



THE EVALUATION OF COUNSELING AND GUIDANCE SERVICES BASED ON TEACHER VIEWS AND THEIR PREDICTION BASED ON SOME VARIABLES

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This study evaluated psychological counseling and guidance services based on elementary and secondary education teachers' views. Participants were 204 teachers. "School Guidance Services Scale" and "Teacher Personal Information Form" were used for gathering the necessary information. Percentage calculations and multiple regression analysis were used for data analysis. The results showed that teachers listed the guidance services from the most utilized to the least as follows: consultation, counseling, information gathering and outreach, appraisal, orientation, placement, research and evaluation public and family relations and follow-up services. Results of this study showed that overall an approximately 46% of all counseling and guidance services were offered. Moreover, according to the results of the study, the grade being taught and holding the view that schools should definitely have a school counselor were significant predictors of teachers' evaluation of counseling and guidance services. However, taking counseling and guidance lessons during undergraduate studies, the length of service and gender were not significant predictors of teachers' evaluation of counseling and guidance services.

Key Words: counselling and guidance services, teacher, education, guidance

INTRODUCTION

Psychological counseling and guidance services, are psychological aid services aiming the personal, social, educational and vocational development (American School Counsellor Association - ASCA, 2007) and self-actualization of individuals (Kepceoglu, 1994) who have normal mental health (Korkut, 2004). In Turkey, the counseling and guidance services aids are offered predominantly in educational institutions. The school counselor, who serves at educational institutions, offers counseling and guidance services aid for the student to know

and accept his personality which is constantly developing; to make decisions and choices concerning the upper stage; to deal with the problems he encounters; to make the best use of his potential and thus reach self-actualization (Yesilyaprak, 2001).

The school counselors generally fulfill their primal aid activities, namely for individual and group counseling, consultation, coordination and evaluation (ASCA, 2007; Fitch & Marshall, 2004; Kuhn, 2004; Morrisette, 2000; Paisley & Mc Mahon, 2001). And the function of these activities is affected by the variety of grades being taught and student needs. As the needs and developmental features of preschool education, elementary education, secondary education and university students differ from each other, the counseling and guidance services offered vary accordingly. Preschool stage is a critical stage during which the development is fast, the personality structure begins to take shape, the child is affected by his surroundings and is open to any kind of learning (Ekinci-Vural, 2006; Uz-Bas, 2007). The elementary school stage is an important step for acquiring desired positive personality features, getting ready for secondary school and vocational orientation (Canel, 2007). The children at the first grade of elementary school experience secondary childhood features until the fifth grade. From this year on the child enters adolescent and has to deal with bodily, sexual, cognitive, emotional and social problems (Baysal, 2004). Therefore, the students' educational, vocational, emotional, social and personal development and harmony should be attended to considering their age and developmental tasks (Ersever, 1992).

Personally, counseling and guidance services help the individual to know and understand himself, accept his superior and limited features and develop himself, trust himself, develop effective interpersonal relationships, become a personally and socially balanced and harmonious individual (Yesilyaprak, 2001). Thus, they enable the continuously developing individual to manage the developmental tasks at various developmental stages. Counseling and guidance services also aim to prevent, adjust and better the adaptation, development and other personal problems of the individual in educational or other environments (Ozbay, 2004). Counseling and guidance services offers services concerning developmental needs of the individual in personal and social areas such as developing awareness about interpersonal relationships beginning from the early ages; working on communication skills, life skills (Staley & Carey, 1997), social skills, problem-solving skills, decision-making skills; working on anger management (Uz-Bas, 2007), dealing with peer pressure and developing healthy relationships with the opposite sex (Canel, 2007).

Educationally, counseling and guidance services help the students adapt to school make educational decisions and choices by informing them about educational facilities (Ilgar, 2004). They help the students choose the most appropriate elective course (Canel, 2007), course and student club (Kepceoglu, 1994) for their interests and abilities and help them learn more effectively (Fitch & Marshall, 2004; Jackson, 2000; Myrick, 2003; Akt: Webb, Brigman & Campbell, 2005) by introducing them effective study methods (Hotaman, 2008; Kuhn, 2004; Yuksel-Sahin & Hotaman, 2007). Counseling and guidance services help the students with learning difficulties (Ilgar, 2004). They spot the superior students (Canel, 2007) or students who need special education and offer them the help they need (Yuksel, 2007). They help the students choose an upper school and they carry out practices for reducing exam anxiety (Yesilyaprak, 2001).

Vocationally, counseling and guidance services aim that the student perceives himself realistically; knows his weak and strong points; feels the need to develop his weak points and makes use of opportunities for developing his weak points; searches for job opportunities suitable for himself; possesses the skills that working life requires such as communication, taking responsibility (Kuzgun, 2000), decision making (Cakir, 2004) and problem solving and makes professional plans (Rye & Sparks, 1999; as cited in Quast, 2003). Furthermore, they help the students who are obliged to start working upon finishing elementary or secondary education to be oriented and placed in a job appropriate for his interests and abilities (Baysal, 2004).

It is of great importance that the students carry out personal, social, educational and vocational developmental tasks. The principal aim of counseling and guidance services is to help the students accomplish successfully the developmental tasks of the developmental stages they are in (Erkan, 1995; as cited in Dogan, 2001). It is necessary to attend to the students' educational, vocational, emotional and social development bearing in mind their development, needs and problems. The school counselor should offer a sufficient level of services in educational, vocational, personal and social areas; services affecting the individual directly such as appraisal, psychological counseling, information gathering and outreach, orientation and placement, follow-up, orientation; and services affecting the individual indirectly such as consultation, research and evaluation, and public and family relations. Kepceoglu (1994) states that appraisal service, among the counseling and guidance services, is the prerequisite for all the others. The aim of this service is to know the individual and help him know himself. Information gathering and

outreach service presents all kinds of educational, vocational, personal and social information within the individual's range of interest (Guven, 2004) together with information regarding cultural activities, aid services and the organizations he can benefit from. In this service, it is aimed that the students make educational, vocational, personal and social decisions and choices that match their interests and abilities (Kepceoglu, 1994). In accordance with this aim, they are presented with information regarding the contents, extent, compulsory/elective courses, extracurricular educational and cultural activities that the educational program they attend offers; upper educational institutions they can attend; and the aims, scopes and requirements of the upper educational institutions, program and courses. Vocationally, the vocations are introduced to them; personally, information regarding the changes and developments they have experienced is presented; socially, various information about solidifying the interpersonal relations is provided (Cam, 2004; Guven, 2004; Ultanir, 2003; Yesilyaprak, 2001). As the student gets to know himself and acquires the required knowledge, it becomes possible for him to choose, for instance, an educational institution, a social activity or an elective course. In this process, in order to get information about the student's interest and abilities appraisal service is provided; for the student to have information about programs and schools, information gathering and outreach service is used; if the student does not have realistic perceptions or expectations, psychological counseling service is offered and if the family's expectations and values affect the student's decision making, placement service together with consultation service is presented (Cam, 2004; Topcu-Kabasakal, 2007). It is also necessary to offer follow-up services in order to receive information about the student's adaptation and development who has received orientation and placement service together with psychological counseling service. Another important benefit of follow-up services is that they provide information on the efficacy of the counseling and guidance service that has been given to the student. Moreover, it is extremely important that research concerning the features, needs, expectations and problems of the students, teachers, directors and parents is carried out and research and evaluation service regarding the evaluation of these results is provided (Kepceoglu, 1994).

All the services stated above explain "services model" which is a service model, process model (clinic and therapeutic dimensions of psychological counseling, consultation and synchronization), task model (a simple listing of counselors tasks) and developmental counseling and guidance programs model (Dogan, 2001). At the present day, developmental counseling and guidance program model is adopted. Services model does not emphasize developmental counseling and guidance program. Kaya & Civitci (2003) state that developmental counseling and guidance programs have an extensive function

which aims to realize the capacity of the students bearing in mind their developmental features and needs; and which includes group activities and intervention services for problematic students. And in counseling and guidance services model, the needs of students and realization of the skills and capacity based on these needs are taken into consideration, too. However, it is a fact that the services model is not as systematic and scheduled as developmental counseling and guidance program model. As in our country the schools try to put the counseling and guidance services model into practice more commonly, this model has been given more emphasis in this study.

The school counselor should provide a sufficient level of counseling and guidance services, which affect the individual in all respects, in educational, vocational, personal and social areas. The aim of the research is to evaluate the counseling and guidance services offered in their schools according to the views of elementary and secondary school teachers and some variables. Within the framework of this main aim, the sub aims are given below:

1. What are the evaluation points of the teachers of counseling and guidance services and what is the realization percentage of these services?
2. What is the contribution of these variables to the prediction of counseling and guidance services: gender, length of service, taking counseling and guidance lessons during undergraduate studies, holding the view that schools should definitely have a school counselor and grade being taught?

METHOD

This is a descriptive study which was carried out for determining the evaluation of elementary and secondary school teachers' evaluation of psychological counseling and guidance services based on some variables.

Participants

The study was carried out in Istanbul with 204 teachers working in elementary and secondary education institutions. 35.8 % of the teachers were female and 64.2 % were male. The scales were handed out to the teachers at the school and were collected a week later. In total, scales were collected from 230 teachers. "Teacher Personal Information Forms" or "School Guidance Services Scales" with incomplete information were not included in the evaluation. Consequently, the research was carried out on a total of 204 teachers.

Instruments

“School Guidance Services Scale” and “Teacher Personal Information Form” were used for data collection.

“School Guidance Services Scale”

This scale has been developed by Poyraz (2007) in order to determine to what extent psychological counseling and guidance services are offered. The scale is a fivefold Likert type scale and is formed of nine subscales and 63 items. High scores in the scale indicate high level psychological counseling and guidance services. The validity and reliability studies of the scale were carried out by Poyraz. Within the scope validity studies of the scale, thirty qualified experts, who have received their master's or doctor's degree, are academic and continue their studies in the field, approved all the items of the scale. Cronbach α coefficient was calculated for the reliability studies of the scale. Cronbach α value of .95 was calculated for the 63-item scale overall. The Cronbach α values calculated for the subscales were .89 for psychological counseling service and .88 for orientation; appraisal .87; information gathering and outreach .87; placement .89; follow-up .88; public and family relations .89; consultation .93 and research and evaluation services .92 dir.

“Teacher Personal Information Form”

“Teacher Personal Information Form” which was used for gathering data for the study includes questions concerning gender, length of service, grade being taught, taking counseling and guidance lessons during undergraduate studies, holding the view that schools should definitely have a psychological counselor.

Data Analysis

For the purpose of gathering data, the scales are applied to elementary and secondary school teachers. SPSS Package Program has been used in data analysis. The teachers' evaluation of counseling and guidance services has been calculated in percentage. For predicting counseling and guidance services based on gender, length of service, taking counseling and guidance lessons during undergraduate studies, holding the view that schools should definitely have a school counselor and grade being taught variables, multiple regression analysis has been used. Standard (direct) method was used in multiple regression analysis. In the standard approach, it is basic that the joint effect of all predictive variables on the dependent variable is analyzed. “Dummy” variables were formed for using the categorical independent variables in regression

analysis (Buyukozturk, 2002) and were included in the analysis. In the study, the significance level has been accepted as .05.

RESULTS

This part of the study includes the results related to the findings obtained from the statistical analysis of the data gathered for the solution of the problem of the study.

In Table 1, the evaluation points of the teachers of counseling and guidance services and percentages are given.

Table 1. The average and percentage values of evaluation points of the teachers of counseling and guidance services.

Counseling and Guidance Services (n=204)	Minimum	Maximum	M	SD	%
Counseling Service	7	35	16.83	6.13	48.09
Orientation Service	7	34	15.79	5.75	45.11
Appraisal Service	7	35	16.45	5.58	47
Information Gathering and Outreach Service	7	35	16.54	5.73	47.26
Placement Service	7	34	15.49	5.73	44.26
Follow-up Service	7	33	14.43	5.45	41.23
Public and Family Relations Service	7	33	15.08	5.31	43.09
Consultation Service	7	35	17.05	6.22	48.71
Research and Evaluation Service	7	35	15.18	5.83	43.37
Total Counseling and guidance services	63	301	142.73	44.83	45.31

As seen in Table 1, the teachers listed counseling and guidance services from the most utilized to the least as follows: consultation ($M=17.05$, $SD=6.22$, 48.71%), counseling ($M=16.83$, $SD=6.13$, 48.09%), information gathering and outreach ($M=16.54$, $SD=5.73$, 47.26%), appraisal ($M=16.45$, $SD=5.58$, 47%), orientation ($M=15.79$, $SD=5.75$, 45.11%), placement ($M=15.49$, $SD=5.73$, 44.26%), research and evaluation ($M=15.18$, $SD=5.83$, 43.37%), public and family relations ($M=15.08$, $SD=5.31$, 43.09%) and follow-up ($M=14.43$, $SD=5.45$, 41.23%) services. Results of this study showed that overall 45.31 % of all counseling and guidance services were offered.

The results of multiple regression analysis on the prediction of counseling and guidance services based on gender, length of service, taking counseling and guidance lessons during undergraduate studies, holding the view that schools

should definitely have a school counselor and grade being taught variables is presented in Table 2.

Table 2. The results of the multiple regression analysis on the prediction of counseling and guidance services based on some variables

Predictors	B	Standardized Coefficients B	t	P	F	P	R	R ²
Constant	128.169		25.79*	.00	13.86*	.00	.51	.26
Gender	4.920	.05	.79	.43				
Length of Service	10.068	.09	1.49	.14				
Taking Counseling and Guidance Lesson	10.791	.11	1.61	.11				
Views on the Presence of Coun.	24.278	.16	2.14*	.03				
Grade Being Taught	57.716	.56	7.79*	.00				

In Table 2 it could be seen that gender, length of service, taking counseling and guidance lessons during undergraduate studies, holding the view that schools should definitely have a school counselor and grade being taught variables and counseling and guidance services have a moderate connection ($R=.51$, $R^2=.26$, $p<.05$). All of these five variables explain approximately 26% of the total variance in the evaluation of counseling and guidance services.

According to the standardized regression coefficient (β), the relative order of importance of the predictive variables over the evaluation of counseling and guidance services is as follows: grade being taught ($\beta=.56$), holding the view that schools should definitely have a counselor ($\beta=.16$), taking counseling and guidance lessons during undergraduate studies ($\beta=.11$), length of service ($\beta=.09$) and gender ($\beta=.05$). When the t-test results regarding the significance of regression coefficients, it is seen that grade being taught ($t=7.79$, $p<.00$) and holding the view that schools should definitely have a counselor ($t=2.14$, $p<.03$) are significant predictives for the evaluation of counseling and guidance services. However, taking counseling and guidance lessons during undergraduate studies ($t=1.61$, $p>.05$), length of service ($t=1.49$, $p>.05$) and gender ($t=.79$, $p>.05$) variables are not significant.

DISCUSSION

In the study, counseling and guidance services were evaluated according to teacher views. Results of the study showed that teachers listed the counseling and guidance services from the most utilized to the least as follows: consultation, counseling, information gathering and outreach, appraisal, orientation, placement, research and evaluation, public and family relations and follow-up services. Results of this study showed that overall an approximately

46% of all counseling and guidance services were offered. This finding shows that counseling and guidance services are not offered adequately.

According to the results of the study, grade being taught and holding the view that schools should definitely have a school counselor are significant predictors of teachers' evaluation of counseling guidance services. As a result of the study, based on grade being taught variables, secondary school teachers have stated that the counseling and guidance services offered are more sufficient compared to elementary school teachers. This result shows that the school counselors of the secondary schools provide a sufficient counseling and guidance service and that the school counselors of the elementary schools provide an insufficient counseling and guidance service. The training of the elementary school counselors is, as Dogan (2001) has also stated, at secondary school level. The school counselors who do not have enough training to serve in elementary schools cannot provide complete counseling and guidance service. Moreover, the number of school counselors in elementary schools is low. Due to these reasons, counseling and guidance services in elementary schools cannot be offered properly. The research conducted at elementary education level (Guvendi, 2000; Hatunoglu & Hatunoglu, 2006; Nazli, 2003; Ozcelik, Iskender & Palanci, 2000) and the research conducted at secondary education level (Esmer, 1985; Gorkem, 1985; Guvendi, 1980; Hatunoglu & Hatunoglu, 2006; Karagüven, 2001; Piskin, 1989; Yuksel-Sahin, 2008) evaluated the services provided by the school psychological counselors to be insufficient. All the results of these researches display that the counseling and guidance services provided from the past to the present have not reached a sufficient level.

Results of the study also showed that holding the view that schools should definitely have a school counselor is also a significant predictor of the evaluation of counseling and guidance services. In the sense of modern education, in order to consider the education process complete, it is necessary that personal services and counseling and guidance services within these services are present along with education and administration activities (Kepceoglu, 1994). According to the sense of modern education, the students should not be regarded as mechanical beings which information is loaded to. They should be regarded as individuals who make up the center of education system and who are aware of their interest and abilities and develop them, who can solve problems that they encounter, who can generate rational ideas and who can make analysis and synthesis (Cetinkaya, 2007). In this aspect, for developing as a whole in personal, social, educational and vocational respects (ASCA, 2007) the students need counseling and guidance services. And the school counselors who will offer these aids should be available at schools (bearing in mind the student/school counselor proportion).

Results of the study showed that taking counseling and guidance lessons during undergraduate studies, length of service and gender were not significant predictors of teachers' evaluation of counseling guidance services. This result shows that taking counseling and guidance lessons during undergraduate studies, length of service and gender are not significant for evaluating counseling and guidance services. The result that taking counseling and guidance lessons during undergraduate studies is not a significant predictor shows that the psychological counselor of the school in which the research has been conducted does not offer a sufficient level of counseling and guidance services. The reason for this conclusion is that no significance difference has been found between the counseling and guidance service evaluation levels of the teachers who took counseling and guidance lessons and the ones who did not. Although the variable of taking counseling and guidance lessons during undergraduate studies is an important variable, it has been found to be ineffective. Another reason why this variable has been found to be ineffective might be that the existing undergraduate programs aiming to educate teachers differ in terms of instructor numbers and qualities. As a result of these differences, in some universities counseling and guidance lessons were not held by staff who had received their training in the field of counseling and guidance. There might be some deficiencies in the evaluation of the teachers who have not received a sufficient level of information about counseling and guidance who could not acquire a positive attitude and who does not have the awareness towards responsibility taking. Moreover, the results of the study showed that length of service and gender were not significant predictors of the evaluation of counseling guidance services. And as a result of the studies conducted regarding the teachers' expectations (Kepceoglu, 1978; Yuksel-Sahin, 2002) and evaluations of counseling and guidance services (Poyraz, 2007), no significant difference has been found in the evaluation of counseling and guidance services according to gender and length of service. These research findings are consistent with the results of the study.

When the results of the study are considered as a whole, it is seen that the percentage of counseling and guidance services offered is approximately 46 %. This finding shows that counseling and guidance services are not offered sufficiently. There may be various reasons for insufficient counseling and guidance services. The first one is whether the school counselors have received their bachelor's degree in counseling and guidance services. The fact that people without counseling and guidance services training were appointed as school counselors in the past has lowered the quality of these services. Regarding this subject, at the 13th (T.C.M.E.B., 13. Milli Egitim Surasi, 1990) and 15th Board of Education Council, it was decided that counseling and guidance services should be conducted by personnel who has received a

training in this area at least at bachelor's degree level and that no personnel out of the field should be appointed for guidance services (T.C.M.E.B., 15. Milli Egitim Surasi, 1996). However, even though these decisions were made, it was asked philosophy and sociology graduates were given in-service training and were appointed as school counselors in private educational establishments "out of need and for once" in 2003-2004; this fact is a dramatic instance of the difficulty in the practice of the decisions taken.

The second reason why counseling and guidance services are not sufficient enough is that in the past the undergraduate programs were dissimilar in terms of the number of courses, the types of courses, the number and qualification of university lecturers (Dogan & Erkan, 2001). These differences affect largely the quality of services offered by the psychological counselor. The academics who dealt with this problem composed the "New Counseling and Guidance Undergraduate Program" with a high participation. While it was being considered that this new program would be applied in universities offering undergraduate studies in counseling and guidance, Higher Education Council (Y.O.K.) also formed independently a new counseling and guidance undergraduate program (Y.O.K., 2007). Even if it is controversial, school counselor education program have been standardized. However, the dissimilarities in terms of the number and qualification of university lecturers of counseling and guidance undergraduate education still exist. These dissimilarities will, as it did in the past, affect the quality of the services of today and the future.

Another reason why counseling and guidance services are not sufficient enough is that the number of school counselors is low. In state schools, especially, there are many students and it is impossible for just one counselor to offer counseling and guidance service to all the students and their families. According to Special Education, Guidance and Counseling Management's data of 2004, in some provinces the number of students per one school counselor is 550 and in some provinces the number is 4255 (T.C.M.E.B. Ozel Egitim Rehberlik ve Danisma Hizmetleri Genel Mudurlugu, 2007). Dogan (2001) states that the psychological counselor/student proportion should be defined rationally for an effective presentation of developmental counseling and guidance services program. ASCA suggest an ideal proportion of 1:100 or a maximal proportion of 1:300. But this proportion varies between 1:500-1:1000 in the first grade of elementary school. In Turkey, the psychological counselor/student proportion varies between 1:550 and 1:4255. These proportions explain why counseling and guidance services cannot be sufficiently offered.

Another important reason why counseling and guidance services are not sufficient enough is that the counselor cannot use his time effectively. School

counselor should use his time and energy effectively while carrying out developmental counseling and guidance services. According to Dogan (2001) the counseling and guidance services aid which is going to be offered to the students should start from group guidance, and move on to small group counseling, individual psychological counseling and, lastly, transfer to mental health centers. Counseling and guidance services aid enable the school counselor to be more systematical in his treatments and use his time and energy more economically. Moreover, for the school counselor to use his time more effectively, it is necessary that he is free of duties irrelevant to his job. While ASCA states that school counselors should spend at least 70 % of their time offering direct service to students, studies show that school counselors spend their time performing managerial works along with counseling and guidance services related work (Rayle, 2006). The study carried out by Guven (2003) in Turkey showed that 26.1 % of school counselors are asked to perform duties irrelevant to their duties such as managerial work (%46.3) and fill in for absent teachers (%34.1). And the school counselors who are forced to perform outside their duties cannot offer sufficient counseling and guidance services.

Another reason why counseling and guidance services are not sufficient enough is that the school counselors cannot receive the support of administrators and teachers. And an important reason why school counselors cannot receive the support of administrators and teachers is that they have insufficient information, negative views and false expectations on counseling and guidance. If administrators and teachers have sufficient information, positive views and true expectations on counseling and guidance services, they will support school counselors. Thus, counseling and guidance services lessons in Education Faculties should be held by staff who has received their training in counseling and guidance. Another important reason why school counselors cannot receive the support of administrators and teachers stems from personal characteristics and occupational features of psychological counselors. Having positive characteristics, having received a qualified training, being willing and ready to offer counseling and guidance services aid are important factors for both receiving the support of administrators and teachers and also for an effective implementation of counseling and guidance services. It will become possible for school counselors to receive the support of administrators and teachers if they build up positive relations with them and offer consultation service.

Others reasons why counseling and guidance services are not sufficient enough could be that school counselors experience a high level of job stress and professional burnout and that they have a low level of job satisfaction. The results of some research carried out on school counselors shows that they experience a high level of job stress and a low level of job satisfaction (Rayle,

2006). Excessive job stress reduces job satisfaction (Morrisette, 2000). It is inevitable that individuals experience job stress. Difficulties and troubles both in personal and professional life cause serious problems for the individual and the institution. When the results of studies carried out on professional burnout which is accepted as a result of excessive job stress are considered, it is seen that burnout is more commonly observed in occupational groups aiming to serve and help and requiring face-to-face contact with people. Individuals who experience burnout are observed to have a higher level of exhaustion, alienation from work and desensitization (Cemaloglu & Erdemoglu-Sahin, 2007; Capri, 2006; Ozdemir, Ozdemir, Coskun & Cinar, 1999; Yildiz-Kirilmaz, Celen & Sarp, 2003). Psychological counseling is in professional burnout risk group as it requires intensive communication with people. A school counselor who experience exhaustion, alienation from work and desensitization along with burnout cannot provide his services sufficiently.

In conclusion, as stated above, there may be various reasons why counseling and guidance services cannot be offered sufficiently. These problems and the fact that they are being solved slowly hinder the practice of counseling and guidance services at a desirable level. This case lies within the responsibility of academic staff, the Board of Education and counseling and guidance graduates. It is especially necessary that school counselors have positive characteristics and sufficient training. Having positive characteristics, having received a qualified training and being willing and ready to offer counseling and guidance services aid is of great importance for an effective implementation of counseling and guidance services.

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