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Counselors' Psychological Counseling Skills And Attitudes Towards Providing Counseling Help On Professional Satisfaction*

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Abstract

In training of qualified counselors and supporting their individual and professional development, it is considered important to reveal the quality of the relationship between the counseling skills of psychological counselors and their attitudes towards providing psychological help and their professional satisfaction. In this context, it was investigated whether there is a significant difference in psychological counselors' professional satisfaction, counseling skills, and attitudes towards providing counseling assistance in terms of their views on the efficiency of the courses of individual and group counseling practice, counseling principles and techniques or their equivalents. In addition, the effects of psychological counselors' counseling skills and their attitudes towards providing counseling help on their professional satisfaction are examined. For this purpose, 309 school counselors from different levels of educational institutions constitute the study group. Occupational Satisfaction Scale (OSS), Counseling Self-Estimate Inventory (COSI), Attitude Scale Towards Giving Psychological Counseling Helping (ASTGPCH) and Personal Information Form were used to collect data. Significant differences were found from nonparametric analysis of opinions of efficiency of the course of individual and group counseling, as well as the principles and techniques of psychological counseling course. Analyzed by multiple regression, counselor's counseling skills and attitudes toward counseling services explain their professional satisfaction by 20.9%. All evaluated together, quality of the education received by psychological counselors during their undergraduate education, their psychological counseling skill competencies and their positive attitudes towards providing psychological counseling help were found important factors in terms of their professional satisfaction.

Keywords: Counseling skills, counseling help, professional satisfaction.

Introduction

Successful completion of the psychological counseling process depends on the relationship quality between the psychological counselor and the client (Cormier & Hackney, 2018). The psychological counseling relationship is defined as confidential, protected, safe, and healing, which is quite different from the relationship between family members, close friends, and non-professional individuals (Cormier & Hackney, 2018). The foundation of the unique assisting relationship is based on the theoretically individual-centered approach in psychological counseling (Cormier & Hackney, 2018). In the psychological counseling process, the psychological counselor stays important as an effective therapeutic force for establishing a therapeutic relationship and achieving behavioral goals (Voltan-Acar, 2015). The favorable attitude of the psychological counselor toward providing assistance will intensify the effectiveness of the process and the quality of the relationship (Aslan et al., 2018a).

Providing effective assistance to people, having communication and counseling skills, and understanding human behavior are included among the expectations of the students in psychological counseling and guidance undergraduate programs regarding the competencies that they are required to possess (Aslan et al., 2018b). The competencies that students must acquire upon the completion of the program, the knowledge obtained through theoretical education, and the skills that they are expected to possess reveal the characteristics of a well-equipped psychological counselor (Aslan et al., 2018b). In this sense, psychological counselor skills stand out as a factor that affects the adaptation and development of clients who prevail as targets of psychological counseling and guidance services. The significance of the personal competencies and skills of counselors originates from the gravity of the education they receive. In the psychological counseling process, there is a professional interaction between the psychological counselor who is trained and acquired expertise on this subject, and the client (Uslu, 2005). The inability to provide adequate quality and quantity of psychological counseling

services to students in schools, which are among the prominent institutions where psychological counseling services are provided, negatively influences the academic and social issues that students may encounter in the years ahead (Aslan et al., 2018a).

Therapeutic approaches and interventions encompass psychological counseling theories and the skills of applying the strategies, interventions, as well as techniques of such theories (Cormier & Hackney, 2018). For effective psychological counseling to be successful, the counselor must prove his/her competence in psychological counseling skills. To ensure this competence, the most crucial responsibility of the trainers of psychological counselors is to train and teach psychological counselors who are novices in the profession (Aladağ, 2013).

Differences in study programs amongst educational institutions, counselor candidate and supervisor communication, their prospect of receiving adequate supervision, qualifications of the instructors teaching the course, lack of role models, ethical standards, adequate distribution of theoretical and applied courses, internship opportunities, practice rooms, and sufficient supply of course tools and equipment, etc., can be mentioned when considering the items that are effective in the training of psychological counselors (Uslu, 2005).

Training effective psychological counselors dwell at the center of psychological counselor education. Therapeutic approaches and interventions, technical and cognitive skills are emphasized considerably, and the benefits of skills training and supervision are indicated for the competence of the psychological counselors. In the process of skills training, in-class training should be integrated with psychological counseling practices which are the most basic elements. Participating in applied psychological counseling processes and supervision provides students with the opportunity to apply what they have acquired and develop their own self-awareness (Aladağ & Bektaş, 2009). In addition to their personal professional feelings and professional commitments, psychological counselors strive to achieve the standard that lies between competence and excellence. To exceed the minimum acceptable level in terms of proficiency, they advance their skills and improve themselves by obtaining training in numerous fields (Bond, 2021).

The personal and professional sense of competence of psychological counselors influences their explicit and implicit behaviors. Psychological counselors who feel inadequate also experience the feeling of failure (Savicky & Cooley, 1982 as cited in İkiz, 2006), and they doubt and question their competence, regardless of the education they have received and the experience they have accumulated. This emerges as an issue that prevents psychological counselors from providing psychological counseling assistance to clients in line with their education and competence. Hesitation in questioning their competence not only prevents the psychological counselor from dwelling on issues that exceed his education and competence but also stops him/her from becoming self-confident (Ikiz, 2006).

Corey (2008) stated that the attitude and personality characteristics of a psychological counselor were emphasized when defining the characteristics that he/she was supposed to possess. People must make decisions in many situations throughout their lives and may naturally experience anxiety in some settings. Psychological counseling services try to assist individuals in coping with such situations (Can, 2019). The attitudes of psychological counselors during psychological counseling services are reflected in their behavior and it is predicted that it will influence the progress towards the successful conclusion of the process.

The therapeutic relationship, which is critical in the psychological counseling process, is also influenced by the conduct and attitudes of the people providing psychological counseling services during this process (Voltan-Acar, 2015). It is thought that psychological counselors with positive attitudes will favorably affect the quality of the help they give to the client and will also increase the satisfaction of the counselor (Aslan et al., 2018a). It is believed that it is significant for the psychological counselor to have a favorable attitude in being able to include himself in the session, intervene effectively, and accurately organize the information brought by the client to the session (Aslan et al., 2018a).

On the other hand, while people meet their basic physiological needs through professional activities and financial gain, they also meet their social and psychological needs such as productivity, display of talent, self-improvement, and maintaining a status in society. For a healthy person, being a member of a profession that suits his/her nature and personality and working in a business environment brings happiness. In this context, professional satisfaction has become the subject of research examined by career psychological counselors and industrial psychologists as people's happiness in their professional lives also influences their happiness in their regular lives (Kuzgun et al., 2012).

It is believed that psychological counselors who maintain a positive attitude towards psychological counselor assistance will favorably influence the quality of the help they provide to the client as well as intensify the satisfaction of the counselor. Among the most important factors affecting professional satisfaction is having a positive attitude about the profession (Aslan et al., 2018a). The attitudes of individuals towards their profession, the institution they are employed at, and their own personal activities are seen as significant factors influencing professional satisfaction (Cherniss, 1980; as cited in İkiz, 2010). An increase in professional satisfaction, gratification, state of well-being, and success provides not only individual benefits but also organizational achievement in terms of work efficiency and productivity (Ekşi et al., 2015). Different results were observed in numerous studies examining the professional sense and job satisfaction of psychological counselors in our country. In some studies, it has been observed that counselor self-efficacy and listening skills predicted job satisfaction significantly (Ekşi et al., 2015) and that there was a moderately significant relationship between the level of professional satisfaction and professional development efforts (Kocabaş, 2019). In Uslu's (1999) study, while there was a significant difference between those who were professionally and partially competent, no significant difference was found between competent and fully competent. Kocayörük (2000), Köksal (2019), and Taşdelen-Karçkay (2008) found that there was no significant difference between professional competence and the undergraduate program studied and professional satisfaction. It has been discovered in studies conducted abroad that while psychological counselors with high levels of self-confidence provided more effective psychological assistance to their clients (Wiggins & Giles, 1984); possessing a high level of self-efficacy positively predicted professional satisfaction (Baggerly & Osborn, 2006; Boon et al., 2015).

Psychological counselors' consideration of themselves as inadequate in their professional lives and being employed in a challenging work environment negatively affects their enjoyment of their work and professional satisfaction. Their thoughts and attitudes towards their work are reflections of their reactions to the job. Studies also revealed that positive thoughts and attitudes intensified professional satisfaction (Ekşi et al., 2015). In this regard, it becomes vitally important to investigate issues such as

the quality of the education psychological counselors receive, their professional self-efficacy, and the situations that prevent them from providing psychological counseling services. Experienced psychological counselors are experts who can develop a consistent style with their clients while remaining in the process with them. It reflects personality traits and psychological counseling experiences. Guiding principles and skills are necessary for psychological counselors to establish therapeutic relationships. When the psychological counselor is inconsistent in the way s/he manages the counseling process, the client may not be able to easily involve himself/herself in the process as s/he considers the counselor to be indecisive (Hackney & Cormier, 2008). In this case, it is thought that the psychological counselor will not be able to provide any benefit to the client and will experience dissatisfaction in terms of professional satisfaction due to the feeling of inadequacy.

In this context, as mentioned above, there are limited studies examining the training and qualifications of psychological counselors and their psychological counseling skills although there are studies examining the professional self-efficacy, attitudes towards the profession, and professional satisfaction of psychological counselors. According to Yaka (2011), although the history of psychological counseling education in Turkey dates back approximately fifty years, there is no psychological counseling skills training program with a specific theoretical basis, systematic, effective, and suitable for psychological counselor education. He stated that the significance of qualified psychological counseling skills training within general psychological counselor education in Turkey was not properly perceived. He emphasized that there was a need for research to train effective psychological counselors and increase psychological counseling skills training. In this context, it was believed that examining the efficiency opinions regarding the basic practice courses offered in psychological counselor education together with the competencies, attitudes and professional satisfaction of psychological counselors could contribute to the quality of the education offered and the prominence of the relevant courses. It was considered crucial to reveal the factors affecting the quality of services for the professional development of psychological counselors. The basic courses that psychological counselors took during their training and learned about the psychological help process and the extent to which they considered them to be useful provide information about the quality of the training they underwent. In light of this information, it was thought that it could contribute to the examination of the curriculum from a different perspective. Similarly, it was deemed important to evaluate the competence of psychological counselors in psychological counseling skills, which are examined within the framework of self-efficacy, with a measurement tool related to the psychological counseling skills they possess, and its relationship with occupational satisfaction.

In this context, this research aimed to highlight the importance of compulsory course programs on psychological counseling skills in the undergraduate education process of the psychological counseling and guidance department, to contribute to the efficiency of compulsory course programs for individual and group psychological counseling practices, to render the attitudes of psychological counselors towards providing psychological counseling services positive for education, and to be able to offer suggestions for training professional staff and supporting their professional development as well as to improve occupational conditions. It was deemed significant to train qualified psychological counselors and to obtain data that will support individual and professional development in this regard, to examine the psychological counseling skills of psychological counselors, their attitudes towards providing psychological counseling assistance, and their relationship with professional satisfaction and for the development of the psychological counseling and guidance profession and its staff.

In light of this, the main objective of this study was to examine the professional satisfaction of psychological counselors who are employed at different institutions affiliated with the Ministry of Education (primary school, secondary school, secondary education levels, and the Guidance and Research Center) and graduated from different education programs (Psychological Services in Education, Program Development and Instruction in Education) together with the factors influencing the professional satisfaction of psychological counselors, their counseling skills and attitudes towards providing psychological counseling assistance, and whether or not their views differed on the effectiveness of two basic courses in psychological counselor education (e.g. individual and group counseling practice; psychological counseling principles and techniques) or undergraduate courses that are thought to be equivalent. Secondly, to investigate the predictive power of psychological counselors' psychological counseling skills and attitudes towards providing psychological counseling assistance to their professional satisfaction

Method

Research Model

Studies that collect data to determine certain characteristics of a group are defined as survey research (Büyüköztürk et al., 2019). In this context, this study is a relational screening model examining whether two or more variables changed together and, if so, how this change occurred (Karasar, 2009). The data collection in this study was carried out through administrating surveys and their analysis by a computer application (Büyüköztürk et al., 2019).

Study Group

The convenience sampling method, one of the non-random sampling methods, was used in line with the scope of the study. This method was selected for the purpose of reaching more professionals as hybrid education was still in progress while conducting the study, the opportunity to collect face-to-face data in schools was limited, and the data size was vast and massive. Considering the target population of the study, careful attention was paid to including professional staff who actively provide school psychological counseling services in public and private institutions in various provinces of Turkey.

Following the ethics committee's approval from the relevant university in the Fall Semester of the 2020-2021 Academic Year, the data collection instrument was transferred to the electronic environment via "Google Forms" application software between January and April 2021 and was sent to the participants online. Participants were asked to take part in the study on a voluntary basis and received written information about the study. They were informed that the items of the data collection tools could be answered in an average of 15-20 minutes.

The population of the study consisted of psychological counselors and graduates of psychology and other undergraduate programs (Program Development and Instruction in Education, Curriculum and Instruction) who worked and studied actively in the 2020-2021 academic year. The sample of the study consisted of 359 people who participated voluntarily; however, a total of 50 participants could not be included in the analysis part of the study as they were not actively employed (7 people), graduated from different departments (8 people), their field of study was not from the specified educational institutions (30 people) and they were extreme data (5 people). In the end, the study was

carried out with the participation of 309 school psychological counselors working at different types and levels of institutions. Descriptive statistical information about the study group was shown in Table 1.

Table 1. *Descriptive statistics about the study group*

Variables		N	%
Gender	Male	79	25.6
	Female	230	74.4
Type of Institution They are Employed at	Public	258	83.5
	Private	51	16.5
Individual Counseling Practice Course	Wasn't productive	26	8.4
	Somewhat productive	90	29.1
	Productive	193	62.5
Grup Counseling Practice Course	Wasn't productive	34	11.0
	Somewhat productive	118	38.2
	Productive	157	50.8
Principles and Techniques of Counseling Course	Wasn't productive	22	7.1
	Somewhat productive	83	26.9
	Productive	204	66.0
Level of School They are Employed at	Preschool	23	7.4
	Primary School	75	24.3
	Secondary	97	31.4
	Secondary Education	93	30.1
	GRC	21	6.8
Years of Service in the Profession	0-5 years	145	46.9
	6-10 years	89	28.8
	11-15 years	26	8.4
	15 years and +	49	15.9
Department They Graduated from	GPC	295	95.5
	Psychology	11	3.6
	Other	3	.9

GRC: Guidance and Research Centers, GPC: Guidance and Psychological Counseling

As seen in Table 1, the study group consisted of a total of 309 people including 79 (25.6%) men and 230 (74.4%) women. While 258 (83.5%) of the participants worked in public schools, 51 (16.5%) of them worked in private schools. While 26 (8.4%) of the participants stated that the individual psychological counseling course they took at the undergraduate level was not productive, 90 (29.1%) of them declared that it was somewhat productive, and 193 (62.5%) of them stated that it was productive. Similarly, 34 (11%) of the participants asserted that the group psychological counseling course they took at the undergraduate level was not productive, 118 (38.2%) of them thought that it was somewhat productive, and 157 (50.8%) of them believed that it was productive. In addition, 22 (7.1%) of the participants believed that the psychological counseling principles and techniques course they took at the undergraduate level was not productive, 83 (26.9%) of them thought it was somewhat productive, and 204 (66%) believed it was productive.

Considering the level of the school where the participants were employed, 23 (7.4%) of them were seen to work in kindergarten, 75 (24.3%) of them were in primary school, 97 (31.4%) of them were employed at secondary school, 93 (30.1%) of them were in secondary education and 21 (6.8%) of them worked at Guidance and Research Centers. Additionally, 145 (46.9%) of the participants had been working for 0-5 years, 89 (28.8%) of them were working for 6-10 years, 26 (8.4%) of them had been working for 11-15 years and 49 (15.9%) of them had been working for 15 years or more.

Data Collection Tools

"Personal Information Form", "Occupational Satisfaction Scale (OSS)", "Counseling Self-Estimate Inventory (COSI)", and "Attitude Scale Towards Giving Psychological Counseling Helping (ASTGPCH)" were used as data collection tools in the study. The personal information form was prepared by the researcher. Information about data collection tools was presented below.

Occupational Satisfaction Scale

"Occupational Satisfaction Scale" was developed by Kuzgun, Sevim, and Hamamcı in 1998 as a result of a study conducted with the participation of 114 people to determine how satisfied individuals working in any job were in being employed in that profession. The scale was in a five-point Likert scale format and consisted of 20 items. Positive items were scored as A: 5, B: 4, C: 3, D: 2, and E: 1, and negative items as A: 1, B: 2, C: 3, D: 4, and E: 5. Most of the items in the scale were related to the essence of professional activities. It was accepted that if the scores obtained were high, individuals' professional satisfaction, i.e., the satisfaction they received from the essence of the job, would also be high. When examining the coefficients regarding the reliability of the scale, it was concluded that the coefficient value for the entire scale was .90 and the internal consistency (Cronbach Alpha) coefficient value was .91. The reliability coefficient of the Occupational Satisfaction Scale was found to be .91 in line with the data obtained within the scope of this study.

Counseling Self-Estimate Inventory

Counseling Self-Estimate Inventory (COSI), developed by Larson and Daniels in 1992 to measure the counselor self-efficacy levels of school counselor candidates, was adapted into Turkish by Gençdoğan and Özpolat in 2007. The study included 262 volunteer participants, including psychological counseling and guidance department students, psychiatrists, and psychologists. The scale consists of 37 items and 5 sub-dimensions: "Basic Therapeutic Communication Skills", "Analytical Skills", "Difficult Clients and Sociocultural Differences", "Being Neutral in the Counseling Process" and "Ability to Manage the Counseling Process". In the adapted version, the internal consistency coefficients of the scale were found to be .32 at the lowest and .92 at the highest level, which was significant at the $p < .05$ level (Gençdoğan & Özpolat, 2007). The reliability coefficients of the sub-dimensions of the scale (Cronbach Alpha) were found to be .88 for basic therapeutic communication skills, .85 for analytical skills, .72 for difficult clients and sociocultural differences, .76 for being neutral in the counseling process, .73 for being able to manage the counseling process, and the total reliability coefficient (Cronbach Alpha) was .92 within the scope of this study.

Attitude Scale Towards Giving Psychological Counseling Helping

In 2018, Aslan, İnceman-Kara, Kayır, and Kan developed a scale by working with a research group consisting of psychological counselors who provide psychological assistance in schools with 336 4th year students of psychological counseling and guidance department in 104 schools to measure the attitudes of professional members who provide psychological assistance towards providing psychological assistance. The 24-item scale consisted of three factors: "Positive tendency", "Negative tendency" and "Behavioral tendency". It was concluded that the internal consistency coefficient for the entire scale was .94, .93 for the positive trend dimension, .84 for the negative tendency dimension, and .85 for the behavioral tendency dimension. For this study, the reliability coefficients (Cronbach Alpha) of the sub-dimensions of the Attitude Scale Towards Giving Psychological Counseling Helping were

calculated as .88 for positive tendency, .80 for negative tendency, .77 for behavioral tendency, and .90 for total reliability coefficient (Cronbach Alpha).

Personal Information Form

It was a form that included participants' gender, the undergraduate department they graduated from, years of service in their profession, type, and level of the institution they were employed at, whether or not they took "Individual Psychological Counseling Practice, Group Psychological Counseling Practice, Principles and Techniques of Psychological Counseling " or their equivalent undergraduate courses, and if they did, their opinions on the efficiency of these courses. The participants were emphatically asked not to state their first and last names. Within the scope of the Personal Information Form, participants were given brief information about the study content and the people conducting the study.

Data Analysis

Following the implementation of the data collection tools used in the study, the collected data were checked, and 50 deficient and incomplete data were excluded from the evaluation. Data were analyzed with a total of 309 participants remaining in the data set. First, the frequency and percentage distributions of the demographic characteristics of the sample group were extracted, and then \bar{x} , ss , reliability coefficient, skewness, and kurtosis values were calculated for the scores of the Occupational Satisfaction Scale, the Counseling Self-Estimate Inventory and the Attitude Scale Towards Giving Psychological Counseling Helping. SPSS (Statistical Package for Social Sciences) for Windows 22.0 program was used to analyze the data obtained in the study.

As sufficient data could not be obtained in the "Wasn't Productive" sub-group regarding the efficiency opinions of individual and group psychological counseling practice and psychological counseling principles and techniques courses, ($N < 30$) was assumed not to show a normal distribution and Kruskal Wallis and Mann-Whitney U analyses were conducted as non-parametric tests (Büyüköztürk et al., 2019).

Stepwise regression analysis, one of the multiple regression analysis methods, was conducted to analyze whether psychological counseling skills and attitudes toward providing psychological counseling predicted the professional satisfaction of psychological counselors at a significant level.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Bahçeşehir University Scientific Research and Publication Ethics Committee

Date of ethical review decision= 22.10.2020

Ethics assessment document issue number= 20221704-604.01.01

Findings

Kruskal Wallis and Mann-Whitney U test and descriptive statistical analyses regarding the variables of efficiency opinions on individual counseling practice, group counseling practice, and principles and techniques of psychological counseling courses, which were realized through the data collected from the population of the study, and multiple regression analysis results regarding what extent psychological counselors' psychological counseling skills and attitudes towards providing psychological counseling assistance predicted their professional satisfaction was shown in tables and explained in this section.

Findings Regarding the Efficiency Opinions Variable on the Individual Counseling Practice Course

The results and interpretations of the analyses carried out to show whether the total scores of professional satisfaction, psychological counseling skills and psychological counselors' attitudes towards providing psychological counseling assistance were significantly different according to the variable of efficiency opinions on individual counseling practice course were provided in Table 2.

Table 2. Descriptive statistics and Kruskal Wallis test results of OSS, COSI, and ASTGPCH scores according to the efficiency opinions variable on individual counseling practice course.

Dimensions	Categories	N	\bar{X}	SD	S. Mean	χ^2	P	Significant Difference
OSS	Wasn't Productive (A)	26	3.6865	.6862	111.08	13.18	.001*	A-C
	Somewhat productive (B)	90	3.6922	.6579	125.91			
	Productive (C)	193	3.9505	.6386	174.48			
COSI	Wasn't Productive (A)	26	4.1944	.6307	108.38	21.09	.000*	A-C, B-C
	Somewhat productive (B)	90	4.3054	.6576	130.85			
	Productive (C)	193	4.6121	.5886	172.54			
ASTGPCH	Wasn't Productive (A)	26	4.1987	.5849	132.73	25.03	.000*	A-C, B-C
	Somewhat productive (B)	90	4.2843	.5454	130.78			
	Productive (C)	193	4.5723	.3581	169.30			

* $P < .05$

OSS: Occupational Satisfaction Scale, COSI: Counseling Self-Estimate Inventory, ASTGPCH: Attitude Scale Towards Giving Psychological Counseling Helping

As seen in Table 2, the results of the Kruskal Wallis Test are included to determine whether the OSS, COSI, and ASTGPCH scores showed a significant difference compared to the efficiency opinions on individual counseling practice courses. According to the results of these analyses, OSS ($\chi^2 = 13.18$; $p < .05$), COSI ($\chi^2 = 21.09$; $p < .05$) and ASTGPCH ($\chi^2 = 25.03$; $p < .05$) were determined to show a statistically significant difference in line with the efficiency opinions on individual counseling practice course.

According to the results of the Mann-Whitney U-test conducted to determine the significant difference observed in OSS, COSI, and ASTGPCH, there was a statistically significant difference in OSS scores between the group that thought the individual counseling practice course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

In COSI scores, there was a statistically significant difference between the group that thought the individual counseling practice course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$). Additionally, there was a statistically

significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

In ASTGPCH scores, there was a statistically significant difference between the group that thought the individual counseling practice course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$). Additionally, there was a statistically significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

Findings Regarding the Efficiency Opinions Variable on the Group Counseling Practice Course

The results and interpretations of the analyses carried out to show whether the total scores of professional satisfaction, psychological counseling skills and psychological counselors' attitudes towards providing psychological counseling assistance were significantly different according to the efficiency opinions variable on group counseling practice course were provided in Table 3.

Table 3. Descriptive statistics and Kruskal Wallis test results of OSS, COSI, and ASTGPCH scores according to the efficiency opinions variable on group counseling practice course.

Dimensions	Categories	N	\bar{X}	SD	S. Mean	χ^2	p	Significant Difference
OSS	Wasn't Productive (A)	34	3.83	.595	150.06	8.20	.017*	B-C
	Somewhat productive (B)	118	3.74	.654	137.94			
	Productive (C)	157	3.94	.665	168.89			
COSI	Wasn't Productive (A)	34	4.29	.792	132.94	13.03	.001*	A-C, B-C
	Somewhat productive (B)	118	4.37	.587	137.39			
	Productive (C)	157	4.61	.603	173.01			
ASTGPCH	Wasn't Productive (A)	34	4.31	.562	131.07	17.42	.000*	A-C, B-C
	Somewhat productive (B)	118	4.34	.508	134.17			
	Productive (C)	157	4.57	.371	175.84			

* $P < .05$

OSS: Occupational Satisfaction Scale, COSI: Counseling Self-Estimate Inventory, ASTGPCH: Attitude Scale Towards Giving Psychological Counseling Helping

As seen in Table 3, the results of the Kruskal Wallis Test are included to determine whether the OSS, COSI, and ASTGPCH scores showed a significant difference compared to the efficiency opinions on group counseling practice course. According to the results of these analyses, OSS ($\chi^2 = 8.20$; $p < .05$), COSI ($\chi^2 = 13.03$; $p < .05$) and ASTGPCH ($\chi^2 = 17.42$; $p < .05$) were determined to show a statistically significant difference in line with the efficiency opinions on individual counseling practice course.

According to the results of the Mann-Whitney U-test conducted to determine the significant difference observed in OSS, COSI, and ASTGPCH, there was a statistically significant difference in OSS scores between the group that thought the group counseling practice course was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

In COSI scores, there was a statistically significant difference between the group that thought the group counseling practice course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$). In addition, there was a statistically significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

In ASTGPCH scores, there was a statistically significant difference between the group that thought the group counseling practice course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p<.05$). In addition, there was a statistically significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p<.05$).

Findings Regarding the Efficiency Opinions Variable on Principles and Techniques of Psychological Counseling Course

The results and interpretations of the analyses carried out to show whether the total scores of professional satisfaction, psychological counseling skills and psychological counselors' attitudes towards providing psychological counseling assistance were significantly different according to the efficiency opinions variable on psychological counseling principles and techniques course were provided in Table 4.

Table 4. *Descriptive statistics and Kruskal Wallis test results of OSS, COSI, and ASTGPCH scores according to the efficiency opinions variable on principles and techniques of psychological counseling course*

Dimensions	Categories	N	\bar{X}	SD	S. Mean	χ^2	p	Significant Difference
OSS	Wasn't Productive (A)	22	3.73	.681	139.23	16.18	.000*	B-C
	Somewhat productive (B)	83	3.61	.712	123.73			
	Productive (C)	204	3.96	.607	169.42			
COSI	Wasn't Productive (A)	22	4.25	.657	118.41	27.01	.000*	A-C, B-C
	Somewhat productive (B)	83	4.22	.621	118.13			
	Productive (C)	204	4.61	.595	173.95			
ASTGPCH	Wasn't Productive (A)	22	4.34	.437	126.68	34.34	.000*	A-C, B-C
	Somewhat productive (B)	83	4.21	.537	110.47			
	Productive (C)	204	4.56	.392	176.17			

* $P<.05$

OSS: Occupational Satisfaction Scale, COSI: Counseling Self-Estimate Inventory, ASTGPCH: Attitude Scale Towards Giving Psychological Counseling Helping

As seen in Table 4, the results of the Kruskal Wallis Test are included to determine whether the OSS, COSI, and ASTGPCH scores showed a significant difference compared to the efficiency opinions on psychological counseling principles and techniques course. According to the results of these analyses, OSS ($\chi^2= 16.18$; $p<.05$), COSI ($\chi^2= 27.01$; $p<.05$), and ASTGPCH ($\chi^2= 34.34$; $p<.05$) were determined to show a statistically significant difference in line with the efficiency opinions on principles and techniques of psychological counseling course.

According to the results of the Mann-Whitney U-test conducted to determine the significant difference observed in OSS, COSI, and ASTGPCH, there was a statistically significant difference in OSS scores between the group that thought the psychological counseling principles and techniques course was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p<.05$).

In COSI scores, there was a statistically significant difference between the group that thought the psychological counseling principles and techniques course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p<.05$). Additionally,

there was a statistically significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

In ASTGPCH scores, there was a statistically significant difference between the group that thought the psychological counseling principles and techniques course was not productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$). Additionally, there was a statistically significant difference between the group that thought it was somewhat productive and the group that thought it was productive, in favor of the group that thought it was productive ($p < .05$).

Findings of Multiple Regression Analysis on the extent to which Psychological Counseling Skills and Attitude Towards Providing Psychological Counseling Predicted Professional Satisfaction

Multiple regression analysis was conducted to determine the extent to which psychological counselors' counseling skills and attitudes toward providing psychological counseling assistance predicted their professional satisfaction. To perform stepwise regression analysis, one of the multiple regression analysis methods, first, a test was conducted to determine whether the assumptions of ensuring multivariate normality and linearity and the absence of multicollinearity problems were met, and it was seen as a result of the analysis that the assumptions were met. To measure the Occupational Satisfaction Scale (OSS), the Counseling Self-Estimate Inventory (COSI), and the Attitude Scale Towards Giving Psychological Counseling Helping (ASTGPCH), their sub-dimensions, and the Psychological Counseling Skills, it can be said that the skewness and kurtosis values of the scales and their sub-dimensions were between 1.5 and -1.5 and showed a normal distribution.

In addition, the relationship between the variables was analyzed by calculating the value of Pearson Product Moment Correlation Coefficient (r). Pearson Product-Moment Correlation Coefficients among all variables regarding the prediction of Occupational Satisfaction were given in Table 5.

Table 5. *Pearson product-moment correlation coefficients among all variables regarding the prediction of occupational satisfaction*

Scale and sub-dimensions	1	2	3	4	5	6	7	8	9	10	11
1-OSS	1										
2- COSI	.386**	1									
3-Ability to Manage the Process	.275**	.746**	1								
4. Being Neutral	.263**	.649**	.388**	1							
5. Challenging Client and Sociocultural Differences	.235**	.791**	.518**	.465**	1						
6. Analytical Skills	.349**	.843**	.712**	.396**	.543**	1					
7. Therapeutic Communication	.383**	.954**	.638**	.506**	.715**	.764**	1				
8. ASTGPCH	.434**	.591**	.496**	.371**	.444**	.557**	.540**	1			
9- Positive Tendency	.408**	.539**	.469**	.315**	.378**	.553**	.492**	.915**	1		
10-Negative Tendency	.255**	.387**	.312**	.353**	.367**	.296**	.311**	.667**	.471**	1	
11-Behavioral Tendency	.364**	.489**	.398**	.256**	.346**	.451**	.480**	.813**	.627**	.311**	1

* $p < .05$; ** $p < .01$

OSS: Occupational Satisfaction Scale, COSI: Counseling Self-Estimate Inventory, ASTGPCH: Attitude Scale Towards Giving Psychological Counseling Helping

According to Table 5, it could be seen that there was a moderately positive and significant relationship ($r=.386$; $p<.01$) between the COSI total score and the OSS total score. Similarly, there was a moderately positive and significant relationship between the OSS total score and the analytical skills ($r=.349$; $p<.01$) and basic therapeutic communication skills ($r=.383$; $p<.01$), the sub-dimensions of the COSI. Additionally, there was a low-level positive and significant relationship among the other sub-dimensions of the ability to manage the counseling process ($r=.275$; $p<.01$), challenging clients, and sociocultural differences ($r=.235$; $p<.01$) and being neutral in the counseling process ($r=.265$; $p<.01$).

A moderately positive and significant ($r=.434$; $p<.01$) relationship was seen between the total scores of OSS and ASTGPCH total score. While there was a moderately positive and significant relationship between positive tendency ($r=.408$; $p<.01$) and behavioral tendency ($r=.364$; $p<.01$), which are the sub-dimensions of ASTGPCH, there was a low level positive and significant relationship with negative tendency ($r=.255$; $p<.01$).

The results and interpretations of the stepwise regression analysis regarding the prediction of Occupational Satisfaction were presented in Table 6.

Table 6. *Stepwise regression analysis results for prediction of occupational satisfaction*

Step	Selected Predictor Variable	β	Predictive Power (R)	Explained Variance (R ²)
Steady		.929		
1	COSI	.447	.434a	.186
2	ASTGPCH	.207	.463b	.209

COSI: Counseling Self-Estimate Inventory, ASTGPCH: Attitude Scale Towards Giving Psychological Counseling Helping

In Table 6, the variance in the occupational satisfaction of psychological counselors was seen to explain 20.9% by using COSI and ASTGPCH. The variance analysis of the stepwise regression analysis was presented in Table 7.

Table 7. *Variance analysis results regarding the prediction of occupational satisfaction competencies*

Step	Variance Source	KT	sd	KO	F	P
1	Regression	25.125	1	25.125	71.170	.000b
	Residual	108.380	307	.353		
2	Regression	28.571	2	14.285	41.658	.000c
	Residual	104.934	306	.343		

The stepwise regression analysis for the occupational satisfaction of school psychological counselors was carried out in two steps. Upon the examination of Table 7, it was seen that both steps of the stepwise regression analysis presented in Table 6 were significant. According to the results, COSI explained 18.6% of the variance, and ASTGPCH explained 2.3% of the explained variance. Both variables explained 20.9% of the total variance as significant predictors. According to the results of this analysis, it was seen that two variables entered the regression equation as significant predictors and explained 20.9% of the total variance.

Discussion and Conclusion

The discussion content regarding the findings of the study was given under the subheadings of discussion regarding the efficiency opinions on individual and group psychological counseling practice course and psychological counseling principles and techniques course respectively. Finally, a discussion was included on the extent to which psychological counseling skills and attitudes toward providing

psychological counseling assistance of psychological counselors predicted their occupational satisfaction.

Discussion on the Efficiency Opinions Variable of Individual and Group Psychological Counseling Courses

An examination was conducted on whether there was a significant difference in the occupational satisfaction of psychological counselors, their psychological counseling skills, and their attitude levels towards providing psychological counseling assistance according to the efficiency opinions on individual and group counseling practice courses. According to the findings, there was a significant difference between the groups in their efficiency opinions regarding the relevant courses.

Atıcı and Çam (2013) stated in their study that practical courses were especially effective in applying theoretical knowledge and developing school psychological counseling skills. Psychological counselor trainees who received psychological counseling training with the group participating in Lüleci's (2015) study stated that receiving supervision feedback was effective in the development of psychological counseling skills and their shortcomings and that the number of practices should be increased. On the other hand, Yıldırım (2020) declared that the psychological and physical listening skills of psychological counseling trainees who conducted a psychological counseling session with a supervisor were at a higher level than those who did not conduct any session with a supervisor. According to the Vroom Expectancy Theory, it was predicted that meeting expectations regarding the efficiency of lessons would stimulate the continuity of the behavior.

Larson (1998) supported this view by stating that counselors' self-efficacy beliefs were effective in the successful completion of the counseling process. It was believed that the psychological counseling process, which was successful and effective for the client, would also be a source of job satisfaction for the psychological counselor. Environmental factors, such as being inspected and appreciated by the supervisors of psychological counselor trainees who were involved in psychological counseling practices and receiving positive feedback from their managers and clients in the first years of their professions, may enable psychological counselors to display positive tendencies toward fulfilling their professional duties and responsibilities within the framework of ethical rules. According to Maslow's esteem needs in his hierarchy, achieving success and establishing mutual respect would increase the individual's self-confidence. In this context, it was predicted that they would have positive behavioral attitudes toward providing psychological counseling assistance.

Discussion on the Efficiency Opinions Variable of Psychological Principles and Techniques of Counseling Course

The occupational satisfaction of psychological counselors, their psychological counseling skills, and attitude levels toward providing psychological counseling services were examined to determine whether they differed significantly according to their efficiency opinions on the psychological counseling principles and techniques course. The findings indicated that there was a significant difference between the groups in their efficiency opinions related to the course.

Yaka (2011) emphasized the importance of skills training in psychological counselor training by investigating the behaviors and reactions of psychological counselor trainees in the sessions before and after receiving skills training as well as their effectiveness. Sarpdağ (2019) stated that there was a significant positive relationship between the self-efficacy and psychological counseling skills of

psychological counselors. Similarly, Ekşi et al. (2015) declared that the self-efficacy and listening skills of psychological counselors together positively and significantly affected their job satisfaction. Yıldırım (2020) stated in his study that there was a positive and significant relationship between psychological counselors' subjective well-being, their ability to focus more on the tasks they undertook, and their physical listening psychological counseling skills.

In order to become effective psychological counselors, trainees need to build their psychological capital by making investments in themselves. Pamukçu (2011) concluded that there was a positive and significant relationship between the self-efficacy of psychological counseling trainees and the number of times they held psychological counseling sessions. The more students in the psychological counseling and guidance program are provided with practice and supervision support, the more they will have the opportunity to reinforce their psychological counseling skills. Accordingly, it was predicted that there would be an increase in their self-efficacy level, and they would experience satisfaction when they started their profession. Results of some studies on this subject indicated that a high level of self-efficacy positively predicted job satisfaction (Baggerly & Osborn, 2006; Boon et al., 2015). Uslu (2005) conducted a similar study and concluded that physical and psychological counseling skills showed positive progress with developmental assistance skill training.

Setting and achieving goals motivate individuals according to Locke's Goal Setting Theory. Goals are determined for the issues of the clients in the psychological counseling processes as well. It was stated in the literature that it was necessary to acquire adequate skills and to receive training to be an effective psychological counselor to manage this process. It was thought that accompanying and contributing to the development and change of the client would contribute to the job satisfaction of psychological counselors. It was believed that the low motivation experienced would cause the psychological counselors to think inadequately in terms of psychological counseling skill competence and their behavioral and negative attitude tendencies toward providing psychological counseling assistance. Additionally, Haskan-Avcı, Tuna, Büyükçolpan, Güngör, and Yörükoğlu (2019) concluded in their study that, when clients wanted to get psychological assistance from an expert, they would choose a psychological counselor based on their background, education, career qualifications in terms of their areas of expertise and experience, and their personal characteristics in terms of their age, gender, and worldviews. An effective counseling relationship is affected by counselors' attitudes toward their own feelings and behaviors. The psychological counselor's attitudes toward himself/herself also affect his/her external behavior (Egan, 1990). These findings and opinions were thought to emphasize the importance of courses that shape psychological counselors' attitudes toward themselves and providing assistance as well as their skills.

Discussion on to What Extent Psychological Counseling Skills and Attitude towards Providing Psychological Counseling Assistance Predicted Occupational Satisfaction

To what extent the psychological counselors' psychological counseling skills and their attitudes toward providing psychological counseling assistance predicted their occupational satisfaction was examined. According to the findings, it was observed that psychological counseling skills of psychological counselors and their attitudes towards providing psychological counseling assistance predicted their occupational satisfaction by 18.6% and 2.3% respectively. Based on this finding, it can

be stated that increasing the efficiency of skill courses within the scope of the training program of the psychological counseling and guidance department could also increase competence in skills.

Some studies that supported this finding of the study stated that the level of occupational satisfaction of psychological counselors increased due to the rise in their self-efficacy levels (Baggerly & Osborn, 2006; Boon et al., 2015). In the study, conducted by Öz- Soysal, Uz- Baş and Aysan (2016), it was discovered that school psychological counselors did not consider their theoretical and practical knowledge, skills, and equipment to be sufficient and the reason for this shortcoming was due to deficiencies in undergraduate or graduate education processes, especially in supervisor training. In Karataş-Şahin and Baltacı's (2013) study, psychological counselors' opinions on the adequacy of undergraduate education were investigated and the findings were summarized as follows; it was pointed out based on the school psychological counselors' opinions about the training they received that while two people declared that the training was theoretically sufficient, three people stated that the practical courses were insufficient, and three people informed that the training was completely inadequate. These findings were thought to support the findings of this study.

Yüksel-Şahin (2016) asserted that one had to maintain a positive attitude to use the theoretical knowledge in skills training effectively during the session. It can be said that the quality of the education counselor candidates received, their psychological counseling skill competencies, and their positive attitudes towards providing psychological counseling assistance were critical factors in terms of their job satisfaction when evaluated together. Porter and Steers (1973) declared that the inconsistency between individuals' expectations when they began their careers, and their experiences would shape their attitudes toward their jobs and negatively affect the individual in terms of feeling burnout. It was thought that such views would cause professional staff to experience contradictions while fulfilling their job-related duties and responsibilities. In this sense, the findings of this study were supportive as they were moderately positive and significant in the correlation between job satisfaction and attitudes toward providing psychological counseling assistance.

Kınalı (2000) announced that when professional development opportunities were provided, school psychological counselors could enjoy their jobs when they adapt themselves to this development and thus, their level of professional satisfaction would increase. Similarly, it was concluded that the practical experience and self-efficacy of psychological counselors intensified their job satisfaction (Boon et al., 2005). In addition, the majority of school psychological counselors, who participated in the Karataş-Şahin and Baltacı (2013) study, pointed out that the education they received and what was expected of them as a duty in schools were quite different. It was seen that school psychological counselors had difficulties in handling, preventing, and intervening in students' problems (Öz-Soysal et al., 2016). To establish a productive relationship between students and psychological counselors, who happen to be at the center of contemporary education and educational training, it is absolutely crucial to be aware of students' expectations. It helps students address their needs, increase their academic success, and develop a healthy personality. The efficiency of educational activities decreases in cases where students cannot make any contribution (Savaş, 2006). In this context, consistent with the findings of this study, it would be considered critical to develop and support the professional development opportunities of school psychological counselors and increase their competencies.

Recommendations

In this study, considering the factors that may affect the occupational satisfaction of school psychological counselors, the following recommendations can be made for both researchers and practitioners:

It is recommended to explore whether the occupational satisfaction level of school psychological counselors shows a significant difference compared to the undergraduate programs they graduated from in an effort to clearly reveal the differences in the courses within the undergraduate education programs.

It is deemed essential to carry out comprehensive research that will contribute to the literature, where attitudes toward providing psychological counseling assistance, demographic information affecting job satisfaction, and individual and environmental factors are evaluated together.

It is suggested that the scope of studies aimed at improving the quality of education in undergraduate programs should be focused on psychological counseling skills, which are highly predictive of occupational satisfaction.

To increase the competence levels of psychological counselors, it is considered highly critical for the provincial executive commissions of guidance and psychological counseling services to convey the in-service training required by psychological counselors to the competent authorities, to attach importance to these services, to increase the quality of in-service training and to ensure the professional development of psychological counselors.

It is recommended to ensure standardization for the Psychological Counseling and Guidance undergraduate programs, to establish consistency in educational institutions, and to standardize the number of psychological counselor trainees, where an expert faculty member will be responsible for the supervision training taken within the scope of Individual and Group Psychological Counseling Practice courses.

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Author 1: 50%

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Psikolojik Danışmanların Psikolojik Danışma Becerileri ve Psikolojik Danışmanlık Tutumlarının Mesleki Doyuma Etkisi

Giriş

Psikolojik danışma sürecinin başarılı bir şekilde tamamlanması, psikolojik danışman ve danışan arasındaki ilişkinin niteliğine bağlıdır (Cormier & Hackney, 2018). Psikolojik danışma sürecinde psikolojik danışman, terapötik ilişkinin kurulması ve davranışsal hedeflerin gerçekleştirilmesi için etkili bir terapötik güç olarak önemlidir (Voltan-Acar, 2015). Psikolojik danışmanın yardım verme konusundaki olumlu tutumu, sürecin etkinliğini ve ilişkinin niteliğini etkileyecektir (Aslan vd., 2018a).

Psikolojik danışma ve rehberlik lisans programı öğrencilerinin beklentileri arasında kişilere etkili yardım sunma, iletişim becerilerine sahip olma, psikolojik danışma becerilerine sahip olma ve insan davranışlarını anlama yetkinliklerine sahip olmaları yer almaktadır (Aslan vd., 2018b). Öğrencilerin program sonrasında kazanmaları gereken yetkinlikler, teorik eğitimlerle öğrenilen bilgiler ve öğrencilerin sahip olması beklenen beceriler donanımlı bir psikolojik danışmanın özelliklerini ortaya koymaktadır (Aslan vd., 2018b). Bu anlamda psikolojik danışma becerileri, psikolojik danışma ve rehberlik hizmetlerinin hedefi olan danışanların uyumunu ve gelişimini etkileyen bir faktör olarak öne çıkmaktadır. Danışmanların kişisel yetkinliklerinin ve becerilerinin bu denli önemli hale gelmesinde aldıkları eğitimin yeri çok önemlidir. Psikolojik danışma sürecinde, bu konuda eğitim almış ve uzman olan psikolojik danışman ile danışan arasında profesyonel bir etkileşim söz konusudur (Uslu, 2005). Psikolojik danışma yardımının yürütüldüğü önemli kurumlar arasında yer alan okullarda, psikolojik danışma hizmetlerinin öğrenciler için nitelik ve nicelikte yetersiz bir şekilde verilememesi öğrencilerin ilerleyen yıllarda karşılaşılabilecekleri akademik ve sosyal sorunları etkilemektedir (Aslan vd., 2018a). Etkili bir psikolojik danışma yardımının başarılı olabilmesi için psikolojik danışmanın psikolojik danışma becerileri konusunda yetkin olması gerekir.

Etkili psikolojik danışmanlar yetiştirmek, psikolojik danışman eğitiminin merkezinde yer alır. Psikolojik danışmanın yeterliliği için terapötik yaklaşımlar ve müdahaleler, teknik ve bilişsel beceriler üzerinde durulur, beceri eğitimi ve süpervizyonunun faydalarından bahsedilir. Beceri eğitiminde sınıf içi eğitimin en temel unsuru olan psikolojik danışma uygulamaları bütüncül bir şekilde ele alınmalıdır. Uygulamalı psikolojik danışma süreçlerine ve süpervizyona katılım, öğrencilerin öğrendiklerini uygulamalarına ve kendilerinin farkında olmalarına olanak tanır (Aladağ & Bektaş, 2009). Danışmanlar, kişisel mesleki duyguları ve mesleki bağlılıklarının yanı sıra, yetkinlik ve mükemmellik arasında kalan standarda ulaşmak için çaba gösterirler. Yetkinlik açısından kabul edilebilir en düşük seviyenin üzerine çıkmak için birçok alanda eğitim alarak becerilerini artırır ve kendilerini geliştirirler (Bond, 2021).

Psikolojik danışmanların kişisel ve mesleki yeterlilikleri açık ve örtük davranışlarını etkilemektedir. Kendini yetersiz hisseden psikolojik danışmanlar aynı zamanda başarısızlık duygusunu da hissederler (Savicky & Cooley, 1982'den akt. İkiz, 2006) ve aldıkları eğitim ve edindikleri deneyim ne olursa olsun kendi yeterliliklerini sorgularlar. Bu durum, psikolojik danışmanların danışanlara eğitim ve yetkinliklerine uygun olarak psikolojik danışma yardımı vermelerini engelleyen bir sorun olarak karşımıza çıkmaktadır. Kişinin kendi yeterliliklerini sorgulamadaki tereddütü, psikolojik danışmanın hem eğitimini ve yetkinliğini aşan konularda çalışmasını engellemekte hem de psikolojik danışmanın kendine güvenmesini engellemektedir (İkiz, 2006).

Corey (2008), psikolojik danışmada bulunması gereken özellikler tanımlanırken psikolojik danışmanın tutum ve kişilik özelliklerinin ön plana çıkarıldığını belirtmektedir. Psikolojik danışmanların psikolojik danışma hizmetleri sırasındaki tutumları davranışlarına yansımakta ve sürecin başarılı bir şekilde sonuçlanmasına doğru ilerlemesini etkileyeceği öngörülmektedir. Psikolojik danışma sürecinde önemli olan terapötik ilişki, psikolojik danışma yardımı veren kişilerin bu süreçteki tutumlarından da etkilenmektedir (Voltan-Acar, 2015). Olumlu tutum sergileyen danışmanlar, danışana verecekleri yardımın kalitesini etkileyecek ve aynı zamanda danışmanın alacağı memnuniyeti artıracaktır (Aslan vd., 2018a). Psikolojik danışmanın kendisini seansa dahil edebilmesi, etkili bir şekilde müdahale edebilmesi ve danışanın seansa getirdiği bilgileri doğru bir şekilde organize edebilmesi için olumlu bir tutuma sahip olması önemlidir (Aslan vd., 2018a). Öte yandan insanlar temel fizyolojik ihtiyaçlarının karşılanmasını mesleki faaliyetler ve maddi kazanç yoluyla sağlarken, üretkenlik, yetenek sergileme, kendini geliştirme, toplumda statü sahibi olma gibi sosyal ve psikolojik ihtiyaçlarını da karşılamaktadırlar. Sağlıklı bir insan için yapısına ve kişiliğine uygun bir mesleğin mensubu olmak ve iş ortamında çalışmak mutluluğu beraberinde getirir. Bu bağlamda, kişilerin iş hayatındaki mutlulukları, genel yaşamlarındaki mutluluklarını da etkilediği için mesleki doyum, kariyer psikolojik danışmanları ve endüstri psikologları tarafından incelenen araştırma konusu olmuştur (Kuzgun vd., 2012).

Psikolojik danışmanların danışmanlığa karşı olumlu tutum sergilemeleri, danışana verilecek yardımın niteliğini etkileyecek ve aynı zamanda danışmanın alacağı memnuniyeti artıracaktır. Mesleki tatmini etkileyen en önemli faktörlerden biri mesleğe ilişkin olumlu tutuma sahip olmaktır (Aslan vd., 2018a). Bireylerin meslekleri, çalıştıkları kurum ve kendi kişisel faaliyetleri ile ilgili tutumları mesleki tatmini etkileyen önemli faktörler olarak görülmektedir (Cherniss, 1980; akt. İkiz, 2010). Psikolojik danışmanların mesleki ve iş doyumlarını inceleyen araştırmalar farklı sonuçlar ortaya koymaktadır. Yapılan bazı araştırmalarda psikolojik danışman öz-yeterlik ve dinleme becerilerinin iş doyumunu anlamlı düzeyde yordadığı (Ekşi vd., 2015) ve mesleki doyum düzeyi ile mesleki gelişim çabaları

arasında orta düzeyde anlamlı bir ilişki olduğu görülmüştür (Kocabaş, 2019). Kocayörük (2000), Köksal (2019) ve Taşdelen-Karçkay (2008) ise mesleki yeterlilik ve mezun olunan lisans programı ile mesleki doyum arasında anlamlı bir fark olmadığı bulgusuna ulaşmıştır. Yurt dışında yapılan çalışmalar da benlik saygısı yüksek psikolojik danışmanların öğrencilerine daha etkili psikolojik yardım sağladıklarını göstermiştir (Wiggins & Giles, 1984); yüksek düzeyde öz-yeterliliğe sahip olmanın mesleki tatmini pozitif yönde yordadığını belirtmiştir (Baggerly & Osborn, 2006; Boon vd., 2015). Araştırmalar, olumlu düşünce ve tutumların mesleki tatmini de artırdığını göstermektedir (Ekşi vd., 2015). Psikolojik danışmanların aldıkları eğitimin niteliği, mesleki öz yeterlilikleri ve psikolojik danışma hizmeti vermelerine engel olan durumlar gibi konuların araştırılması önemlidir. Psikolojik danışman, psikolojik danışman danışana fayda sağlayamayacağı ve yetersizlik duygusu nedeniyle mesleki doyum açısından tatminsizlik yaşayacağı düşünülmektedir.

Bu bağlamda, yukarıda da değinildiği üzere, psikolojik danışmanların mesleki öz-yeterliliklerini, mesleğe yönelik tutumlarını ve mesleki doyumlarını inceleyen araştırmalar olmakla birlikte, psikolojik danışmanları eğitim ve nitelikleri ile psikolojik danışma becerilerine göre inceleyen araştırmalar sınırlıdır. Bu bakımdan psikolojik danışman eğitiminde verilen temel uygulama derslerinin yeterlik görüşleri ile psikolojik danışmanların yeterlilikleri, tutumları ve mesleki doyumları incelendiğinde, verilen eğitimin niteliğine ve ilgili derslerin önemine katkı sağlanabilir. Psikolojik danışmanların mesleki gelişimleri için hizmet kalitesini etkileyen faktörlerin ortaya konulması önemli görülmektedir. Psikolojik danışmanların eğitimleri sırasında aldıkları temel dersler, psikolojik yardım süreci ve bunları ne ölçüde yararlı buldukları, aldıkları eğitimin niteliği hakkında bilgi vermektedir. Bu bilgiler ışığında öğretim programının farklı bir bakış açısıyla incelenmesine katkı sağlayabilir. Benzer şekilde, psikolojik danışmanların psikolojik danışma becerilerinin yeterliliklerinin değerlendirilmesinin önemli olduğu düşünülmektedir.

Psikolojik danışmanların psikolojik danışma becerilerinin, psikolojik danışma yardımı sağlamaya yönelik tutumlarının ve mesleki doyumla ilişkisinin incelenmesi, psikolojik danışma ve rehberlik mesleğinin ve meslek kadrosunun gelişimi açısından önemli görülmektedir. Bu nedenle bu araştırmada, psikolojik danışmanların bireyle ve grupla psikolojik danışma uygulama derslerinin verimliliği, psikolojik danışma ilke ve teknikleri ya da eşdeğerlerine ilişkin verimlilik görüşleri açısından mesleki doyum, psikolojik danışma becerileri ve psikolojik danışma yardımı vermeye yönelik tutumlarında anlamlı bir farklılık olup olmadığı araştırılmıştır. Ayrıca psikolojik danışmanların psikolojik danışma becerilerinin ve psikolojik danışma yardımı sağlamaya yönelik tutumlarının mesleki doyumları üzerindeki etkileri incelenmiştir.

Yöntem

Araştırmanın çalışma grubunu eğitim kurumlarının farklı kademelerinde (Anaokulu, ilkokul, ortaokul, ortaöğretim ve Rehberlik ve Araştırma Merkezleri) görev yapan 309 rehber öğretmen (230 kadın ve 79 erkek) oluşturmuştur. Katılımcıların çoğunluğu 0-5 yıl (n=145, %46,9), 89 katılımcı (%28,8) 6-10 yıl, 26 kişi (%8,4) 11-15 yıl, 49 katılımcı (%15,9) 15 yıl ve üzeri süredir çalışmaktadır.

Katılımcıların 258'i (%83,5) devlet okullarında görev yaparken, 51'i (%16,5) özel okullarda görev yapmaktadır. Seçtikleri derslerin lisans eğitimlerinde verimliliği sorulduğunda katılımcıların 26'sı (%8,4) lisans eğitimlerinde aldıkları bireysel rehberlik dersinin verimli olmadığını, 90'ı (%29,1) az verimli, 193'ü (%62,5) ise verimli olduğunu belirtmiştir. Benzer şekilde katılımcıların 34'ü (%11)

lisans eğitiminde aldıkları grupla psikolojik danışma dersinin verimli olmadığını, 118'i (%38,2) az verimli, 157'si (%50,8) ise verimli olduğunu belirtmiştir. Yine katılımcıların 22'si (%7,1) lisans eğitiminde aldıkları rehberlik ilke ve teknikleri dersinin verimli olmadığını, 83'ü (%26,9) biraz verimli olduğunu, 204'ü (%66) ise verimli olduğunu düşünmektedir.

Veri toplama aracı olarak Mesleki Doyum Ölçeği (MDÖ), Psikolojik Danışma Becerilerini Ölçmek İçin Danışman Beceri Ölçeği (PDBÖDBÖ) ve Psikolojik Danışma Yardımı Vermeye İlişkin Tutum Ölçeği (PDYVYTÖ) ve Kişisel Bilgi Formu kullanılmıştır. Toplanan veriler SPSS (Statistical Package for Social Sciences) for Windows 22.0 ile analiz edilmiştir. Psikolojik danışmanın derslerin verimlilik düzeylerine ilişkin görüşlerinin psikolojik danışma becerileri, psikolojik danışma yardımı vermeye yönelik tutumları ve mesleki doyumları arasındaki farklılıkları test etmek için Kruskal Wallis ve Mann-Whitney U testinin parametrik olmayan testlerinden yararlanılmıştır. Psikolojik danışmanın psikolojik danışma becerilerinin ve psikolojik danışma hizmetlerine yönelik tutumlarının mesleki doyumlarını açıklayıp açıklamadığı basamaklı çoklu regresyon yöntemleri ile test edilmiştir.

Bulgular

Araştırmanın parametrik olmayan istatistiksel yöntemlerle analiz edilen bulguları, katılımcıların bireyle ve grupla psikolojik danışma ile psikolojik danışma ilke ve teknikleri derslerine ilişkin verimlilik görüşlerinde anlamlı farklılıklar olduğunu göstermiştir.

Bu analizlerin sonuçlarına göre hem MDÖ ($x^2= 13,18; p<.05$), hem PDBÖDBÖ ($x^2= 21.09; p<.05$) hem de PDYVYTÖ ($x^2 = 25.03; p<.05$) puanlarının bireyle psikolojik danışma dersinin verimliliği ile ilgili görüşlere göre istatistiksel açıdan anlamlı bir farklılık gösterdiği tespit edilmiştir. Sonuçlar, dersi "biraz verimli" bulan grup ile "verimli" olduğunu düşünen grup arasında, dersi "verimli" bulan grup lehine istatistiksel olarak anlamlı bir fark olduğunu ortaya koymuştur ($p<.05$).

Grupla psikolojik danışma dersinin verimliliğine ilişkin görüşlere göre hem MDÖ ($x^2= 8.20; p<.05$), hem PDBÖDBÖ ($x^2= 13.03; p<.05$) hem de PDYVYTÖ ($x^2= 17.42; p<.05$) puanları istatistiksel açıdan anlamlı farklılaşırken; "verimli" bulan grup lehine istatistiksel olarak anlamlı fark bulunmuştur ($p<.05$).

Benzer şekilde, analiz sonuçlarına göre, psikolojik danışma ilke ve teknikleri dersinin verimliliğine ilişkin psikolojik danışman görüşleri açısından hem MDÖ ($x^2= 16.18; p<.05$), hem PDBÖDBÖ ($x^2= 27.01 ; p<.05$) hem de PDYVYTÖ puanları arasında ($x^2= 34.34 ; p<.05$) istatistiksel açıdan anlamlı bir fark olduğu; bu farkın "verimli" bulan grup lehine istatistiksel olarak anlamlı şekilde farklılaştığı bulunmuştur. ($p<.05$).

PDBÖDBÖ ve PDYVYTÖ toplam puanlarının mesleki doyum yordama düzeyleri çoklu regresyon ile analiz edilmiştir. Elde edilen sonuçlara göre, psikolojik danışmanların psikolojik danışma becerileri ve psikolojik danışma yardımı vermeye yönelik tutum puanları toplamı %20,9 oranında mesleki doyumlarını açıklamaktadır. Psikolojik danışmanların lisans eğitimleri süresince aldıkları eğitimin niteliği, psikolojik danışma beceri yeterlilikleri ve psikolojik danışma yardımı vermeye yönelik olumlu tutumları birlikte değerlendirildiğinde mesleki doyumları açısından önemli bir etken olduğu sonucuna varılabilir. Psikolojik danışmanların psikolojik danışma süreci sonunda danışanların gelişim ve değişimine katkılarının farkında olmalarının mesleki doyum sağlayacağı varsayılmaktadır.

Tartışma ve Sonuç

Psikolojik danışmanların bireyle ve grupla psikolojik danışma uygulama derslerinin verimliliğine ilişkin görüşlerine göre mesleki doyum, psikolojik danışma becerileri ve psikolojik danışma yardımı vermeye yönelik tutum düzeyleri arasında anlamlı bir farklılık olup olmadığı incelenmiştir. Elde edilen bulgulara göre, ilgili derslere ilişkin verimlilik görüşleri grupları arasında anlamlı bir farklılık olduğu tespit edilmiştir.

Atıcı ve Çam (2013) yaptıkları çalışmada uygulama derslerinin özellikle teorik bilgilerin uygulanmasında ve okul psikolojik danışma becerilerinin geliştirilmesinde etkili olduğunu belirtmişlerdir. Lüleci'nin (2015) çalışmasında grupla psikolojik danışma eğitimi alan psikolojik danışman adayları, süpervizyon geri bildirim almanın psikolojik danışma becerilerinin ve eksikliklerinin gelişiminde etkili olduğunu ve uygulama sayısının artırılması gerektiğini belirtmişlerdir. Yıldırım (2020), bir süpervizör ile psikolojik danışma seansı yürüten psikolojik ve fiziksel dinleme becerilerinin, bir süpervizör ile herhangi bir seans yapmayanlara göre daha yüksek düzeyde olduğunu belirtmiştir.

Danışman adaylarının süpervizör desteği aşmaları ve mesleğin ilk yıllarında yöneticileri tarafından takdir edilmesi, yöneticilerinden ve danışanlarından olumlu geri bildirim almaları gibi çevresel faktörler, psikolojik danışmanların mesleki görev ve sorumluluklarını etik kurallar çerçevesinde yerine getirme yönünde olumlu bir eğilim göstermelerini sağlayabilir. Maslow'un saygı ihtiyacına göre başarı ve karşılıklı saygı bireyin kendine olan güvenini artıracaktır. Psikolojik danışma yardımı vermeye yönelik olumlu davranışsal tutumlara sahip olacakları ve Vroom'un Beklenti Kuramı'na göre derslerin verimliliğine yönelik beklentilerinin karşılanmasının davranışlarının sürekliliğini motive edeceği öngörülmektedir. Larson (1998) da psikolojik danışma sürecinin başarılı sonuçlanmasında psikolojik danışmanların özyeterlik inançlarının etkili olduğunu belirterek bu görüşü desteklemektedir. Danışan için etkili ve verimli bir başarı ile sonuçlanan danışmanlık sürecinin, danışman için de mesleki bir doyum kaynağı olacağı düşünülmektedir.

Ayrıca psikolojik danışmanların mesleki doyum düzeylerinin, psikolojik danışma becerilerinin ve psikolojik danışma yardımı vermeye yönelik tutumlarının psikolojik danışma ilke ve teknikleri dersinin etkililiğine ilişkin görüşlerine göre anlamlı bir farklılık gösterip göstermediği incelenmiştir. Elde edilen bulgulara göre, derse ilişkin verimlilik görüşleri grupları arasında anlamlı bir farklılık olduğu görülmüştür.

Yaka (2011), psikolojik danışman adaylarının beceri eğitimi almadan önceki ve sonraki davranış ve tepkilerini ile bu oturumlardaki etkililiklerini araştırarak psikolojik danışman eğitiminde beceri eğitiminin önemini vurgulamıştır. Sarpdağ (2019), psikolojik danışmanların öz yeterlilikleri ile psikolojik danışma becerileri arasında pozitif yönde anlamlı bir ilişki olduğunu belirtmektedir. Benzer şekilde Ekşi vd. (2015) psikolojik danışman öz yeterlik ve dinleme becerilerinin birlikte mesleki tatmini pozitif yönde ve anlamlı yönde etkilediğini belirtmişlerdir.

Haskan- Avcı, Tuna, Büyükçolpan, Güngör ve Yörükoğlu (2019) yaptıkları çalışmada danışanların bir uzmandan psikolojik yardım almak istediklerinde özgeçmişleri, eğitimleri, uzmanlık ve deneyim alanları açısından kariyer niteliklerine, yaş, cinsiyet ve yaşam görüşleri açısından kişisel özelliklerine dikkat ettikleri sonucuna varmışlardır. Etkili bir psikolojik danışma ilişkisi, psikolojik

danışmanların kendilerine ve yapılanmalarına yönelik duygu ve tutumlarından etkilenir. Danışmanın kendisine yönelik tutumları dışa dönük davranışlarını da etkilemektedir (Egan, 1990).

Psikolojik danışmanların mesleki doyumlarını yordayan faktörler incelendiğinde, psikolojik danışma becerilerinin %18,6 oranında, psikolojik danışma yardımı vermeye yönelik tutumlarının ise %2,3 oranında mesleki doyumlarını yordadığı görülmüştür. Bu bulguya göre, psikolojik danışma ve rehberlik bölümü eğitim programı kapsamında yer alan beceri derslerinin verimliliğinin artırılmasının beceriler konusundaki yeterliliği de artırabileceği söylenebilir. Psikolojik danışmanların öz yeterlik düzeylerinin artmasına bağlı olarak mesleki doyum düzeyleri de artmaktadır. Öz- Soysal, Uz- Baş ve Aysan'ın (2016) çalışmasına göre okul psikolojik danışmanlarının kuramsal ve uygulamalı bilgi, beceri ve donanımlarını yeterli düzeyde görmedikleri ve bu eksikliğin nedeninin süpervizyon eğitimi başta olmak üzere lisans veya lisansüstü eğitim süreçlerindeki eksiklikler olduğu tespit edilmiştir. Karataş-Şahin ve Baltacı'nın (2013) çalışmasında psikolojik danışmanların lisans eğitimlerinin yeterliliğine ilişkin görüşleri araştırılmış ve elde edilen bulgular şu şekilde özetlenmiştir; Okul rehber öğretmenleri aldıkları eğitimle ilgili görüşlerini bildirmişler ve ikisi teorik olarak yeterli olduğunu, üçü uygulamalı derslerin yetersiz olduğunu, üçü ise eğitimin genel olarak yetersiz olduğunu belirtmişlerdir. Yüksel-Şahin (2016), beceri eğitimindeki teorik bilgilerin oturumda etkili bir şekilde kullanılabilmesi için olumlu tutuma sahip olmak gerektiğini belirtmektedir. Mesleki doyum açısından psikolojik danışman adaylarının aldıkları eğitimin kalitesi, psikolojik danışma beceri yeterlilikleri ve psikolojik danışma yardımı vermeye yönelik olumlu tutumları birlikte değerlendirildiğinde önemli faktörler olarak öne çıkmaktadır.

Okul psikolojik danışmanlarının öğrencilerin sorunlarını ele alma, önleme ve müdahale etmede güçlükler yaşadıkları görülmektedir (Öz- Soysal vd., 2016). Çağdaş eğitim ve öğretim çalışmalarının merkezinde olan öğrencilerle psikolojik danışmanlar arasında verimli ilişki kurabilmek için öğrencilerin beklentilerini bilmek gerekmektedir. Öğrencilerin gereksinimlerine karşılık bulmalarına, başarılarını arttırmaya ve sağlıklı kişilik gelişimlerine yardımcı olmaktadır. Öğrencilere katkı sağlanmadığı durumlarda eğitim-öğretim çalışmalarında verimi azalmaktadır (Savaş, 2006). Kınalı (2000), rehber öğretmenlere mesleki gelişim olanakları sağlandığında ve psikolojik danışmanlar kendilerini bu gelişime adapte edebildiklerinde işlerini isteyerek yapacaklarını ve mesleki doyum düzeylerinin artacağını belirtmektedir.

Öneriler

Araştırma sonucunda, literatüre katkı sağlamak amacıyla, psikolojik danışma yardımı vermeye yönelik tutum, mesleki doyumunu etkileyen bireysel ve çevresel faktörler ile çeşitli demografik bilgileri bir arada değerlendiren kapsamlı çalışmaların yapılması önerilebilir. Mesleki doygunluğun yüksek düzeyde olması göz önüne alındığında, lisans programlarında psikolojik danışma becerilerine yönelik eğitimin niteliğinin artırılmasına yönelik çalışmaların yapılması önemli görülmektedir.