

School Counselors' Assessment Of The Psychological Counseling And Guidance Services They Offer At Their Schools¹

Okul Psikolojik Danışmanlarının Okullarında Verdikleri Psikolojik Danışma Ve Rehberlik Hizmetlerini Değerlendirmeleri

Fulya YÜKSEL-ŞAHİN

Yıldız Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Psikolojik Danışma ve Rehberlik

İlk Kayıt Tarihi: 03.11.2014

Yayına Kabul Tarihi: 09.03.2015

Abstract

The study aims to obtain an educational, career, personal, and social assessment of school counselors of the psychological counseling and guidance (PCG) services they offer at their schools. It also evaluates the suggestions of the school counselors as to the conditions required to make the PCG practices in their schools more adequate. The sample group consists of 49 school counselors serving at elementary and secondary levels in Istanbul. The collected data were subjected to quantitative and qualitative analyses. The research results showed that the school counselors offer personal PCG services at a greater level and educational and career PCG services at similar levels. Of the school counselors stating that they offer an adequate level of PCG services, 69.7% are female and 37.5% are male. The school counselors suggested the following to make the PCG services more adequate: School counselors should receive good PCG training, like to perform their profession, thoroughly fulfill their duties and responsibilities, and be given a detailed job definition; supervisors of school counselors should not be their school principals; out-of-field appointments should not be performed; time should be used efficiently; the number of school counselors should be sufficient; school counselors should not be employed at schools where they are not permanently staffed; physical facilities should be adequate and appropriate for PCG services; classroom guidance activities should be performed; teachers and administrators should support PCG services and be offered in-service training to be informed about PCG services.

Keywords: *Psychological Counseling and Guidance (PCG), School Counselor, Services*

Özet

Araştırmanın amacı, okul psikolojik danışmanların kendi okullarında verdikleri Psikolojik Danışma ve Rehberlik (PDR) hizmetlerini eğitsel, mesleki, kişisel ve sosyal alanlar açısından değerlendirmeleridir. Araştırmada, ayrıca psikolojik danışmanların okullarındaki PDR uygulamalarının hangi şartlarda daha yeterli bir düzeye geleceğine ilişkin önerileri de değerlendirilmektedir. Araştırmanın çalışma grubunu, İstanbul ilinde, ilköğretim ve ortaöğretim

1. Presented at the Cyprus International Conference on Educational Research, 10-12 February 2012, Nicosia/Cyprus.

düzeyinde görev yapan 49 okul psikolojik danışmanı oluşturmuştur. Toplanan veriler üzerinde nicel ve nitel çözümleme yapılmıştır. Araştırmanın sonucunda, psikolojik danışmanların kişisel PDR hizmetini daha fazla, eğitsel ve mesleki PDR hizmetini ise birbirine yakın düzeyde verdikleri bulunmuştur. Okul düzeyine göre, PDR hizmetlerini yeterli düzeyde verdiğini belirten psikolojik danışmanların % 75'i ortaöğretimde; % 44'ü ise ilköğretimde görev yapmaktadır. Cinsiyete göre, PDR hizmetlerini yeterli düzeyde verdiğini belirten psikolojik danışmanların % 69.7'si kadın; % 37.5'u ise erkektir. Psikolojik danışmanların PDR hizmetlerinin daha yeterli bir düzeye gelmesi için önerileri şunlardır: Psikolojik danışmanın iyi bir PDR eğitimi alması; mesleğini severek yapması; görev ve sorumluluklarını tam olarak yerine getirmesi; psikolojik danışmanın görev tanımının ayrıntılı olarak yapılması; psikolojik danışmanların yöneticilerinin okul müdürleri olmaması; alan dışı atamaların yapılmaması; zamanın etkili kullanılması; psikolojik danışman sayısının yeterli olması; psikolojik danışmanların kadrolu oldukları okul dışında görevlendirilmemesi; PDR uygulamaları için fiziksel koşulların yeterli ve uygun olması; sınıf rehberlik uygulamalarının yapılması; öğretmenler ve yöneticilerin PDR hizmetlerini desteklemesi ve PDR hizmetleri ile ilgili olarak bilgilencmeleri için hizmet-içi eğitim almalarıdır.

Anahtar Sözcükler: Psikolojik Danışma ve Rehberlik (PDR), Okul Psikolojik Danışmanı, Hizmetler

1. Introduction

School counselors are individuals with undergraduate or graduate degrees in psychological counseling and guidance (PCG) (Ergene, 2011), who apply cognitive, affective, behavioral, and systemic intervention strategies (Hackney & Cormier, 2008) to ensure that mentally healthy individuals can fully improve themselves in all of the personal/social, academic, and career domains (American School Counselor Association-ASCA, 2007; Gladding, 2013); can cope with the problems they encounter in these domains; reinforce their mental health (Ergene, 2011); improve their psychological resilience, wellness, and empowerment (Korkut, 2003); and ensure their self-actualization.

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 (Yeşilyaprak, 2001). The school counselors generally fulfill their primal aid activities, namely for individual and group counseling, guidance, consultation, coordination, case management, guidance curriculum, program planning, management and evaluation (ASCA, 2007; Fitch & Marshall, 2004; Kuhn, 2004; Morrissette, 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 (Akgün, 2010; Uz-Baş, 2007). The elementary school stage is an important step for acquiring desired positive personality features, getting ready for secondary school and career 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, personal and social problems (Baysal, 2004). Therefore, the students' academic, career and personal/social development and harmony should be attended to considering their age and developmental tasks (Ersever, 1992; Korkut-Owen, Owen & Kararmak, 2013).

It is of great importance that the students carry out academic, career and personal/social 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 (Myrick, 2003). It is necessary to attend to the students' academic, career and personal/social development bearing in mind their development, needs and problems. (Ersever, 1992; Korkut-Owen, Owen & Kararmak, 2013; Yüksel-Şahin, 2008; 2009).

Developmental Guidance and Counseling Program" developed by Myrick in US during the 1960s and the "Comprehensive Developmental Guidance and Counseling Program" propounded by Gysberg and Henderson resulted in the contemporary developments in school guidance and counseling (Gysberg & Henderson, 1997; Özyürek, 2010). Nevertheless, the schools in Turkey do not yet offer developmental psychological counseling and guidance (PCG) services. In fact, developmental PCG services only came to the agenda as a concept during the 18th National Education Council (2010) (Yüksel-Şahin, 2012).

In general, the national literature on the offering of PCG services in schools has found that the PCG services are inadequate in schools (Esmer, 1985; Görkem, 1985; Güvendi, 2000; Hatunoğlu & Hatunoğlu, 2006; Özçelik, İskender & Palancı, 2000; Korkut-Owen & Owen, 2008; Nazlı, 2003; Poyraz, 2007; Yüksel-Şahin, 2002, 2008). The results of the research conducted at the primary school level by Güvendi (2000), Nazlı (2003), Hatunoğlu & Hatunoğlu (2006) and Yüksel-Şahin (2009) also show that the PCG services offered are insufficient. Studies carried out at secondary education level, on the other hand, revealed that students in secondary schools perceive non-PCG activities as the responsibilities of school counselors; that students consider the services they receive from school counselors as inadequate (Esmer, 1985; Görkem, 1985; Hatunoğlu & Hatunoğlu, 2006; Yüksel-Şahin, 2008); and that school counselors lack competence in introducing their responsibilities to students (Hatunoğlu & Hatunoğlu, 2006; Yüksel-Şahin, 2008, 2009). The similarity observed in the results of all these studies demonstrates that PCG services offered from past to present have not yet achieved a satisfactory level. In these studies, PCG services offered by schools were evaluated by students, teachers, and school management. However, there is limited research that involves self-assessment of the PCG services offered by school counselors in their own schools (Hamamcı, Murat & Çoban; 2004; Korkut-Owen & Owen, 2008; Nazlı, 2007; Terzi, Ergüner-Tekinalp & Leuwerke, 2011). Hence there is a particular need for self-assessment of the services offered by school counselors. Conducted to assess the PCG services offered by school counselors in Turkish schools based on ASCA's statements (2007), the present study could be significant in determining the current situation, hopefully with useful results. And this could help improve PCG services. As is explained in the theoretical section in particular, the study could also be useful in that it re-highlights

the need to implement in Turkish schools the model of developmental PCG programs currently adopted.

1.2.Purposes Of The Study

The study aims for school counselors to assess the PCG services they offer at their schools in academic, career and personal/social terms. It also evaluates the suggestions of school counselors as to the conditions required to make the PCG practices in their institutions more adequate.

2. Method

Mixed research design was employed in the study. Mixed research design refers to the mixed use of quantitative and qualitative research approaches by the researcher in one or more phases of his/her research. They study used “in-phase mixed design” as a mixed research design. In in-phase mixed design, quantitative and qualitative methods are mixed in one or more phases of the research. This would be best exemplified by a questionnaire including close-ended (quantitative) and open-ended (qualitative) items (Balci, 2009; Kiral & Kiral, 2011).

2.1. Participants

The sample group consists of 49 school counselors working at elementary and secondary schools in Istanbul. Maximum variation sampling was used in the research as a purposeful sampling method (Yıldırım & Şimşek, 2006). The study was carried out with 49 school counselors employed at elementary (25; 51.02%) and secondary public schools (24; 48.98%) who were selected by using the maximum variation sampling method. The selected school counselors work at schools with high (Şişli, Beşiktaş, Bakırköy), moderate (Bahçelievler, Avcılar, Şirinevler), and low (Güngören, Bağcılar, Ümraniye) socioeconomic level. The data on socioeconomic levels were classified on the basis of the Istanbul Life Quality Index from 2009 (Şeker, 2010).

2.2. Instruments

“School Psychological Counseling and Guidance Services Assessment Form” and The Personal Information Form” were used for data collection.

2.2.1.School Psychological Counseling and Guidance Services Assessment Form

The School Psychological Counseling and Guidance Services Assessment Form was used to collect data. The form developed by the researcher consists of a total of 18 items, with 17 close-ended questions and 1 open-ended question. The form was developed for school counselors to assess the PCG services they offer at their schools. Relevant literature (ASCA,2007; Fitch & Marshall, 2004; Morrissette, 2000; Myrick, 2003) was reviewed to formulate the items in the form. A form was developed that defines the duties of school counselors under the areas of academic, career, and personal/social development. Opinions of two experts with PhD degrees and research and content knowledge were taken when developing the form. The items were developed to involve academic, career

and personal/social development domains. The form contains 17 close-ended items, to which the participants can respond by "yes" and "no". The 18th item was formulated as an open-ended question. The statements in the form are given in Table 1.

2.2.2. Personal Information Form

Personal Information Form contains questions about the universities-faculties-departments the school counselors graduated from, their gender, and whether the level of PCG services they offer is adequate.

2.3. Data Analysis

The collected data were subjected to quantitative and qualitative analyses. Frequency (f) and percentage (%) calculations were performed for quantitative analysis. Furthermore, bivariate chi-square (X^2) test was performed using the crosstabs technique. Descriptive analysis was made for qualitative analysis. Descriptive analysis involves forming a framework for descriptive analysis, processing the data according to the thematic framework, defining the results, and interpreting the results. During descriptive analysis, a framework was first formed in line with the research question and the data were processed and defined according to the framework (Yıldırım & Şimşek, 2006). For the analysis, the counselors were assigned numbers running from 1 to 49. When the counselors are quoted in the presentation of the results, these codes were added at the end of the quotes in the form of N1, N2 etc.

3. Results

The study's results are presented in four main categories in line with the research questions. Table 1 shows the frequency and percentage distributions for the PCG services the school counselors offer at their schools.

Table 1. Frequency and percentage distributions for the PCG services offered by the psychological counselors

Services Offered by the School counselor	I Offer The Service			
	Yes		No	
	f	%	f	%
1. I apply an orientation program by introducing the school (classrooms, canteen, sports hall, library etc.) to the students and their parents and informing them about the school rules.	47	95.9	2	4.1
2. I inform students about the compulsory and elective courses offered by the school.	32	65.3	17	34.7
3. I help students select their courses	33	67.3	16	32.7
4. I guide students about efficient studying skills.	49	100	0	0
5. I help students develop academic plans.	47	95.9	2	4.1
6. I administer tests such as personality, interest, and ability tests so that students can know about their traits better	47	95.9	2	4.1
7. I inform my students about the outcomes of the tests I administer (personality, interest, ability tests etc.).	44	89.8	5	10.2

Services Offered by the School counselor	I Offer The Service			
	Yes		No	
	f	%	f	%
8. I provide students with introductory information about various professions.	47	95.9	2	4.1
9. I ensure that students are informed about professions by inviting individuals working in various professions to our school.	25	51	24	49
10. I help students make their professional plans.	45	91.8	4	8.2
11. I perform activities to improve students' communication skills so that they can improve their interpersonal relationships.	49	100	0	0
12. I talk to students and inform them about female-male relations.	45	91.8	4	8.2
13. I perform activities to improve students' relations with their families.	47	95.9	2	4.1
14. I perform activities to improve students' decision-making skills to help them make healthy decisions.	46	93.9	3	6.1
15. I perform activities to improve students' problem solving skills to help them solve their problems more efficiently.	44	89.8	5	10.2
16. I offer individual psychological counseling services.	49	100	0	0
17. I offer group psychological counseling services.	41	83.7	8	16.3

As seen in Table 1, 95.9 % of the school counselors offer orientation services. 65.3 % inform students about the compulsory and elective courses offered by the school. 67.3 % help students select courses. 100 % guide students about efficient studying skills. 95.9 % help students develop academic plans. 95.9 % administer tests such as personality, interest, and ability tests so that students can know about their traits better. 89.8 % inform their students about the outcomes of the tests they administer (personality, interest, ability tests etc.). 95.9 % provide students with introductory information about various professions. 51 % ensure that students are informed about professions by inviting individuals working in various professions to their schools. 91.8 % help students make their professional plans. 100 % perform activities to improve students' communication skills so that they can improve their interpersonal relationships. 91.8 % talk to students and inform them about female-male relations. 95.9 % perform activities to improve students' relations with their families. 93.9 % perform activities to improve students' decision-making skills. 89.8 % perform activities to improve students' problem solving skills. 100 % offer individual psychological counseling services to the students in need. 83.7 % offer group psychological counseling services for students in need.

In order to determine whether the assessments of the school counselors about the PCG services offered at their institutions significantly differ according to school level (elementary / secondary), bivariate chi-square (X^2) test was performed, the results of which are given in Table 2.

Table 2. Results of the Chi-Square test on the difference in the adequacy assessments by the school counselors about the PCG services according to school level

School Level	I Offer PCG Services at an Adequate Level						X ²	df	P
	Yes		No		Total				
	f	%	f	%	f	%			
Elementary	11	44	14	56	25	100	4.87	1	.03
Secondary	18	75	6	25	24	100			
Total	29	59.2	20	40.8	49	100			

As is clear from Table 2, the bivariate chi-square (X^2) analysis performed revealed a significant difference in the opinions of the school counselors about the PCG services they offer at their institution according to school level ($X^2(1)=4.87, p<.05$). Given the frequency and percentage distributions, of the school counselors stating that they offer an adequate level of PCG services, 75% are employed at secondary level while 44% work at elementary level.

In order to determine whether the assessments of the school counselors about the PCG services offered at their institutions significantly differ according to gender, bivariate chi-square (X^2) test was performed, the results of which are given in Table 3.

Table 3. Results of the Chi-Square test on the difference in the adequacy assessments by the school counselors about the PCG services according to gender

Gender	I Offer PCG Services at an Adequate Level						X ²	df	p
	Yes		No		Total				
	f	%	f	%	f	%			
Female	23	69.7	10	30.3	33	100	4.62	1	.03
Male	6	37.5	10	62.5	16	100			
Total	29	59.2	20	40.8	49				

As is clear from Table 3, the bivariate chi-square (X^2) analysis performed revealed a significant difference in the opinions of the school counselors about the PCG services they offer at their institution according to gender ($X^2(1)=4.62, p<.05$). Given the frequency and percentage distributions, of the school counselors stating that they offer an adequate level of PCG services, 69.7% are female and 37.5% are male.

The school counselors were asked about their suggestions to make the PCG services more adequate; their responses were analyzed and the results are given in Table 4.

Table 4: Distribution of the school counselors according to their suggestions

Suggestions of the School Counselors to Offer Better PCG Services	f	%
1. Psychological counselor training is important: <ul style="list-style-type: none"> • School counselors should receive good professional training (40N) (42N) (43N) • PCG training at undergraduate level is inconsistent with the facts of National Education. A negative message is created in the minds of school counselors about employment in academic institutions (1N) (3N) • Psychological counselors should definitely specialize (master's-doctoral degrees) (42N) • In-service training should be offered to improve the knowledge and skills of school counselors (6N) (9N) (13N) (20N) (21N) (25N) (26N) (36N) (42N) 	15	37.5
2. School counselors should thoroughly fulfill their duties and responsibilities. <ul style="list-style-type: none"> • They should be able to offer full PCG services (19N) (30N) (34N) (36N) 	4	10
3. It is important for school counselors to like their profession. <ul style="list-style-type: none"> • This profession should be performed fondly. Burnt-out counselors who do not like the profession damage the profession's image (19N) (42N) 	2	5
4. School counselors should be given a detailed job definition. <ul style="list-style-type: none"> • Although the duties of school counselors are defined by laws and regulations, they are considered as adequate. So a more detailed job definition is required. (22N) (25N) (27N) (29N) (33N) (37N) 	6	15
5. Supervisors of school counselors should not be their school principals. <ul style="list-style-type: none"> • It creates problems when employee personal rights of school counselors (punitive action, rewards etc.) are controlled by school principals. School counselors cannot properly perform PCG services due to administrative problems and fear of authority. Therefore, Guidance and Research Centers should control the employee personal rights of school counselors and supervise them. (1N). • School counselors may be supervised by a separate administrator who is competent in the field of PCG and independent from the school administrators (46N) 	2	5
6. Out-of-field appointments should not be performed: <ul style="list-style-type: none"> • It is wrong to appoint the out-of-field graduates of philosophy and sociology departments simply by offering them only a 15-day "in-service" training. Such individuals create problems as they lack therapeutic skills. Thus, out-of-field appointments should not be performed. (1N) (48N) 	2	5
7. Secretarial tasks should not be performed by school counselors for efficient use of time. <ul style="list-style-type: none"> • School secretarial work is unnecessary and time-consuming. So a separate secretary should be hired to perform these tasks. (3N) (9N) (41N) 	3	7.5
8. The number of school counselors should be sufficient <ul style="list-style-type: none"> • The number of school counselors appointed to schools as permanent staff should be adequate and parallel to the number of students at schools. The number of school counselors should be sufficient. (1N) (4N) (5N)(8N) (10N) (11N) (17N) (19N) (26N) (30N) (31N) (34N) (36N) (38N) (39N) (41N) (44N) (47N) (48) (49N) 	20	50
9. School counselors should not be employed at schools where they are not permanently staffed <ul style="list-style-type: none"> • Counselors should not be employed at schools where they are not a part of the permanent staff. Because this increases the workload of school counselors and reduces their motivation (4N) (5N) (20N) (48N) 	4	10
10. Physical facilities should be adequate and appropriate for PCG services <ul style="list-style-type: none"> • A separate room should be allocated to PCG services (including a projector and various materials to offer psychological consultation, perform creative drama and psychodrama activities etc.) (6N) (9N) (10N) (11N) (13N)(16N) (19N) (22N)(23N) (25N) (26N) (28N) (30N) (31N) (33N) (36N) (37N) (41N) (43N) (44N) (48N) • Adequate physical facilities and continuous support should be offered for counseling services (e.g., computers, printers, internet, sufficient lockers, tables and chairs etc.) (4N) (6N) (13N) (22N) (23N) (25N) (26N) (28N) (31N) (33N) (37N) 	32	80

Suggestions of the School Counselors to Offer Better PCG Services	f	%
11. Classroom guidance activities should be performed <ul style="list-style-type: none"> • Counselors should perform more activities in classrooms (9N). • Although the programs in the existing framework were designed for classrooms of 30 students, counselors have to implement them in classes of 60-65 students. Therefore, the number of students in a classroom should not exceed 30 when performing activities (1N) (5N) (10N) (11N) (12N) • Classroom guidance activities are neglected by teachers. School management should apply sanctions on teachers to ensure they perform such activities (7N) 	7	17.5
12. It is important for teachers to know about and support PCG services <ul style="list-style-type: none"> • Good outcomes can be achieved if teachers lend support to counseling activities (6N) (7N) (12N) (13N) (14N) (16N) (18N) (22N) (23N) (24N) (25N) (28N) (30N) (31N) (33N) (34N) (36N) (37N) (43N) (44N) (45N) (48N) (49N) • Teachers should be given in-service training to gain a better understanding of PCG activities (2N) (6N) (14N) (17N) (19N) (20N) (29N) (30N) (33N) (37N) (46N) 	34	85
13. It is important for administrators to know about and support PCG services. <ul style="list-style-type: none"> • Good outcomes can be achieved if administrators support counseling activities (12N) (13N) (14N) (16N) (18N) (23N) (24N) (25N) (26N) (28N) (30N) (31N) (34N) (35N) (36N) (37N) (43N) (44N) (45N) (49N) • School administrators should be given in-service training to gain a better understanding of PCG activities (2N) (6N) (9N) (19N) (20N) (22N) (29N) (31N) (37N) (46N) • Administrators should apply sanctions on teachers who do not perform classroom guidance activities (7N) 	31	77.5

As seen in Table 4, 37.5 % of the school counselors stated that receiving good training is important; 10% stated that school counselors should thoroughly fulfill their duties and responsibilities; 5 % stated that they should like to perform their profession; 15 % stated that a detailed job definition is required for psychological counselors; 5% stated that supervisors of school counselors should not be their school principals; 5 % stated that out-of-field appointments should not be performed; 7.5% stated that secretarial tasks should not be performed by school counselors to use time efficiently; 50 % stated that the number of school counselors needs to be sufficient; 10 % said that school counselors should not be employed at schools where they are not permanently staffed; 80 % said that physical facilities should be adequate and appropriate for PCG services; 17.5% stated that classroom guidance activities should be performed; and the percentage of those stating the need for support to PCG services and in-service training for information about PCG services was 85 % for teachers and 77.5 % for administrators.

4. Discussion

The study aims for school counselors to assess the PCG services they offer at their schools in academic, career and personal/social terms. It also evaluates the suggestions of school counselors as to the conditions required to make the PCG practices in their institutions more adequate. As a result of the research, it was found that the school counselors offer personal PCG services at a greater level and academic and career PCG services at similar levels. It is crucial for students to successfully fulfill their personal/social, academic, and career developmental tasks. The main function of PCG services is to help students complete the developmental tasks required for their developmental stage (Myrick, 2003). The students' academic, career, personal/social development and harmony should be attended to considering their age and developmental tasks. The school counselors help all students in the areas of academic achievement, personal/

social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow (ASCA, 2007).

According to school level, a significant difference was found in the opinions of school counselors about the PCG services they offer at their schools. Of the school counselors stating that they offer an adequate level of PCG services, 75% are employed at secondary level while 44% work at elementary level. As demonstrated by the results obtained by Güvendi (2000), Hatunoğlu & Hatunoğlu (2006), Nazlı (2003) and Yüksel-Şahin (2009) in their studies, PCG services offered at elementary level in Turkey were found to be inadequate. In Turkey, PCG services are more common in secondary education. As was the case in USA, the efforts to introduce PCG services to elementary education came later (Can, 1998b; Can, 2008; as cited in Demir, 2010; Nugent, 1990). PCG services offered to a child during these critical years will clearly help him/her build sound grounds in personal/social, academic, and career terms. Several authors have noted that offering elementary-level PCG services will enhance the efficiency of PCG services to be offered at further education levels (ASCA, 2007; Can, 1998b). In terms of developmental PCG approach, the developmental PCG program currently required should start from the bottom and continue in upward direction since it is a sequential program involving various developmental activities built upon one another.

The difference observed in the opinions of school counselors about the PCG services they offer at their institutions was found to be significant according to gender. Of the school counselors stating that they offer an adequate level of PCG services, 69.7 % are female and 37.5% are male. As an indirectly related result, Korkut (2007) found that female counselors are more aware of the broad service area of professional guidance when compared to male counselors. In another study on psychological counselors, Uslu & Arı (2005) observed no gender-related difference among the efficacy levels of the psychological counselors' physical and psychological listening-counseling skills.

The school counselors suggested the following to make the PCG services more adequate: School counselors should receive good PCG training, like to perform their profession, thoroughly fulfill their duties and responsibilities, and be given a detailed job definition; supervisors of school counselors should not be their school principals; out-of-field appointments should not be performed; time should be used efficiently; the number of school counselors should be sufficient; school counselors should not be employed at schools where they are not permanently staffed; physical facilities should be adequate and appropriate for PCG services; classroom guidance activities should be performed; teachers and administrators should support PCG services and be offered in-service training to be informed about PCG services.

In the study, the school counselors stated the need for receiving good PCG training so that PCG services could be given effectively. In Nazlı's (2007) and Terzi, Ergüner-Tekinalp & Leuwerke's (2011) study, the school counselors stated their wish to enhance their professional development to adapt to the changing system. Today, great emphasis is made on how school counselors should be trained. 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 (Doğan & 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 (Yuksek Ogretim Kurulu-YOK) also formed independently a new counseling and guidance undergraduate program (YOK, 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. For this reason, there is a need to increase the academic standards in undergraduate PCG education programs and to enhance the quality of school counselors in Turkey. In US, every state has its own standards to train psychological counselors, in consideration with the competencies identified by American Counseling Association (ACA), its 19 divisions, and other professional organizations. In addition to the ACA, there are other organizations for certification and ensuring quality assurance. Among these, The Council for Accreditation of Counseling and Related Educational Programs (CACREP) provides quality assurance accreditation for the programs offered by institutions that train school counselors (CACREP, 2009; Korkut-Owen, 2007) and offers support and guidance services to raise educational standards for school counselors (Bobby & Culbreth, 2007). The National Board of Certified Counselors (NBCC) functions to enhance the quality of school counselors through certification (Schweiger, Hinkle & Parades, 2007). Our country also needs councils like the CACREP and NBCC in USA. In Turkey, Turkish Psychological Counseling and Guidance Association may perform the duties of such organizations found in US. Within the association, a board could be established with academic members who train psychological counselors. The board could suggest educational standards related to psychological counseling and list the programs that fulfill the criteria. The list could be published on the webpage and the journal. Thus, to be in the list may become an important privilege among PCG departments. The board could cooperate with institutions related to quality assurance in other countries (Korkut-Owen, 2007).

In the study, the school counselors stated that counselors should like to perform their profession and thoroughly fulfill their duties and responsibilities so that PCG services can be offered effectively. Having graduated from universities, school counselors start working at schools, where they are faced with diverse student problems. At times, their knowledge and skills fall short of solving such problems and they are offered any support by teachers, administrators, and families. This leads to stress and burnout in school counselors (Özer, 1998; as cited in; Çoban, 2005). 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 (Çapri, 2006). 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. Peer supervision is recommended as an effective way for school counselors to cope with their psychological problems such as stress and burnout. Peer supervision is used to deal with psychological and physical problems created in the professional and private lives of psychological counselors. Moreover, it is also used as a way to improve counselors in professional and personal terms (Çoban, 2005).

In the study, the school counselors stated that out-of-field appointments should not be performed. This is in line with findings of some prior studies (for example; Terzi, Ergüner-Tekinal & Leuwerke, 2011). 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 (TCMEB 13. Milli Eğitim Şurası, 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 (TCMEB 15. Milli Eğitim Şurası, 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 and 2011; this fact is a dramatic instance of the difficulty in the practice of the decisions taken.

In the study, the school counselors stated the need for efficient use of time. 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 Doğan (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 Güven (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. As a result of a study, Hatunoglu & Hatunoglu (2006) found that administrators assign out-of-field duties to school counselors. Likewise, a study by Korkut-Owen & Owen (2008) showed that school counselors spend less time on individual counseling, spending greater time on administrative tasks. Significant differences were found between what school counselors ideally think about the use of time and how they actually use it. School counselors who are forced to perform out-of-field duties fail to offer an adequate level of PCG services. As a matter

of fact, the school counselors in the present study stated that they should be given a detailed job definition and not perform tasks that are found in this definition.

In the study, the school counselors stated that the number of school counselors should be sufficient and school counselors should not be employed at schools where they are not permanently staffed. An important reason behind the inadequate level of PCG services offered is the insufficient number of school counselors. In their studies, Yüksel-Şahin (2002) and Hatunoğlu & Hatunoğlu (2006) found that the number of school counselors at schools is inadequate. Recently, appointing school counselors to kindergartens and employing school counselors in all elementary schools were made compulsory, which increased the need for school counselors both at elementary and secondary levels (Doğan, 2001). The insufficient number of school counselors at our schools and particularly the high number of students in many public schools make it impossible for a psychological counselor to offer PCG assistance to all students and their families (Yüksel-Şahin, 2009). 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 (TCMEB Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü, 2007). ASCA suggest an ideal proportion of 1:250.

In the study, the school counselors stated that teachers and administrators should support PCG services and be offered in-service training to be informed about PCG services. 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. In fact, relevant research in the literature (Hamamcı, Murat & Çoban, 2004; Hatunoğlu & Hatunoğlu, 2006) demonstrated that administrators lack adequate knowledge about PCG, have negative opinions and incorrect expectations of duties. On the other hand, Korkut-Owen & Owen (2008), Özabacı, Sakarya & Doğan (2008), Camadan & Sezgin (2012), Karataş & Polat (2013) and Sürücü & Yavuz (2013) found in their research that school principals perceive PCG services as important. Administrators and teachers will support school counselors if they have sufficient knowledge, positive views, and a fair expectation of duties about PCG. Then, teachers will apply classroom guidance activities as they believe in their importance. They will work as a team with the psychological counselor. In the study, the school counselors stated that teachers neglect performing classroom guidance activities. The results reported in the relevant research (Güven, 2009; Nazlı, 2003; Terzi, Ergüner-Tekinal & Leuwerke, 2011) also revealed that teachers do not take proper care and interest in guidance activities and lack the necessary skills to perform guidance practices. Alongside teachers, administrators are also crucial in effective implementation of PCG practices. Administrators with the right approach to PCG will provide the human and material conditions required. In fact, the school counselors in the study stated that physical facilities should be adequate and appropriate for PCG services. Hamamcı, Murat & Çoban (2004) research revealed that school counselors experience problems with school management about provision and copying of necessary tools and materials and allocation of a proper office for counseling.

In order to build a common and adequate PCG notion in teachers and administra-

tors, who are influential in conducting PCG services in cooperation as a team, the PCG courses offered in Education Faculties should be taught by academic staff trained in the field of PCG. On the other hand, school counselors should work as social change agents at schools. In view of the relevant literature, school counselors are now expected to support and lead the change in schools as social change agents; canalize school personnel and teachers in particular (Ametea & Clark, 2005); and to act as school leaders (Ametea & Clark, 2005; Fitch & Marshall, 2004).

Furthermore, the school counselors in the study stated that they should not be supervised by school principals. They also state that they want to be independent from school management and supervised by a separate administrator who is competent in the field of PCG. It is clear that administrators with theoretical and applied knowledge about PCG who take and fulfill their responsibilities will support the work of school counselors and work as team.

5. References

- Akgün, E. (2010). The evaluation of school guidance services from the perspective of preschool teachers. *Elementary Education Online*, 9 (2), 474-483.
- Amatea, E. S. & Clark, M. A. (2005). Changing schools, changing counselors: a qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling*, 9 (1), 16-27.
- ASCA-American School Counselor Association (2007). *Careers / Roles*. Retrieved January 4, 2007, from <http://www.schoolcounselor.org>.
- Balcı, A. (2009). *Sosyal bilimlerde araştırma (Research methods for the social sciences)*. Ankara: Pegem.
- Baysal, A. (2004). Psikolojik danışma ve rehberlikte başlıca hizmet türleri (The main service types in psychological counseling and guidance). In A. Kaya, Ed., *Psikolojik danışma ve rehberlik* (pp. 35-62). Ankara: Anı Yayıncılık.
- Bobby, C. & Culbreth, J. R. (2007). The Council For The Accreditation Of Counseling And Related Educational Programs (CACREP). In R. Özyürek, F. Korkut-Owen & D. W. Owen, Eds., *Gelişen psikolojik danışma ve rehberlik* (pp. 55-66). Ankara: Nobel Yayın.
- CACREP - The Council for Accreditation of Counseling and Related Educational Programs (2009). *2009 Standarts*. Retrieved May 05, 2010, from <http://www.cacrep.org/doc/2009>.
- Camadan, F.& Sezgin, F. (2012). A qualitative research on perceptions of primary school principals about school guidance services. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4 (38), 199-211.
- Can, G. (1998a). *İlköğretimde Rehberlik (Guidance in Elementary School)* In A. Hakan, Ed., *Eğitim bilimlerinde yenilikler* (pp. 109-123). Eskişehir: Anadolu Üniversitesi, Açık Öğretim Fakültesi Yayınları, No 559.
- Can, G.(1998b). Çağdaş İnsanın Yetiştirilmesinde Aile ve Okulun Rolü (The Role Of Family And School In Educating Modern Man). In G. Can, Ed., *Çağdaş yaşam ve çağdaş insan* (pp. 111-129). Eskişehir: Eskişehir: Anadolu Üniversitesi Yayınları, No: 1020.
- Can, G. (2002). *Rehberlik (Guidance)*. Eskişehir: Anadolu Üniversitesi Yayını No: 1371.
- Canel, A. N. (2007). Eğitimde Rehberlik Hizmetlerinin Yeri ve Önemi (The Place and Importance of Guidance Services in Education). In B. Aydın, Ed., *Rehberlik* (pp. 117-151). Ankara: Pegem Yayıncılık.

- Çaprı, B. (2006). Tükenmişlik ölçeğinin Türkçe uyarlaması: geçerlik ve güvenirlik çalışması (Turkish adaptation of the burnout measure: a reliability and validity study). *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2 (1), 62-77.
- Çakır, M. A. (2004). Mesleki karar envanterinin geliştirilmesi (The development of career decision inventory). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 37 (2), 1-14.
- Çoban, A. E. (2005). Psikolojik danışmanlar için meslektaş dayanışması (Peer supervision for school counselor). *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1 (1), 167-174.
- Demir, M. (2010). Sınıf Rehber Öğretmenlerinin Rehberlik Anlayışları ve Rehberliğe Yönelik Tutumları (Perception And Attitudes Of Teachers With Guidance Responsibilities About Counseling And Guidance). Unpublished master's thesis, Anadolu University, Institute of Educational Sciences, Eskişehir, Turkey.
- Doğan, S. (2001). Okullarda psikolojik danışma ve rehberlik hizmetleri nasıl yapılandırılabilir? (How can psychological counseling and guidance services be configured in schools?). *VI. Ulusal Psikolojik Danışma ve Rehberlik Kongresi*. Ankara: ODTÜ Eğitim Fakültesi.
- Doğan, S. & Erkan, S. (2001). Türkiye'de psikolojik danışman eğitimi profili: mevcut durum, Sorunlar ve çözüm önerileri (The school counselor education profile in Turkey: the present status, problems and solution suggestions). *VI. Ulusal Psikolojik Danışma ve Rehberlik Kongresi*. Ankara: ODTÜ Eğitim Fakültesi.
- Ergene, T. (2011). Sağlık meslekleri arasında sayılma girişimimiz (Our effort to be named among health professions). *Türk PDR Derneği*. Retrieved April 04, 2011, from <https://www.pdr.org.tr>.
- Ersever, O. G. (1992). İlköğretimde açık okul sistemi ile psikolojik danışma ve rehberlik anlayışı (Open school system in elementary school with understanding of guidance and counseling). *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 8, 127-132.
- Esmer, A. (1985). Orta Dereceli Okullarımızda Rehberlik Programını Uygulanmasına İlişkin Problemler: Kütahya İlinde Bir İnceleme (The Problems Regarding the Application of Guidance Program in Our Secondary Schools: A Research in the Province of Kutahya). Unpublished master's thesis, Ankara University, Institute of Social Sciences, Ankara, Turkey.
- Fitch, T. & Marshall, J. L. (2004). What counselor do in high-achieving schools: a study on the role of the school counselor. *Professional School Counseling*, 7(3), 172-177.
- Gladding, S. T. (2013). *Psikolojik danışma: kapsamlı bir meslek (Counseling: a comprehensive profession)* (Trans Ed: N. Voltan-Acar). Ankara: Nobel Yayınları.
- Görkem, N. (1985). Öğrencilerin Rehberlik Uzmanlarından Gördükleri Hizmetlerle Bekledikleri Hizmetler Arasındaki Fark. (The Difference Between the Services the Students Receive From Psychological Counselors and the Services They Expect to Receive). Unpublished master's thesis, Ankara University, Institute of Social Sciences, Ankara, Turkey.
- Güven, M. (2003). Psikolojik danışmanların okul yöneticileri ile ilişkilerinin değerlendirilmesi (The evaluation of the relations between school counselors and school headmasters). In H. Atılğan & M. Saçkes, Eds., *VII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi Bildiri Özetleri Kitabı* (pp. 102). Ankara: Türk Counseling And Guidance Services.
- Güven, M. (2009). Millî Eğitim Bakanlığı müfettişlerinin okul rehberlik hizmetleri ve denetimiyle ilgili görüşleri (The opinions of the Ministry of National Education inspectors about school guidance services and supervision of these services). *The Journal of International Social Research*, 2 (9), 171-179.

- Güvendi, M. (2000). İlköğretim okulları ikinci kademesinde yürütülmekte olan rehberlik etkinlikleri ve öğrenci beklentilerine ilişkin bir araştırma (A research concerning the guidance activities performed in the second level of elementary education and the student expectations). *Pamukkale Üniversitesi, Eğitim Fakültesi Dergisi*. Retrieved September 12 2008, from <http://egitimdergi.pamukkale.edu.tr/>
- Gysberg, N. & Henderson, P. (1997). *Comprehensive Guidance Programs That Work-II*. Greensboro:Eric Cass Publication.
- Hackney, H. & Cormier, S. (2008). *Psikolojik Danışma İlke ve Teknikleri: Psikolojik Yardım Süreci El Kitabı (Professional Counselor: A Process Guide to Helping)*. (Trans: T. Ergene ve Aydemir, S.S.). Ankara: Mentis Yayıncılık.
- Hamamcı, Z., Murat, M. & Çoban, A. (2004). Gaziantep'teki okullarda çalışan psikolojik danışmanların mesleki sorunlarının incelenmesi (Examining the career problems of school counselors in Gaziantep). *13.Ulusal Eğitim Bilimleri Kurultayı Bildiri Özetleri*, 201.
- Hatunoğlu, A. & Hatunoğlu, Y. (2006). Okullarda verilen rehberlik hizmetlerinin problem alanları (The problem areas of guidance services offered at schools). *Kastamonu Eğitim Dergisi*, 14 (1), 333-338.
- İlgar, Z. (2004). Rehberliğin başlıca türleri (The main types of guidance) In G. Can, Ed., *Psikolojik danışma ve rehberlik* (pp. 28-46). Ankara: Pegem Yayıncılık.
- Jackson, S. A. (2000). Referrals to the school counselor: a qualitative study. *Professional School Counseling*, 3 (4), 277-286.
- Karataş, H. & Polat, M. (2013). Okul yöneticilerinin rehberlik hizmetlerine bakış açıları üzerine okul rehber öğretmenlerinin görüşleri (Perceptions of school guidance teachers on school administrators' perspectives about guidance services). *Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 1(1), 105-123.
- Kıral, B. & Kıral, E. (2011). *Karma araştırma yöntemi (Mixed research design)*. 2nd International Conference on New Trends in Education and Their Implications. Antalya, Turkey.
- Korkut, F. (2003). Rehberlikte önleme hizmetleri (Prevention in guidance). *S.B.E.Dergisi*, 9, 441-452.
- Korkut, F. (2004). *Okul temelli önleyici rehberlik ve psikolojik danışma (School base preventive counselling and guidance)*. Ankara: Anı Yayıncılık.
- Korkut, F. (2007). Psikolojik danışmanların mesleki rehberlik ve psikolojik danışmanlık ile ilgili düşünceleri ve uygulamaları (Counselors' thoughts and practices related to career guidance and counseling). *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32, 187-197.
- Korkut-Owen, F. (2007). Psikolojik danışma alanında mesleklaşma ve psikolojik danışman eğitimi: ABD, Avrupa Birliği ülkeleri ve Türkiye'deki durum. (Professionalism in counseling and counselor education: current status in the United States, European Union Countries and Turkey). In R. Özyürek, F. Korkut-Owen & D. W. Owen, Eds., *Gelişen Psikolojik Danışma ve Rehberlik* (pp. 95-121). Ankara: Nobel Yayın.
- Korkut-Owen, F. & Qwen, D. (2008). School counselor's role and functions: school administrators' and counselors' opinions. *Ankara University, Journal of Faculty of Educational Sciences*. 41(1), 207-221.
- Korkut-Owen, F., Owen, D. & Kararımak, Ö. (2013). *Okul psikolojik danışmaları için el kitabı (Handbook for school counselors)*. Ankara: Anı Yayıncılık.
- Kuhn, L. (2004). Student Perceptions of School Counselor Roles and Functions. Unpublished master's thesis. University of Maryland, Baltimore.
- Morrisette, P. (2000). School counselor well-being. *Guidance and Counseling*, 16 (1), 2-9.

- Myrick, R. D. (2003). *Developmental guidance and counseling: a practical approach*. Minneapolis: Educational Media Corporation.
- Nazlı, S. (2003). Öğretmenlerin kapsamlı / gelişimsel rehberlik ve psikolojik danışma programını algılamaları ve değerlendirmeleri (Perceptions and evaluations of teachers on comprehensive/ developmental guidance and psychological counseling programs). *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10, 132-145.
- Nazlı, S. (2007). Psikolojik danışmanlarının değişen rollerini algılayışları (School counselors' perception of their changing roles). *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10 (18), 1-17.
- Nugent, F. A. (1990). *An introduction to the profession of counseling*. Ohio: Merrill Publishing Company.
- Özabacı, N., Sakarya, N. & Doğan, M. (2008). The Evaluation of the School Administrators' Thoughts about the Counseling and Guidance Services in Their Own Schools. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11 (19), 8-22.
- Özçelik, İ., İskender, M. & Palancı, M. (2000). İlköğretim okullarında rehberlik hizmetlerinin değerlendirilmesi (The Evaluation of Guidance Services in Elementary Schools). *Pamukkale Üniversitesi, Eğitim Fakültesi Dergisi*, 8.
- Özyürek, R. (2010). Identification of the application of school counseling practices carried out by students in counseling and guidance undergraduate program. *Eğitim ve Bilim*, 35 (156), 160-174.
- Paisley, P. O. & Mc Mahon, H. G. (2001). School counseling for the 21.st century: challenges and opportunities. *Professional School Counseling*, 5 (2), 106-116.
- Poyraz, C. (2007). Ortadereceli okullarda yürütülen rehberlik hizmetleri üzerine bir araştırma (A study On Counseling Services At High Schools). Unpublished doctoral thesis, İstanbul University, Institute of Social Sciences, İstanbul, Turkey.
- Quast, C. (2003). *Parents' Perceptions Of The Role And Function Of a High School Guidance Counselor*: Unpublished master's thesis, Wisconsin University, Wisconsin.
- Rayle, A. D. (2006). Do school counselors matter? Mattering as a moderator between job stress and job satisfaction. *Professional School Counseling*, 9 (3), 206-215. Retrieved April 11, 2006, from EBSCO database.
- Rowley, W. J. (2000). Expanding collaborative partnerships among school counselors and school psychologists. *Professional School Counseling*, 3 (3), 224-228.
- Schweiger, W. K.; Hinkle, J. S. & Parades, D. M. (2007). NBCC and counselor professional identity development. In R. Özyürek, F. Korkut-Owen & D. W. Owen, Eds., *Gelişen psikolojik danışma ve rehberlik* (pp. 67-79). Ankara: Nobel Yayın.
- Şeker, M. (2010). *İstanbul'da yaşam kalitesi araştırması (Research on life quality in Istanbul)*. İstanbul: İTO Yayınları, Yayın No: 2010-103
- Sürücü, A. & Yavuz, M. (2013). Evaluation of the interaction between school principal and guidance counsellor in conducting counselling services. *International Journal Of Social Science*, 6 (4), 1029-1047.
- TCMEB, 13. Mili Eğitim Şurası (13th National Education Council). (1990). Retrieved January 29, 2007, from <http://ttkb.meb.gov.tr/secmeler/sura/sura.html>.
- TCMEB, 15. Mili Eğitim Şurası (15th National Education Council). (1996). Retrieved January 29, 2007, from <http://ttkb.meb.gov.tr/secmeler/sura/sura.html>.
- TCMEB, Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü. (2007). *Rehberlik ve psikolojik danışma hizmetleri (Counseling and guidance services)*. Genelge No: 2004. Retrieved January 29, 2008, from <http://www.meb.gov.tr>.

- Terzi, Ş., Ergüner-Tekinalp, B. & Leuwerke, W. (2011). The evaluation of comprehensive guidance and counseling programs based on school counseling and guidance services model by school counselors. *Pegem Journal of Education and Instruction* 1(1), 51-60.
- Türk Psikolojik Danışma ve Rehberlik Derneği Basın Bildirisi (Press Notification of Turkish Psychological Counseling and Guidance Association) (2011). Retrieved May 23, 2011, from <https://www.pdr.org.tr>.
- Uslu, M. & Arı, R. (2005). Psikolojik danışmanların danışma beceri düzeylerinin incelenmesi (Examination of the Levels of Counseling Skills among Psychological Counselors). *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 509-519.
- Uz-Baş, A. (2007). Rehberlikte Hizmet Türleri (Service Variety in Guidance). In B. Aydın, Ed., *Rehberlik* (pp 82-116). Ankara: Pegem Yayıncılık.
- Yalçın, İ. (2006). 21. yüzyılda psikolojik danışman (Counselor in the 21st Century). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 39 (1), 117-133.
- Yeşilyaprak, B. (2001). *Eğitimde rehberlik hizmetleri (Guidance services in education)*. Ankara: Nobel Yayın.
- Yıldırım, A. & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri (Qualitative research methods for the social sciences)*. Ankara: Seçkin Yayıncılık.
- Yüksek Öğretim Kurulu (YÖK- Higher Education Council) (2007). *Eğitim fakültelerinde uygulanacak yeni programlar hakkında açıklama (Statement about the new applicable programs in education faculties)*. Retrieved May 20, 2008, from <http://www.yok.gov.tr>.
- Yüksel-Şahin, F. (2002). Bazı değişkenlerin yönetici adaylarının, okul psikolojik danışmanlarından görev beklentileri düzeylerine etkisi (The effect of some variables on the school headmasters' level of duty expectation of the school counselors). *Eğitim ve Bilim Dergisi*, 27 (123), 13-21.
- Yüksel-Şahin, F. (2008). Evaluation of school counseling and guidance services based on views of high school students. *International Journal of Human Sciences*, 5 (2), 1-26.
- Yüksel-Şahin, F. (2009). İlköğretimde psikolojik danışma ve rehberlik hizmetleri (Counseling and guidance services in elementary school). *E-Journal of New World Sciences Academy (NWSA)*, 4 (2), 372-394.
- Yüksel-Şahin, F. (2012). An Evaluation Of The Decisions Taken About Psychological Counseling And Guidance In The Turkish National Education Councils (1939-2010). *Journal of Social Studies Education Research*, 3 (1), 95-118.