means and the experimental mean, in favor of the hypothetical mean. This means that the Habits of Mind of participants of the study sample were very weak. Putting the Habits of Mind in order,it is clear that the most common habits among participants of the study sample were respectively, Striving for Accuracy, Thinking about Thinking (Meta-cognation), Finding Humor, Managing impulsivity.

The researcher attributes participants' weak habits of mind to traditional education school counselors have received throughout various educational stages. This focused on students knowing the right answers. There was no training on developing productive Habits of Mind from the very beginning of education and through school counselors' preparation. All this contributed to lack of flexibility in response to questions, the answers to which are not immediately known. Cheng (2011) investigated the Habits of Mind and considered them methodology organizers. He found that teaching Habits of Mind as advanced organizers contribute to developing thinking skills and acquiring information. This supports the researcher's perspective and observation of lack of concern given to developing Habits of Mind of students in different educational stages, and hence in psychological counselors' preparation. Added to this, students as well as counselors were confined in a constrained study environment full of weak traditional courses. In this context Costa and Kallica (2009) indicated that developing productive Habits of Mind is an educational necessity that does not happen automatically, but needs training. Some educated people have been taught in a weak educational environment, so they feel uninterested and ignore teachers' advice to them to use Habits of Mind. Bayer (2003) confirmed that Habits of Mind should be constantly

performed by students to become a characteristic of them. Sizer& Meier (2007) and Hussam Al-Deen (2008) found that weak Habits of Mind lead to weak education whatever skills or experience a student has. On the contrary, these positive habits enhance the learning abilities of a student. Thus, this finding reflects the dire need for developing Habits of Mind among students of the Guidance and Counseling Diploma from the first year of study to prepare them to be counselors.

The results of the second question:

The second question was, "Can we predict the effectiveness of counseling performance through Habits of Mind of school counselors of the study sample?

To answer this question, multiple regression analysis was used to indicate if it is possible to predict the effectiveness of counseling performance through Habits of Mind of school counselors of the study sample and the results were as illustrated in table (6):

Table (6). Standardized regression coefficients "Beta", unstandardized coefficients "B", multiple correlation coefficients "R", coefficients of determination "R^2" and F value of multiple regression analysis for effectiveness of counseling performance through Habits of Mind.

Habits of Mind	Regression coefficient	
	B	Beta
Constant	20.54	
Listening with understanding and empathy	**1.755	0.212
Finding Humor	**2.169	0.383
Learning Continuously	**1.511	0.218
Multiple correlation coefficient R	0.578	
Coefficient of determination "R^2"	0.298	
F value and D. of freedom	(212.3)**35.424 , (212 & 3)	

The previous table indicates that it is possible to predict the effectiveness of counseling performance of a school counselor through Habits of Mind. The most influential habits that contribute to this prediction are Finding Humor, Learning Continuously, Listening with Understanding and empathy, respectively. The F value of regression difference analysis was significant at the level of (0.01). Thus, these variables are significant in predicting the effectiveness of school counseling performance. The variance in effectiveness of counseling performance explained by the effect of these habits was about 30%. The prediction equation can be expressed as follows:

Effectiveness of school counseling performance = 20.54 +1.755 × Listening with Understanding and Empathy+2.169× Finding Humor+1.511× Learning Continuously.

The researcher attributes that result to school counselors who have productive Habits of Mind drawing forth experience that enables them to achieve their own goals, which renders them self-confident and helps them perform effective actions. They develop their own goals, whether long, medium or short term and pay them great attention and concern. Thus, they start their work and look forward to

achieving their goals. On the contrary, people who do not identify their goals flounder in their work and daily activities. They feel that they achieve nothing for themselves so they deny themselves.

The habit of "Listening to Others with Understanding and Empathy" is one of the habits that predict the effectiveness of counseling performance. People who demonstrate this habit seek cooperation and interaction in their relationship with others. Implying strategies of cooperation with others is the beginning of winning and success, especially if counselors understand others and empathize with them, to win them over not to defeat them. In this context, Costa and Kallica indicated that people who observe this habit believe that success can be for all. So, if one wants to achieve his/her goals accurately and effectively, s/he shall first understand others and so be understood.

The finding are consistent with those of Al-zahrani (2003) who conveyed that a school counselor should display sincerity, good manners, good treatment of students, listening with understanding and empathy, self-confidence, patience, assisting students, flexibility in interaction and the spirit of humor. These characteristics are significant in predicting the effectiveness of counseling performance. The results are also consistent with those of Kocarek (2001), John (2010), Arthur (2006).

The results of the third question:

The third question was, "Are there statistically significant differences in the common Habits of Mind among school counselors based on gender, age, educational degree, and specialization of a school counselor, the educational stage in which a school counselor is working, basis of accreditation as a school counselor, years of experience in school counseling or the educational field?

First: The impact of gender (male or female):

"An Independent Samples T-Test" was used to make a comparison between male and female counselors in terms of Habits of Mind and the results were as follows:

Table (7). Significance differences between male and female counselors in Habits of Mind.

Dependent variable	Gender	Mean	Std. Deviation	T	Sig level
Perseverance	Males	7.737	1.551	0.330	not sig
	Females	7.813	1.511		
Management of impulsivity	Males	6.48	1.522	0.420	not sig
	Females	6.578	1.66		
Listening with understanding and empathy	Males	6.743	0.931	0.359	not sig
	Females	6.797	1.143		
Flexible thinking	Males	5.822	1.068	1.014	not sig
	Females	5.672	0.798		
Thinking about thinking=Meta-cognation	Males	5.632	1.216	0.631	not sig
	Females	5.516	1.272		
Striving for accuracy	Males	5.77	1.31	1.489	not sig
	Females	5.469	1.436		
Applying past knowledge on new situation	Males	3.539	0.788	0.600	not sig
	Females	3.469	0.796		

Table (7). cont'd.

Dependent variable	Gender	Mean	Std. Deviation	T	Sig level
Thinking and communicating with clarity &precision	Males	4.408	0.833	0.348	not sig
	Females	4.453	0.958		
Gathering data through all senses	Males	4.401	0.863	0.443	not sig
	Females	4.344	0.895		
Imagining, creating& Innovation	Males	5.112	1.264	1.027	not sig
	Females	4.922	1.186		
Responding with wonderment and awe	Males	4.316	0.603	1.330	not sig
	Females	4.453	0.872		
Taking responsible risks	Males	4.961	1.121	0.421	not sig
	Females	4.891	1.1		
Finding humor	Males	5.329	1.477	0.797	not sig
	Females	5.156	1.394		
Thinking Interdependently	Males	6.158	1.128	1.454	not sig
	Females	6.422	1.412		
Learning continuously	Males	4.789	1.248	0.665	not sig
	Females	4.672	1.024		

The previous table indicates that there are no statistically significant differences between the mean scores of male and female participants in terms of Habits of Mind of school counselors.

This result confirms that the Habits of Mind affect the school counselor's performance and gender is not influential here, but what affects school counseling most are the level of Habits of Mind and their application in school counseling.

School counselors have different levels of Habits of Mind as mentioned in the study of Ayaserah (2012). So, what can affect school counseling here in the researcher's view, which is contrary to the results of some other research, is the availability or other wise of these habits and their positive effects on school counselors regardless of gender.

Second: The impact of age, educational degree, specialization of a school counselor, the educational stage in which a school counselor is working, basis of accreditation of a school counselor, years of experience in school counseling or educational field:

One Way ANOVA was used to investigate the significant differences in the Habits of Mind attributed to age, educational degree, and specialization of a school counselor, the educational stage in which a school counselor is working, basis of accreditation as a school counselor, years of experience in school counseling and educational field. The results are shown in table (8).

Table (8). Significance of differences in the Habits of Mind attributed to variance in age, educational degree, specialization of a school counselor, the educational stage in which a school counselor is working, basis of accreditation as a school counselor, years of experience in school counseling and educational field.

Source		Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups
Independent Variable	**Dependent Variable**	**Perseverance**		**Management of impulsivity**		**Listening with understanding and empathy**		**Flexible thinking**		**Thinking about thinking=Meta-cognation**	
Age	Sum. Of squares	13.419	494.063	14.298	509.684	5.211	208.270	2.961	210.372	0.990	324.968
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	6.709	2.320	7.149	2.393	2.606	0.978	1.481	0.988	0.495	1.526
	F - test	2.893		2.988		2.665		1.499		0.325	
Education level	Sum. Of squares	13.827	471.168	2.209	521.773	2.537	210.945	5.803	207.531	3.548	322.411
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	4.609	2.222	0.736	2.461	0.846	0.995	1.934	0.979	1.183	1.521
	F - test	2.074		0.299		0.850		1.976		0.778	
Main Specialization	Sum. Of squares	0.478	484.517	2.220	521.761	3.258	210.223	4.439	208.895	7.506	318.452
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	0.159	2.285	0.740	2.461	1.086	.992	1.480	0.985	2.502	1.502
	F - test	0.070		0.301		1.095		1.502		1.666	
years of counselling Experience	Sum. Of squares	19.746	465.250	7.927	516.054	3.503	209.978	10.930	202.403	6.218	319.740
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	6.582	2.195	2.642	2.434	1.168	.990	3.643	.955	2.073	1.508
	F - test	2.999		1.086		1.179		3.816		1.374	
years of education Experience	Sum. Of squares	1.610	483.386	20.712	503.270	1.156	212.326	3.336	209.998	2.997	322.962
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	0.537	2.280	6.904	2.374	0.385	1.002	1.112	0.991	0.999	1.523
	F - test	0.235		2.908		0.385		1.123		0.656	
Current work stage	Sum. Of squares	4.488	480.508	.543	523.438	7.200	206.281	7.200	206.281	1.096	324.863
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	2.244	2.256	.272	2.457	3.600	.968	3.600	.968	.548	1.525
	F - test	0.995		0.111		3.717		0.339		0.359	
Basis of accreditation as a school counselor	Sum. Of squares	1.032	483.964	3.403	520.578	3.671	209.811	4.046	209.287	7.996	317.962
	DF	2	213	2	213	2	13	2	213	2	213
	Variance	.516	2.272	1.702	2.444	1.835	985.	2.023	983.	3.998	1.493
	F - test	0.227		0.696		1.863		2.059		2.678	

Table (8). cont'd.

Source		Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups
	Dependent Variable	Striving for accuracy		Applying past knowledge on new situation		Thinking and communicating with clarity &precision		Gathering data through all senses		Imagining, creating& Innovation	
Age	Sum. Of squares	3.980	388.978	0.880	133.838	1.652	161.010	4.333	158.774	1.304	330.030
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	1.990	1.826	0.044	0.628	0.826	0.756	2.166	0.745	0.652	1.549
	F - test	1.090		0.070		1.093		2.906		0.421	
Education level	Sum. Of squares	4.434	388.524	2.764	131.162	2.689	159.973	3.111	159.996	2.252	329.082
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	1.478	1.833	0.921	0.619	0.896	0.755	1.037	0.755	0.751	1.552
	F - test	0.806		1.489		1.188		1.374		0.484	
Main Specialization	Sum. Of squares	3.784	389.175	1.159	132.767	0.770	162.585	2.027	161.079	0.501	330.832
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	1.261	1.836	0.386	0.626	0.026	0.0767	2.027	161.079	0.167	1.561
	F - test	0.687		0.617		0.033		0.889		0.107	
years of counselling Experience	Sum. Of squares	4.034	388.925	5.014	128.912	1.832	101.719	12.273	319.061	3.335	159.771
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	1.345	1.835	1.671	.608	.611	.480	4.091	1.505	1.112	.754
	F - test	0.733		2.552		1.273		2.718		1.475	
years of education Experience	Sum. Of squares	6.184	386.774	0.675	133.251	0.477	162.185	6.615	156.491	6.309	325.024
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	2.061	1.824	0.225	0.629	0.159	0.765	2.205	0.738	2.103	1.533
	F - test	1.130		0.358		0.208		2.987		1.372	
Current work stage	Sum. Of squares	.173	392.786	1.137	132.789	3.952	158.710	.631	162.475	1.697	329.636
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	.086	1.844	.568	.623	1.976	.745	.316	.763	.849	1.548
	F - test	0.047		0.912		2.652		0.414		0.548	
Basis of accreditation as a school counselor	Sum. Of squares	5.487	387.471	952.	132.973	2.239	160.423	1.354	161.752	2.902	328.431
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	2.744	1.819	476.	624.	1.119	753.	677.	759.	1.451	1.542

Table (8). cont'd.

Source		Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups	Between groups	Within groups
	F - test	1.508		0.763		1.486		0.892		0.941	
	Dependent Variable	Responding with wonderment and awe		Taking Responsible Risks		Finding humor		Thinking Interdependently		Learning continuously	
Age	Sum. Of squares	0.219	103.332	0.647	265.571	3.527	449.806	0.344	320.615	2.012	299.983
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	0.109	.485	0.323	1.247	1.764	2.112	0.172	1.505	1.006	1.408
	F - test	0.226		0.259		0.835		0.114		0.714	
Education level	Sum. Of squares	3.141	100.410	2.915	263.303	2.882	450.452	1.199	319.759	6.726	295.269
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	1.047	0.474	0.972	1.242	0.961	2.125	0.400	1.508	2.242	1.393
	F - test	2.211		0.782		0.452		0.265		1.610	
Main Specialization	Sum. Of squares	0.724	102.826	2.819	263.399	1.093	452.241	4.587	316.371	2.354	299.641
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	0.241	0.485	0.940	1.242	0.364	2.133	1.529	1.492	0.785	1.413
	F - test	0.498		0.756		0.171		1.025		0.555	
years of counselling Experience	Sum. Of squares	3.669	158.993	5.014	128.912	2.427	450.906	8.145	312.813	7.209	294.786
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	1.223	.750	1.671	.608	.809	2.127	2.715	1.476	2.403	1.391
	F - test	1.631		2.748		0.380		1.840		1.728	
years of education Experience	Sum. Of squares	1.835	101.716	0.672	265.546	24.681	428.653	7.802	313.157	.738	301.257
	DF	3	212	3	212	3	212	3	212	3	212
	Variance	0.612	0.480	0.224	1.253	8.227	2.022	2.601	1.477	0.246	1.421
	F - test	1.275		0.179		4.069		1.761		0.173	
Current work stage	Sum. Of squares	.266	103.285	1.048	265.170	6.064	447.270	3.530	317.428	1.591	300.404
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	.133	.485	.524	1.245	3.032	2.100	1.765	1.490	.796	1.410
	F - test	0.274		0.421		1.444		1.184		0.564	
Basis of accreditation as a school counselor	Sum. Of squares	4.097	99.454	2.824	263.394	823.	452.510	3.415	317.543	4.839	297.156
	DF	2	213	2	213	2	213	2	213	2	213
	Variance	2.049	467.	1.412	1.237	412.	2.124	1.708	1.491	2.420	1.395
	F - te*st*	4.388		1.142		0.194		1.145		1.734	

The previous table indicates the following:

First: The impact of age (less than 30 years, from 30 to less than 40 years and more than 40 years):

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors based on age. The findings indicate that the Habits of Mind of a school counselor demonstrated through his/her behavior are not affected by age as variance in age of the school counselor does not affect Habits of Mind displayed in his/her behavior.

Second: The impact of educational level (Bachelor degree, Educational Diploma, Guidance and Counseling Diploma, Master degree and PhD degree)

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors based on educational qualification.

The researcher attributes this result to the lack of concern given to Habits of Mind in educational situations at different educational stages and programs. Added to this, counselors were confined in a constrained study environment full of weak traditional courses. Traditional strategies in learning process are inefficient in the modern education context, which calls for, developing higher intellectual skills like the previously mentioned productive Habits of Mind from early childhood and further enhances them to achieve objectives of counseling process effectively. This is consistent to the study of Bayer (2003), who confirmed that Habits of Mind should be constantly performed by students to become characteristic of them. The most effective way to teach these habits is to introduce them simply to students and ask them to apply them initially in simple situations, then in more complicated ones. This approach is absent in educational organizations and universities in the United Kingdom of Saudi Arabia.

Third: The impact of specialization: (Social Service, Psychology, Sociology etc…).

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors based on specialization. This result confirms that the effectiveness of school counselor's performance is strongly related to Habits of Mind and specialization is not influential here.

Fourth: The impact of educational stage in which school counselor is working: (primary, preparatory or secondary).

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors based on the educational stage in which the school counselor is working, except for the habit of "Listening with understanding and empathy", which showed statistically significant differences at the level of 0.05 based on the educational stage in which school counselor is working.

Fifth: The impact of the basis of accreditation as a school counselor: (Training courses, Years of experience, university degree in counseling).

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors based on basis of accreditation as a school counselor, except for the habit of "Responding with Wonderment and Awe", which showed statistically significant differences at the level of 0.01 based on basis of accreditation as a school counselor.

Sixth: The impact of years of experience in counseling: (less than 5 years, from 5 to less than 10 years, from 10 to less than 15 years and from 15 to 15 years of experience)

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselors, Managing Impulsivity, Listening to Others With Understanding and Empathy, Thinking About Thinking (Meta-cognation), Striving for Accuracy, think and Communication with Clarity and Precision, "Gathering Data Through All Senses", "Responding with Wonderment and Awe", "Taking Responsible Risks", "Finding Humor", Thinking Interdependently and "Learning Continuously" based on years of experience in counseling.

- There are statistically significant differences at the level of 0.05 in the habits of "Persisting", "Applying Past Knowledge to New Situation" and "Creating, Imagining and Innovation" of a psychological counselor based on years of experience in counseling.
- There are statistically significant differences at the level of 0.01 in the habit of "Thinking Flexibility" of a psychological counselor based on years of experience in counseling.

All these results help determine the impact of each habit of mind and its common impact on the effectiveness of school counselor performance. The impact of these habits differs totally and partially when there is a difference in students' performance to these habits. Some habits are affected by experience while others are not according to the habit itself, student's awareness of this habit, applying and taking it as a pattern of behavior in life. This is in line with the study of Jradin and Al-Rofo'a (2011).

Seventh: The impact of years of experience in the educational field: (less than 5 years, from 5 to less than 10 years, from 10 to less than 15 years and from 15 to 15 years of experience)

It is clear from table (8) that there are no statistically significant differences in the Habits of Mind of school counselor; "Persisting", "Listening to Others With Understanding and Empathy", "Thinking Flexibility", "Thinking About Thinking (Meta-cognation)", "Striving for Accuracy", "Applying Past Knowledge to New Situation", "Think and Communication with Clarity and Precision", "Creating, Imagining and Innovation", "Responding with Wonderment and Awe", "Taking Responsible Risks", "Thinking

Interdependently" and "Learning Continuously" based on years of experience in the educational field.

- There are statistically significant differences at the level of 0.05 in the habits of "Managing Impulsivity" and "Gathering Data through All Senses" of a psychological counselor based on years of experience in educational field.

- There are statistically significant differences at the level of 0.01 in the habit of "Finding Humor" of a psychological counselor based on years of experience in educational.

The result of the post-comparison of significant effects of independent variable of the Habits of Mind on the LSD Test:

To identify significant differences in the habit of "Listening to Others with Understanding and Empathy" among counselors in different educational stages (primary, preparatory and secondary), and significant differences in the habit "of "Responding with Wonderment and Awe" on the basis of accreditation as a school counselor(Training courses, Years of experience, university degree in counseling), significant differences in the habits of "Persisting", "Thinking Flexibility", "Applying Past Knowledge to New Situation", "Thinking About Thinking (Meta-cognation)" and "Creating, Imagining and Innovation" among counselors of different years of experience in the counseling field, and significant differences in the habits of "Managing Impulsivity", "Gathering Data through All Senses" and "Finding Humor" among counselors of different years of experience in the educational field, the LSD Test of the least significant difference was used and the results were as follows.

Table (9). Significance of differences in the habit of "Listening to Others with Understanding and Empathy" among counselors in different educational stages, the habit of "Responding with Wonderment and Awe" on the basics that govern transition from teaching to counseling, the habits of "Persisting", "Thinking Flexibility", "Applying Past Knowledge to New Situation", "Thinking About Thinking (Meta-cognation)" and "Creating, Imagining and Innovation" among counselors of different years of experience in counseling field, and the habit of "Managing Impulsivity", "Gathering Data through All Senses" and "Finding Humor" among counselors of different years of experience in educational field.

Mind habit	**Perseverance**			**Mind habit**	**Flexible thinking**			**Mind habit**	**Applying past knowledge on new situation**		
years of counseling Experience	Less than 5 years (M=8.19)	5-10 (M=7.47)	10-15 (M=7.35)	years of counseling Experience	Less than 5 year (M=6.07)	5-10 (M=5.38)	10-15 (M=5.94)	years of counseling Experience	Less than 5 years (M=3.70)	5-10 (M=3.19)	10-15 (M=3.51)
5-10 (M=7.47)	0.72**			5-10(M=5.38)	0.69**			5-10 (M=3.19)	0.51**		
10-15 (M =7.35)	0.84**	0.12		10-15 (M=5.94)	0.13	0.56**		10-15 (M=3.51)	0.19	0.32	
15 and more (M=7.86)	0.33	0.39	0.51	15 and more (M=5.69)	0.38**	0.31	0.25	15 and more (M=3.56)	0.14	0.37*	0.05
Mind habit	Imagining, creating& Innovation			Mind habit	Management of impulsivity			Mind habit	Gathering data through all senses		
years of counseling Experience	Less than 5 years (M=5.32)	5-10 (M=4.56)	10-15 (M=4.96)	years of education Experience	Less than 5 years (M=6.77)	5-10 (M=6.22)	10-15 (M=6.63)	years of education Experience	Less than 5 years (M=4.26)	5-10 (M=4.53)	10-15 (M=4.66)

Table (9) cont'd.

Mind habit	**Perseverance**			**Mind habit**	**Flexible thinking**			**Mind habit**	**Applying past knowledge on new situation**		
5-10 (M=4.56)	0.76**			5-10 (M=6.22)	0.55*			5-10 (M=4.53)	0.27		
10-15 (M=4.96)	0.36	0.40		10-15 (M=6.63)	0.14	0.41		10-15 (M=4.66)	0.40*	0.13	
15 and more (M=5.16)	0.16	0.60*	0.20	15 and more (M=5.97)	0.80**	0.25	0.66	15 and more (M=4.21)	0.05	0.32	0.45*
Mind habit	Finding humor			Mind habit	Listening with understanding and empathy			Mind habit	Responding with wonderment and awe		
years of education Experience	Less than 5 years (M=5.34)	5-10 (M=5.51)	10-15 (M=4.61)	Current work stage	Primary (M=6.74)	Preparatory (M=7.02)		Basis of accreditation to become a counselor	Training courses (M=4.27)	Experience years (M=4.59)	
5-10 (M=5.51)	0.17			Preparatory (M=7.02)	0.28			Experience years (M=4.59)	0.32**		
10-15 (M=4.61)	0.73**	0.90**		Secondary (M=6.57)	0.17	0.45**		College degree in counseling (M=4.28)	0.01	0.31*	
15 and more (M=5.61)	0.27	0.10	1.00**								

The previous table reveals the following:

First: The habit of "Listening to Others with Understanding and Empathy" among counselors in different educational stages (primary, preparatory and secondary):

It is clear from table (9) that there are statistically significant differences at the level of 0.01 in the Habits of Mind of school counselor in the habit of "Listening to Others with Understanding and Empathy" between counselors working in the preparatory stage and counselors of the secondary stage in favor of counselors of the preparatory stage.

Thus, this habit is performed more effectively by counselors of the preparatory stage than those of primary school and less performed by counselors of the secondary school.

Thus, the habit of "Listening to Others with Understanding and Empathy" is required most for counselors of the primary and preparatory stages because these stages have special developmental and psychological qualities. Also, students in these stages need psychological care that they do not get either at home or at school. This habit also, urges counselors to listen to others with understanding and empathy.

This result reflects that emotions are the basic stimulus of seeking and applying knowledge and motivation of behavior. In this context, Kattami (2007) indicated that emotional justification appears as a deep concern and constant endeavor to reach the truth; it also guides intellectual behaviors in the right direction. Moreover, it includes emotional self-supervision, intelligence, deep insight, self-contemplation, managing impulsions and persisting.

Second: Habits of "Persisting", "Thinking Flexibility", "Thinking about Thinking (Meta-cognation)","Applying Past Knowledge to New Situation", and

"Creating, Imagining and Innovation" among counselors of different years of experience in the counseling field:

It is clear from table (9) that there are statistically significant differences at the level of 0.01 between counselors who received training courses and counselors with years of experience based on the habit of "Responding with Wonderment and Awe" in favor of counselors with years of experience. Also, there are statistically significant differences at the level of 0.05 between counselors with years of experience and counselors who gained a university degree in counseling based on the habit of "Responding with Wonderment and Awe", in favor of counselors with years of experience.

This result indicates that the habit of "Responding with Wonderment and Awe" is more common among counselors with years of experience and it is equal between counselors who gained a university degree in counseling and counselors who received training courses. This can be explained in the light of the habit of "Responding with Wonderment and Awe" as one of the important Habits of Mind that a counselor should display; counselors who display this habit are those who seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own, they use phrases like: "don't mention the answer", and "I can know it myself" they are thinkers and creative loving what they do.

Third: Habits of "Persisting", "Thinking Flexibility", "Thinking about Thinking (Meta-cognation)","Applying Past Knowledge to New Situation", and "Creating, Imagining and Innovation" among counselors of different years of experience in the educational field:

It is clear from table (9) that there are statistically significant differences at the level of 0.05 between counselors with less than 5 years of experience and counselors with 5 to less than 10 years in the habit of persisting in favor of counselors with less than 5 years. Also, there are statistically significant differences at the level of 0.01 between counselors with less than 5 years and counselors with 10 to less than 15 years of experience in favor of counselors with less than 5 years.

This result means that the most effective counselors in the habit of persisting are as follows: counselors with less than 5 years of experience and counselors with 15 and more than15 years of experience respectively. The least effective counselors in this habit are counselors with 10 to less than 15 years and those with 5 to less than 10 years respectively.

This result can be explained according to the habit of persisting that confirms that effective counselors stick to their task until it is completed and do not give up easily. This habit differs from one counselor to another and is controlled by several factors that differ according to years of experience. Experience may have no effect on Habits of Mind and this was clear from the previous result, which was contrary to expectations, because counselors with few years of experience were the most effective in performing this habit. This result, although contrary to expectations, adds a psychological significance to the research results; the enthusiasm of young counselors who have ambitions and aspirations encourages them to persist, be

impulsive and be willing to achieve success and goals of the counseling process. This suggests that researchers and educators can make good use of this enthusiasm to develop the habit of persisting to make it more effectively performed by older counselors, who lack for enthusiasm and appear with years of experience to become less persistent.

It is clear from table (9) that there are statistically significant differences at the level of 0.01 between counselors with less than 5 years of experience and counselors with 5 to less than 10 years in the habit of "Applying Past Knowledge to New Situation" in favor of counselors with less than 5 years. Also, there are statistically significant differences at the level of 0.05 between counselors with 5 to less than 10 years and counselors with 15 and more than 15 years of experience in favor of counselors with 15 and more than 15 years of experience.

This result means that the most effective counselors in the habit of "Applying Past Knowledge to New Situation" are as follows: counselors with less than 5 years of experience, counselors with 15 and more than15 years of experience, counselors with 10 to less than 15 years, and finally, those with 5 to less than 10 years respectively.

It is clear from table (9) that there are statistically significant differences at the level of 0.01 between counselors with less than 5 years of experience and counselors with 5 to less than 10 years in the habit of "Creating, Imagining and Innovation" in favor of counselors with less than 5 years. Also, there are statistically significant differences at the level of 0.05 between counselors with 5 to less than 10 years and counselors with 15 and more than 15 years of experience in favor of counselors with 15 and more than 15 years of experience.

This result means that the most effective counselors in the habit of "Creating, Imagining and Innovation" are as follows: counselors with less than 5 years of experience, counselors with 15 and more than15 years of experience, counselors with 10 to less than 15 years, and finally, those with 5 to less than 10 years respectively.

Moreover, when counselors display the habit of "Creating, Imagining and Innovation", they have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Creative school counselors try to conceive solutions problems differently, examining alternative possibilities from many angles. The most effective counselors performing this habit are those with less than 5 years of experience and this result complies with psychologists' approaches in Psychology studies. Psychologists indicated that the habit of "Creating, Imagining and Innovation" reverse age unless it is given the due concern. The researcher investigates that "Creating, Imagining and Innovation" is more interrelated to intellectual characteristics than to years of experience.

Fourth: the habits of "Managing Impulsivity", "Gathering Data through All Senses", and "Finding Humor"**:**

It is clear from table (9) that there are statistically significant differences at the level of 0.05 between counselors with less than 5 years of experience and counselors with 5 to less than 10 years in the habit of "Managing Impulsivity" in favor of

counselors with less than 5 years. Also, there are statistically significant differences at the level of 0.01 between counselors with less than 5 years of experience and counselors with 15 and more than 15 years in favor of counselors with less than 5 years.

This result means that the most effective counselors in the habit of "Managing Impulsivity" are as follows: counselors with less than 5 years of experience, counselors with 10 to less than 15 years. The least effective counselors in this habit are those with 15 and more than 15 years and those with 10 to less than 15 years respectively.

With regard to the habit of "Managing Impulsivity", effective problem solvers have a sense of deliberativeness; they think before they act. They intentionally form a vision of a product, plan of action, goal or a destination before they begin. This is most practiced by young counselors who are enthusiastic towards counseling work when they start their career; they try to apply what they learned with enthusiasm, precision and patience so counselors in the first five years of work are more able to manage impulsivity. Added to this, their fear of failure pushes them to observe patience, manage impulsivity and work with deliberation to go on with their counseling task and achieve success.

It is clear from table (9) that there are statistically significant differences at the level of 0.05 between counselors with less than 5 years of experience and counselors with 10 to less than 15 years in the habit of ""Gathering Data through All Senses"" in favor of counselors with 10 to less than 15 years. Also, there are statistically significant differences at the level of 0.05 between counselors with 10 to less than 15 years of experience and counselors with 15 and more than 15 years in favor of counselors with 10 to less than 15 years.

This result means that the most effective counselors in the habit of "Gathering Data through All Senses" are as follows: counselors with 10 to less than 15 years of experience and counselors with 5 to less than 10 years. The least effective counselors in this habit are those with 15 and more than 15 years and those with less than 5 years respectively.

The habit of "Gathering Data through All Senses" can be explained as follows, counselors who have experience of 10 to less than 15 years have open, alert, and acute sensory pathways, they absorb more information from the environment than other counselors who have other experiences as mentioned above. This alertness compensates for weak points in thinking.

Table (9) indicates that the least effective counselors in the habit of "Finding Humor" are those with 10 to less than 15 years of experience as there are statistically significant differences at the level of 0.01 between counselors with the foresaid experience and counselors of other groups of experience in favor of counselors of other group of experience. The most effective counselors in this habit are those with 15 and more than 15 years of experience, counselors with 5 to less than 10 years and the counselor group with less than 5 years of experience.

This result means that the most effective counselors in the habit of "Gathering Data through All Senses" are as follows: counselors with 10 to less than 15 years of

experience and counselors with 5 to less than 10 years. The least effective counselors in this habit are those with 15 and more than 15 years and those with less than 5 years respectively.

The habit of "Finding Humor", which is displayed by a group of counselors, liberates creativity and provokes such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. People who engage in humor have the ability to perceive situations from an original and often interesting vantage point. This leads to results that were unlike expectations and are not affected by experience factors, whereas, the basic variable in all cases was the different Habits of Mind mentioned in the previous statistical analysis. From the researcher perspective, counselors who display humor differ according to the environment where they live and ethical and cultural norms in their community.

Recommendations

- It is necessary to involve the Habits of Mind in school curricula of counselors' preparation.
- A suitable learning environment needs to be established, which are rich in concrete situations, safe and free from threat and harmonious guides psychological counselors.
- There is a need for preparing training programs to development of habits of mind among counselors to improve their performance.

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عادات العقل الشائعة لدى عينة من طلاب دبلوم الإرشاد النفسي المنبئة بفاعلية أدائهم الإرشادي

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ملخص البحث. هدفت الدراسة الحالية إلى الكشف عن عادات العقل الشائعة لدى طلبة وطالبات دبلوم الإرشاد النفسي المنبئة بفاعلية أدائهم الإرشادي من خلال ستة عشر عادة عقلية أتفق عليها العلماء، وتكونت عينة الدراسة من (٢١٦) مرشداً ومرشدة من عدد من المناطق المختلفة بالمملكة العربية السعودية، وطبق عليهم مقياس عادات العقل ومقياس فاعلية الأداء الإرشادي. وأظهرت النتائج وجود فروق دالة إحصائياً عند مستوى ٠,٠١ بين المتوسطات الفرضية والمتوسطات التجريبية في جميع العادات العقلية والفروق لصالح المتوسط الفرضي، وهذا يعني أن العادات العقلية لدى عينة الدراسة ضعيفة للغاية.

كذلك أظهرت النتائج إمكانية التنبؤ بفاعلية الأداء الإرشادي لدى المرشد الطلابي من خلال عادات العقل، وكانت أكثر العادات إسهاماً في هذا التنبؤ هي (إيجاد الدعابة، والاستعداد للتعلم المستمر، والإصغاء بتفهم وتعاطف). كذلك أوضحت النتائج عدم وجود فروق دالة إحصائياً بين متوسطي درجات الذكور والإناث في عادات العقل المختلفة لدى المرشد، مما يؤكد ارتباط فاعلية الأداء الإرشادي بالعادات العقلية بغض النظر عن النوع، وكذلك عدم وجود فروق راجعة لاختلاف العمر والتخصص الرئيسي والمرحلة التعليمية التي يعمل بها المرشد والأسس المعتمدة للتحويل كمرشد.

الكلمات المفتاحية: عادات العقل، الأداء الإرشادي، المرشد النفسي