

Determination of Science Teachers' Level of Relationship with School Guidance and Psychological Counseling Service

Murat Konuk ^a, & Mehmet Sami Kılıç ^{b*}

^a Dr., Kastamonu University, <https://orcid.org/0000-0002-1172-4923>

^b Dr., Kastamonu University, <https://orcid.org/0000-0002-3068-3960>, *mkilic@kastamonu.edu.tr

Research Article

Received: 06.11.2023

Revised: 07.05.2024

Accepted: 26.05.2024

Abstract

The purpose of this study is to examine the perceptions of science teachers, who are class guidance teachers, towards the psychological counseling and guidance service and the services provided by this service in schools within the framework of the theory of planned behavior. According to the theory of planned behavior, attitude towards behavior, perceived behavioral control, subjective values and intention are effective in the emergence of a behavior. In this respect, it is suggested that determining teachers' attitudes towards psychological counseling and guidance (PCG) services, perception of behavioral control, subjective values and norms, and working habits consisting of their intentions regarding the services offered in the organizational structure can affect their organizational decisions. In this context, the variables of attitude, subjective norm and perceived behavioral control, which are considered within the scope of the Theory of Planned Behavior (TPB), were qualitatively evaluated. The data to be used in the study were obtained by applying an interview form containing open-ended questions to 15 teachers working in schools. The data obtained were qualitatively evaluated with descriptive statistics method. As a result, it was determined that the majority of the science teachers had a high level of support from the school counseling service, especially in helping students through the reports prepared by the school counseling service, cooperating with families, getting to know students and contributing to the solution of problems. In addition, it was concluded that teachers coordinate with the school counseling service and expect to maintain this relationship, and that the guidance service is important in terms of facilitating their work while carrying out activities. However, it was concluded that teachers were reluctant and inadequate in developing themselves in order to be effective in the field of guidance and counseling services and that they did not do the necessary work.

Keywords: guidance, psychological counseling, science education, teacher education, theory of planned behavior.

Fen Bilgisi Öğretmenlerinin Okul Rehberlik ve Psikolojik Danışma Servisi ile Olan İlişki Düzeylerinin Belirlenmesi

Öz

Bu çalışmanın amacı planlanmış davranış teorisi çerçevesinde sınıf rehber öğretmeni olan fen bilgisi öğretmenlerinin okullarda psikolojik danışma ve rehberlik servisi ve bu servisin sunduğu hizmetlere yönelik algısının incelenmesidir. Planlanmış davranış teorisine göre bir davranışın ortaya çıkmasında davranışa yönelik tutum, algılanan davranışsal kontrol, öznel değerler ve niyet etkili olmaktadır. Bu açıdan örgütsel yapı içinde öğretmenlerin psikolojik danışma ve rehberlik (PDR) servislerine yönelik tutumları, davranışsal kontrol algısı, öznel değer ve normları ile sunulan hizmetlere ilişkin niyetlerinden oluşan çalışma alışkanlıklarının belirlenmesinin örgütsel kararlarını etkileyebileceği öne sürülmektedir. Bu bağlamda Planlanmış Davranış Teorisi (PDT) kapsamında ele alınan tutum, sübjektif norm, algılanan davranışsal kontrol değişkenleri kapsamında nitel olarak değerlendirilmiştir. Araştırmada kullanılacak olan veriler, okullarda çalışan 15 öğretmene açık uçlu sorular içeren görüşme formu uygulanması ile elde edilmiştir. Elde edilen veriler betimsel istatistik yöntemi ile nitel olarak değerlendirilmiştir. Sonuç olarak fen bilgisi öğretmenlerin çoğunluğu, özellikle rehberlik servisini hazırladığı raporlar aracılığı ile öğrencilere yardım etme, ailelerle iş birliği kurma, öğrencileri tanıma ve sorunların çözümüne katkı sağlama çalışmalarında rehberlik servisinden aldıkları desteğin yüksek düzeyde olduğu belirlenmiştir. Ayrıca öğretmenlerin okul rehberlik ve psikolojik danışma servisi ile koordinasyon sağladıkları ve bu ilişkiyi sürdürmeyi beklemedikleri, rehberlik servisinin etkinlikleri gerçekleştirirken işlerini kolaylaştırması açısından önemli olduğu sonuçlarına ulaşılmıştır.

Anahtar kelimeler: fen eğitimi, planlanmış davranış teorisi, psikolojik danışma, rehberlik, öğretmen eğitimi.

To cite this article in APA Style:

Konuk, M., & Kılıç, M. S. (2025). Determination of Science Teachers' Level of Relationship with School Guidance and Psychological Counseling Service. *Bartın University Journal of Faculty of Education*, 14(2), 559-573. <https://doi.org/10.14686/buefad.1386302>

INTRODUCTION

In school guidance and psychological counseling services, school counselors provide a variety of services to provide a suitable environment for students' educational, professional and personal-social development, to help them overcome the difficulties they face and to take necessary measures before problems occur. In order to support the development of students in all aspects, guidance and psychological counseling services provide psychological assistance services at different levels of education, including individual recognition, psychological counseling, information gathering and dissemination, orientation, management-placement, monitoring-evaluation, relations with the environment and family, research and development, and consultation (Çetinkaya, 2017). Guidance services are the whole of the activities carried out directly for students and indirectly for other related persons and institutions in order to increase the effectiveness of the services.

School counseling services at school are provided for the school-environment (family) and the student within the scope of student personality services in the contemporary formal education system (Yeşilyaprak, 2013). In particular, "relations with the environment and family" services and consultation services are among the supportive services within the scope of guidance and have an important function in the execution and effectiveness of other services. Consultation is a service of assistance for the development of the student established between the teacher, administrator and family. It is very important that the school staff act in cooperation with a common understanding, positive attitudes and willingness in order to provide effective counseling and guidance services (Korkut-Owen ve Owen, 2008). Services for the environment and family complement and support other services and are intertwined with other services at some points. If this service group is excluded, the other services are incomplete. All services are necessary for the development of students as a whole, for students to be more successful and happier, and for students to realize themselves in general (Yeşilyaprak, 2013).

The activities carried out in schools within the scope of guidance and psychological counseling services can be categorized under the headings of educational, vocational and personal guidance, psychosocial interventions for risk groups (UNICEF, 2020), studies on problems such as sexual abuse, neglect, violence and substance abuse, identification and appropriate guidance of students in need of special education (MoNE, 2015). In order for guidance services to be effective, they need to be carried out collaboratively and with a common understanding. The school counselor, school administration, class guidance teachers and other branch teachers work together by taking an active role within the framework of their areas of responsibility. Cooperation among teachers should be ensured in order to develop a common understanding of guidance within the school, to support working together, and to realize the integration between school-student-family.

In the Guidance and Psychological Counseling Services Regulation, class guidance teachers are defined as "The teacher in charge of carrying out the guidance services of a class in educational institutions" (MoNE, 2020). The area of responsibility and participation in guidance services are emphasized. In addition, the guidance and psychological counseling services executive commission established within the framework of the same regulation must include "at least one representative to be elected from each grade level from class guidance teachers (MoNE, 2020)." Similarly, in the Circular No. 2002/27 on School-Parent Cooperation, the issue of "communication of families with the school" is emphasized and it is aimed that school counselors and classroom teachers work together for families (MoNE, 2002). In addition, it is useful to hold meetings with parents in order to introduce the school to families, to ensure effective cooperation and to get their support. In parent meetings, the school should introduce what is being done in the field of guidance, ask for suggestions from parents, and discuss how they can contribute. School administration, parent-teacher association, guidance service and teachers should work in cooperation in organizing these meetings (Can, 2003).

Like all school staff, as mentioned above, class guidance teachers (science teachers) have a responsibility to collaborate to help and support students' development. In fact, school counselors are considered an important professional group because of their knowledge and work with families, teachers, administrators and students in connection with their professional service principles (Davis & Lambie, 2005; Amatea & West-Olatunji, 2007). For example, counselors have to communicate with families and other teachers and involve them in these processes within the scope of psycho-educational evaluations of students or all intervention activities for students. On the other hand, they can also serve as a bridge to establish and maintain healthy and functioning relationships between families, teachers and administrators. In addition, they can provide information to teachers and administrators about students' progress and guide them in initiating and sustaining their work (Manz, Mautone, Martin, 2009). In addition, through their professional practice, counselors can provide parents and teachers with the necessary information to create effective and strong partnerships in schools. Counselors can use this information in two

ways. First, they can guide teachers and administrators in finding solutions to both the obstacles that hinder these activities and the solutions that they can use to overcome these obstacles (Epstein, 2008; Van Voorhis, 2010; Walker, Shenker, Hoover-Dempsey, 2010). Second, as mentioned earlier, they can directly take part in activities that aim to establish school, family and community cooperation by using their professional knowledge and skills.

Improving the relationship between the school (administrators and teachers)-family-student with the guidance and counseling service is important for increasing the effectiveness of guidance and counseling services in the school, increasing the understanding of the school's purpose and vision and gaining the targeted mental, emotional and social behaviors in students. Without a common understanding, which is an important element of cooperation in the field of guidance and counseling services, the services provided may not achieve the desired success. In addition, the introduction of guidance and psychological counseling services in schools has a positive effect on expectations towards guidance and psychological counseling services (Kepçeoğlu, 1999). Providing information to teachers and parents about guidance and psychological counseling services in schools has also been found to decrease their expectations for services that are not under the responsibility of the counselor (Altıntaş, 2002).

It is thought that teachers' perceptions of counseling and guidance services are extremely important in achieving the goals of the Contemporary Education System, in short, in raising individuals who can "develop their personal-social-academic potential" and that creating a suitable organizational environment for shaping these behaviors positively by predetermining teacher behaviors in the context of the theory of planned behavior is a determining factor. In particular, it is important to determine the perceptions of teachers, who play a key role in the effective implementation of counseling and guidance services in an appropriate time context, to identify problem areas, and to reveal the relationship between administration, family, students, teachers and guidance services. For this reason, this study aimed to determine teachers' perceptions of counseling services based on the theory of planned behavior.

Guidance and Psychological Counselling Services

In School Guidance and Psychological Counseling Services, School Counselors provide a variety of services to provide a suitable environment for students' personal-social, educational and professional development, to help them overcome the difficulties they face and to take necessary measures before problems occur. In order to support the development of students in all aspects, guidance and psychological counseling services provide psychological assistance services at different levels of education, including individual recognition, information gathering and dissemination, relations with the environment and family, psychological counseling, orientation, management and placement, research and development, monitoring and evaluation, and consultation. Guidance services are the whole of the work carried out directly for students and indirectly for other relevant persons and institutions in order to improve the quality of services.

In basic education, in addition to their duties such as lesson preparation, planning, organizing learning experiences, measurement and evaluation (Yeşilyaprak, 1999), class guidance teachers have the roles of "listening to and advising the student, accepting and referring the student, discovering the student's potential, developing social relations, helping the student's professional development (Gordon, 1993) and supporting and developing the school guidance and counseling program (Gibson & Mitchell, 1990).

According to the Guidance and Psychological Counseling Services Regulation (2020), classroom guidance teachers have some duties and responsibilities regarding the work of the psychological counseling and guidance service in schools. These are "Prepares and implements the class guidance plan. Implements the activities within the scope of the classroom guidance program in the classroom. Identifies the needs of students for guidance and counseling services and submits them to the guidance and counseling service to be reflected in the school guidance and counseling program. Cooperates with the guidance and counseling service in activities related to the objectives of the school guidance and counseling program. Applies the individual recognition techniques that do not require specialized knowledge in cooperation with the school counselor in the classroom and shares the results with the guidance and psychological counseling service. Works in cooperation with the school counselor in the process of adaptation of students who are new to the class or who have adaptation difficulties. Directs students to student clubs, elective courses and social activities according to their interests, talents, values, academic achievement and personality traits in cooperation with the school counselor. When students who are at risk, informs the counseling service for receiving the necessary support. Collaborates with the guidance and psychological counseling service to help students improve their academic performance. Refer students who need support in terms of social

emotional, academic and career development to the guidance and psychological counseling service and cooperates to support the development of students.”

In addition to these duties, other teachers who cannot be class guidance teachers are also among the duties and responsibilities of "providing support to guidance and psychological counseling activities in line with the planning of the guidance and psychological counseling service when necessary, cooperating with the guidance and psychological counseling service in activities related to the objectives of the school guidance and psychological counseling program, directing students who need support in terms of social emotional, academic and career development to the guidance and psychological counseling service in cooperation with the class guidance teacher, directing the student to the guidance and research center in case there is no school counselor in the educational institution (MoNE, 2020)" are among their duties and responsibilities. The relevant regulations and directives also impose important responsibilities on other teachers in guidance services at all levels of the education process. School counselors should act with the support of all school staff in solving students' problems. Because it is not possible to evaluate these problems independently from the school. In order for the education given at school to be successful, it is imperative to support the knowledge, skills, positive attitudes and behaviors gained by the students and to prepare a suitable environment for their continuity. All teachers should act together and have the same understanding for minimizing the negativities in the school environment and for the healthy and positive development of students (Lindberg & Konuk, 2006). In particular, subject teachers have a key role in carrying out effective individual identification services, observing student behaviors, identifying students with special needs and directing them appropriately, strengthening relations with families, and developing a common understanding through consultation studies. In some schools, there are no school counselors (Erkan, 1997), services are carried out with out-of-field appointments (Doğan, 1998, 1999; Bilgin, 2000; Pişkin, 2006; Stockton & Yerin-Güneri, 2009), services are limited to assignments in some schools (Tuzgöl-Dost, 2020; Yüksel-Şahin, 2016), and most importantly, the fact that there is one school counselor for 540 students on average (MoNE, 2021) - this ratio should be 250 students for one school counselor (ASCA, 2018; 2019) - makes it impossible to reach all students and work face-to-face, making it difficult to carry out these activities effectively. These systemic problems that limit the effectiveness of school counselors emphasize the need for class guidance teachers in observing student-family behaviors and increase the importance of class guidance teachers' duties and responsibilities.

Theory of Planned Behavior

Direct observation of individuals' behaviors requires a difficult and long process in many respects. Although a lot of effort and time is spent in this process, it can still be difficult to achieve the purpose of the observations. In addition, direct observation of behaviors is not economical in terms of financial resources. For this reason, the number of studies on direct observation of behavior in educational sciences is low (Erten, 2002). Examining the intentions, attitudes and influencing factors that create behavior is an easier way to examine behavior. The Theory of Planned Behavior developed by Ajzen (1991) suggests that examining the purpose of behavior and the underlying beliefs will enable us to determine the reasons that cause behavior. In this context, the theory is designed in 3 basic dimensions and has taken its place in the international literature.

According to the Theory of Planned Behavior, people's behaviors are under the control of some factors and emerge in a planned manner due to various reasons. In order for a behavior to occur in a person, that behavior must first have a purpose. According to the theory, it is necessary to examine the purpose of behavior and the factors affecting this purpose in order to predict the reasons for a person's behavior (Erten, 2002; Kılıç & Aydın, 2018). Ajzen (1991) called this as "Behavioral Purpose" in his theory. It is stated that there are three basic factors affecting the "Behavioral Intention". These are "Attitude Towards Behavior", "Subjective Norm" and "Perceived Behavioral Control" (Erten, 2002).

According to the theory, the individual's attitude towards the benefits and harms that he/she thinks will arise as a result of performing the behavior and the positive or negative evaluation of these results by the individual is called "Attitude towards the behavior". Subjective norm, on the other hand, expresses the social pressures felt by the individual and how he/she meets them. It is a component of the questions "How will other people react if I do this job?", "Who wants me to do this behavior?" and "Is the person ready to meet these expectations?". Perceived behavioral control is the person's perception of the extent to which he/she can control the perceived behavior. It is a combination of the estimation of internal and external competence situations for the person to perform the behavior and the beliefs that these situations will make the behavior difficult or easy (Erten, 2002; Kılıç & Aydın, 2018).

In this study, it was aimed to determine the level and type of relationship of science teachers with the school guidance and counseling service within the scope of the Theory of Planned Behavior.

METHOD

In this section, information on the research design, the study group, data collection and data analysis are given.

Research Design

The research was planned as a descriptive study designed with a qualitative research design. According to Büyüköztürk (2010), qualitative research is a method used to collect detailed data, to directly learn the individual perception levels, experiences and perspectives of the participants, and to understand and explain the current situations. The aim of descriptive research design is to describe the thoughts of people about a particular event or phenomenon (Willis, Sullivan-Bolyai, Knafl & Cohen, 2016). In this study, it was aimed to examine the working habits of science teachers with the guidance and counseling service.

Study Group

The study group consisted of science teachers working in different primary schools affiliated to MoNE (Ministry of National Education) in Kastamonu province. In this context, 15 science teachers selected by convenience sampling method participated in the study. The study group was selected in accordance with easily accessible case sampling. This sampling method provides practicality to the study. In easily accessible situation sampling, the researcher selects the group that is close to him/her and easy to reach (Yıldırım & Şimşek, 2018).

Data Collection Tool

As a data collection tool in the study, a semi-structured interview form "Working habits with guidance and counseling service form" prepared by the researchers was used as an interview form. The interview form consists of 3 open-ended questions to measure the purpose of the study within the scope of the Theory of Planned Behavior. According to TPB, there are three dimensions to aiming for a behavior. For this purpose in this study, 1 question was prepared for each dimension to collect data for these 3 dimensions. The 3 questions asked are as follows;

1- As a science teacher, what is your relationship with the school guidance and counseling service? How important are guidance and counseling services for you? What benefits do they provide you?

2- Are there any people or institutions that ask you to coordinate with the school guidance and counseling service?

3- Does the school guidance and counseling service facilitate or complicate your work in terms of your profession? In which subjects does it make it easier or more difficult? Please explain.

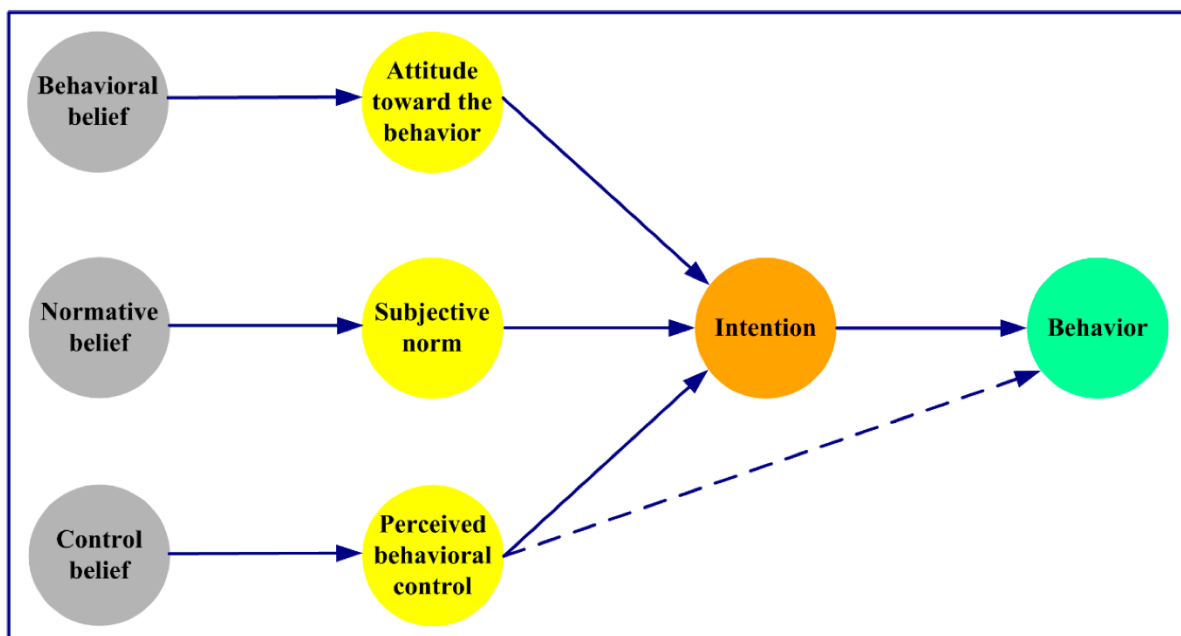


Figure 1. *Ajzen's theory of planned behavior model (Erten, 2000; Karademir, 2013)*

Data Analysis

The data obtained from the teachers were first coded as T1, T2, T3...T15 in order to comply with the confidentiality principle. The coded data were subjected to descriptive analysis. In descriptive analysis, the data

obtained are summarized and interpreted under predetermined categories. In this type of analysis, making quotations from data sources is useful for the reliability of the study. In this way, it is also ensured that striking opinions are reflected (Yıldırım & Şimşek, 2018). Each identified opinion was categorized into one of three groups according to the conceptual framework developed by Ajzen (2002). The first category is attitude towards behavior and refers to teachers' perceptions of the benefits and harms of guidance and counseling services. The second category is subjective norm and refers to the pressure or desire teachers feel to cooperate with the guidance and counseling service. The third category is perceived behavioral control, which refers to teachers' perceptions of whether the guidance and counseling service makes their work easier or harder. This categorization was used to present the results.

Reliability and Validity

The interview form was checked by a Turkish teacher to determine the level of comprehensibility. It was also checked by two different experts at educational sciences to ensure content validity. Some wording adjustments were made in the form in line with the expert suggestions. The forms were delivered to the volunteer participants electronically and collected in the same environment. For the reliability of the research, the data were asked to be coded by another researcher experienced in the field of qualitative research, and consistency was tried to be ensured by comparing them with the results obtained by the researchers. By discussing different codings, a consensus was reached and the final codes were decided. The analysis fit rate between two researches was found to be 98.34%. In this reliability phase of the research, Miles & Huberman's (1994) reliability formula was used.

Research Ethics

Ethics committee and institutional permissions were obtained for the study. Research data was collected from science teachers who participated in the investigation voluntarily.

FINDINGS

The findings of this study and the conclusions reached in the light of the findings are as follows:

The Science teachers who participated in the study expressed the benefits of guidance and psychological counseling services as follows in Table 1;

Table 1. Teachers' Views on the Benefits of Guidance and Psychological Counseling Services

Benefit	Frequency (f)
Trying to help students in line with the reports provided by the guidance	7
Establishing cooperation with families	5
It helps us get to know the students	5
Helps to solve students' problems	4
Preparation of individualized education plan (IEP) plan	3
We collaborate for students' development	3
We exchange ideas about special students	3
It helps us solve problems we have with students	3
Preparing special students for school	2
Integration of special students into society	2
Identifying students in need of guidance and psychological counseling	1
Helpful for students to adapt to school	1
Helps to overcome test anxiety	1
We get help with students' feelings and behaviors	1

Within the scope of TPB, science teachers thinking that the guidance service was useful to them, science teachers stated that they mostly benefited from getting to know the students, establishing cooperation with the family, and thus solving the problems of the students. In this context, some opinions of teachers are as follows;

S5: "I refer students with individual needs to the school guidance and psychological counseling service to help them solve their problems. In consultation with the teachers, we also apply to the school guidance and psychological counseling service to get help with students' individual or group changing emotions and behaviors."

S6: "I think school guidance units are very important for us to get to know the students. I think they introduce us to children with special needs, children who need special treatment. They also prepare our guidance plans for our students. In line with these plans, we see how we will work and what we will do. The guidance and psychological counseling service also gets to know the families and the families of the children."

S13: "Guidance units help us. We have IEP students or students who have difficulties. We have to have relations with the guidance unit to make them ready for the school environment and to integrate them into the society. Guidance units submit activity reports to us throughout the year. We prepare our monthly work plans in line with these activity reports. We carry out guidance activities for children in line with the plans."

The answer given by science teachers to the question regarding the subjective norm factor, which is the second dimension of aiming a behavior according to TPB, is as follows in Table 2;

Table 2. Expectations for Cooperation with Teachers and Guidance and Counseling Services

Individuals and Institutions	Frequency (f)
School administration	12
Ministry of National Education (MoNE)	11
Parents	5
Other teachers	4
School counselors	3
Students	2
Parent-teacher association (PTA)	2
My own will	2
Director of National Education	2

Science teachers mostly stated that they expected to cooperate with the school administration and the Guidance service of the Ministry of National Education (MoNE). There were also teachers who stated that they cooperated with parents, colleagues and their own will. The prominent views in this context are as follows:

S2: "The school administration, the ministry and some parents want us to be in contact with guidance-counseling service."

T4: "We work in coordination with the guidance unit throughout the year in line with the demands of the Ministry, school administration and other class guidance teachers."

S7: "First of all, our school principal supports and encourages us to work in coordination with the school guidance and counseling service."

S8: "First of all, I want us to be coordinated, then our school principal and the director of national education especially want us to be coordinated."

According to TPB, another factor that determines whether the behavior becomes a goal is whether the behavior is perceived as difficult or easy. Teachers expressed their perceptions about whether the guidance and counseling service made their work easier or more difficult as shown in Table 3;

Table 3. Reasons for Performing Informal Activities

Perceived Behavior Control		Frequency (f)
Convenience	Helps to learn about students	10
	Helps us for special education students	6
	Helps to learn about families	5
	Coordinated work increases our success	3
	Contributes to the success of students by giving them the right guidance	3
	Psychological help for students	2
	Their annual reports guide us	2
	It helps us to know how to treat students	2
Difficulty	It keeps us unnecessarily busy with tasks such as preparing paperwork	2
	Can make it harder for disinterested teachers	1
	Our job becomes difficult because they do their activities by taking our class time.	1

Science teachers mostly stated that their work becomes easier when they cooperate with the guidance service. It is understood that they see knowing the student, working in coordination and providing correct guidance as a result of cooperation. In addition, it has been determined that there are those who think that working with the guidance service and some bureaucratic procedures such as preparing documents make it difficult for them to practice their profession. In this context, some opinions are as follows:

S1: *"It makes it extremely easy. We get to know our students and their parents much better through the forms we fill out to get information about the students and their families. We know our students who need support very well. Guidance services do not pose any obstacles for us. It is also very important for the school. They provide support to motivate our students for the exams they have to take. Therefore, it is extremely helpful for us."*

S3: *"If a child has problems in behavior and comprehension, if he/she is an IEP student, if he/she is a mainstreaming student, it also sheds an important light on us in terms of getting the reports of these children as soon as possible and bringing them into education by asking regular and level-appropriate questions."*

S10: *"...they meet with the student, they meet with the parents, they make correspondence with official institutions if necessary, and we generally see their help in this regard. The most harmful thing is that they don't have their own time frames. They don't have their own time slots for the students. The most that can be said about them using our time is that it is like they are stealing from your class."*

DISCUSSION & CONCLUSION

In Türkiye, it is observed that the importance of guidance and psychological counseling services in the education and development of students is not fully understood by families, teachers and administrators, and therefore their practices have not reached the desired level (Can, 2010; 2011; Demir, 2010; Nazlı, 2008; Tuzgöl-Dost, 2020). However, both the domestic and foreign literature mention almost similar factors in the failure of guidance and counseling services to reach the expected level. Support from families, sociocultural structure, attitudes of teachers and administrators, individual characteristics, trainings received, physical conditions, working hours and workload, and regulations are some of these factors (Bengisoy & Özdemir, 2019; Can, 2010; 2011; Doğan, 1998;1999; Pişkin, 2006; Sakız & Sarıçalı, 2019; Tuzgöl-Dost, 2020). However, the first and most important responsibility for initiating and sustaining guidance practices belongs to school staff (Epstein, 2008). Adequate knowledge and positive attitudes of teachers, parents and administrators about the importance of guidance and counseling services are important factors in the success of the practices. As mentioned before, science teachers as class guidance teachers are school personnel with professional knowledge and service definitions that can play an important mediating role in the development of cooperation between families, students and counselors. In addition, it is important that their views on guidance and counseling are positive in order to create the mentioned conditions. In this study, it was aimed to describe the views of science teachers, who have responsibilities as class guidance teachers, on their relations with school guidance and counseling services and the services provided. Three research questions related to this general purpose were tried to be answered. In the study conducted in accordance with the qualitative research model, 15 science teachers (class guidance teachers) were reached. The data were obtained through a qualitative research form developed by the researcher based on the Theory of Planned Behavior.

The initial objective of the study was to ascertain the relationship between science teachers who also serve as class guidance teachers and the school guidance and counseling services. Additionally, the study aimed to determine the significance and advantages of these services. The findings of the study show that the attitudes of the 15 class science teachers who participated in this study were generally positive. According to the results of the qualitative evaluation; science teachers stated that they received support from the school guidance service in terms of trying to help students in line with the reports presented by the guidance and psychological counseling service, determining their needs and directing them to the guidance service when necessary, cooperating with families, getting to know students and understanding their feelings and thoughts, solving problems by strengthening teacher-student communication, supporting students' development, contributing to the solution of their problems, working for students with special needs, helping with test anxiety and adaptation problems. As a result of the study, the majority of science teachers (class guidance teachers) stated that the support they received from the guidance service was at a high level, especially in helping students through the reports prepared by the guidance service, cooperating with families, getting to know students and contributing to the solution of problems, and that this situation was very useful for the guidance services they would provide as science teachers. The fact that the majority of the answers given in this part of the study are positive and useful shows that science teachers have positive attitudes towards the behavior of cooperating with the guidance and counseling service in terms of the theory of planned behavior. Because, according to the theory, the majority of the benefits expected from the result of the behavior ensures that the attitudes of individuals towards the behavior are positive and individuals aim to do the behavior more. Individuals are more inclined to perform the behaviors they aim to perform (Ajzen, 1991: Kılıç & Aydın, 2018). Based on this, it can be inferred that the science teachers participating in the study are

willing to cooperate with the guidance and counseling service. It is thought that there may be several possible reasons for this. The first of these may be that teachers conduct more studies in these areas. In addition, there may be a greater need for teachers in terms of responsibilities in terms of school administration, parents, laws and regulations, and the guidance of the guidance service, direct observation of students and parents and awareness of their behaviors. Another reason could be that, as mentioned earlier, although they believe in the importance of these services, they do not have the knowledge and skills to support this belief and therefore would like to receive more support. Another possible reason is that teachers do not have the time and resources to devote to such activities due to their working conditions and workload. Accordingly, counselors' communication with teachers, both directly with teachers and in their work with students and parents, provides them with information about teachers' working conditions and problems. Finally, similar to the results of Demir (2010), teachers in all studies conducted in schools generally received positive support from the guidance service.

A further query was posed regarding the manner in which they ensure coordination with the school guidance and counseling service and the individuals expected to maintain this relationship. The people and institutions that they expect to maintain this cooperation are school administration, MoNE, parents, other teachers, school counselor, students, PTA, Director of National Education, their own will, and at the lowest level, district governorship, CRC. In addition, as mentioned before, although it is made compulsory by laws and regulations and even teachers and administrators emphasize the importance of guidance and counseling services in student development and success (Yavuz, Çayırdağ, Dahir, & Gümüşeli, 2017), practices do not support these opinions and legal regulations (Stockton & Yerin-Güneri, 2009; Yerin-Güneri, Büyükgöze-Kavas, & Koydemir, 2007). In the study conducted by Kızıl (2007), it was emphasized that although all teachers stated that cooperation was important, there was not enough cooperation in guidance activities. Similarly, Sakız and Sarıçalı (2019) emphasized that the lack of administrative support reduces the effectiveness of services. However, in this study, science teachers stated that the expectations of the school administration and MoNE were high, which was different from similar studies. Similarly, in their answers to the previous research question, teachers stated that guidance and counseling services were helpful in their work. However, as noted by Manz, Mautone, and Martin (2009), school counselors can assist all school staff in providing the necessary information and materials to initiate and sustain guidance activities in schools. Despite the positive perception of guidance services (Özmen & Kabapınar, 2019), the lack of knowledge comes to the fore (Nazlı, 2008). Therefore, it is thought that the inadequacies mentioned by class guidance teachers (science teachers) can be overcome through "mediation role" and "coordination-consultation roles (Nazlı, 2008; Poyraz, 2007)" related to their professional knowledge and skills.

The final question in the research pertains to the extent to which the school guidance and counseling service facilitates or hinders the professional work of the respondents. Science teachers stated that the areas in which the guidance and counseling service is important in terms of facilitating their work while performing their activities are as follows: helping to obtain information about students, getting help for students with special needs, obtaining information about families, coordinated work increases success, contributing to students' success by directing them correctly, guiding them through reports, ensuring that students receive psychological help and getting help on how to treat them, contributing to students' motivation, reducing workload, and getting support and help whenever needed. In parallel with both domestic and international literature, the science teachers who participated in this study explained that the most important factors that prevented the implementation of guidance service practices in the schools where they worked were the time-consuming bureaucratic work such as preparing documents, indifferent teacher attitudes, and the disruption of the programs of the guidance service by doing activities during class hours. For example, in a similar study conducted by Can (2011), it was emphasized that class guidance teachers' expectations for determining their "guidance and psychological counseling" needs and meeting them appropriately were mostly from school administration, parents and class guidance teachers, and that they also had expectations from the Ministry of National Education and universities for these services. However, it was concluded that teachers were reluctant and inadequate in developing themselves in order to be effective in the field of guidance and counseling services and that they did not do the necessary work. In addition, teachers stated that they have important needs in the areas of classroom guidance tasks, classroom management, evaluation of guidance activities, special education and inclusive education.

When we interpret the findings in terms of the theory of planned behavior; It has been determined that science teachers' cooperation with the guidance service is beneficial to them and makes their work easier, apart from bureaucratic difficulties. Although it is generally thought that their cooperation is due to extrinsic motivation, it would not be correct to say that this situation turns into pressure because there is an opinion that this cooperation

is beneficial. In this regard, within the scope of theory, it is thought that science teachers in this research generally have a positive cooperation with the guidance service.

According to the results of the study conducted by Karataş and Baltacı (2013), it was concluded that school principals and teachers are in cooperation with the guidance service, but teachers find guidance services boring. Can (2010) concluded that branch teachers were reluctant to carry out the activities carried out within the scope of guidance services and that most of the duties and responsibilities specified in the regulations regarding these services were seen as formalities and were generally shown as if they were carried out on paper. Similarly, in the study conducted by Doğan (1999), it was emphasized that in-class guidance activities could not be carried out in a planned and programmed manner. Similarly, in this study, science teachers found these services boring in terms of workload. In the study conducted by Nazlı (2008), teachers stated that guidance services contribute to the development of students and that guidance should be the responsibility of both teachers and school counselors. In addition, it is concluded that teachers do not have sufficient knowledge about guidance due to the negative attitudes of families, negative student behaviors, inadequate application and evaluation of test and non-test techniques used to get to know students, insufficient time for guidance due to the high amount of course content. Bengisoy and Özdemir (2019) found that the field of counseling and guidance is not well known by the administrators, teachers and parents with whom they work, and their duties and responsibilities are not well known (Stockton & Yerin-Güneri, 2009). Encountering unrealistic demands (Evrar, Akıntuğ, & Baysen, 2019) also shows that the duties and limits of the profession are not fully defined. It is seen that the physical conditions required for counseling and guidance services cannot be provided (Tuzgöl-Dost, 2020), the title problem is still unresolved (Özgüven, 1990; Pişkin 2006; Yerin-Güneri, Büyükgöze-Kavas, & Koydemir, 2007), and the desired point has not yet been reached in educational practices in the field of counseling and guidance (Yeşilyaprak, 2009). Demir (2010) stated that teachers' participation in in-service training for guidance services supported them to develop positive attitudes towards guidance services. In order to overcome these problems and develop a positive perception, the framework of guidance services should be better drawn within the scope of teaching programs and in-service trainings.

One of the basic principles in the field of education is that "the role of the teacher in the guidance program is vital" (Peters & Formell, 1959). In line with this principle, teachers have effective roles and functions in carrying out guidance and psychological counseling services within the framework of contemporary education understanding. The fact that pre-service teachers have not received sufficient practical training on guidance services during the education process or in-service training limits the contribution of teachers to guidance studies in schools and their full potential as teachers. However, if teachers can sufficiently adopt and realize their roles in the field of guidance, these role opportunities will contribute significantly to their fulfillment of other roles such as 'teaching' and 'management' in schools more effectively and to the development of positive teacher qualities in themselves (Yeşilyaprak, 1999).

As a result, teachers' knowledge of their roles and functions in the field of guidance and psychological counseling and their positive attitudes will provide an important contribution to the effective implementation of guidance services. In addition to making the guidance course compulsory in teacher training programs, supporting this course with different application courses will help teachers gain an understanding of guidance and become more willing by feeling themselves competent beyond the obligation. It is very important for teachers to try to improve themselves in areas where they think they are inadequate and to have positive attitudes and positive professional perceptions. In addition, being aware of the fact that university education cannot provide individuals with all the skills in every subject, it may be of great benefit for them to investigate environmental opportunities and work in cooperation with other organizations in order to increase their level of competence in guidance and other areas.

Suggestions for conclusions based on the findings of the research conducted below:

1. Guidance and counseling services often fall short due to various factors like lack of information, counselor quality, and regulations, impacting attitudes of families, teachers, and students. Schools need to address these factors by fostering a shared understanding beyond regulations. Enhancing effectiveness involves empowering all stakeholders, establishing robust communication channels between school and family, and offering sustained training programs for families and teachers. Counselors should act as mediators, facilitating understanding among all parties rather than bearing sole responsibility. For instance, counseling services should prepare and implement individual and group training programs for families and teachers on students' problem areas (educational, vocational, and personal). These programs should be long-term and well-planned.

2. More importance should be given to the training of prospective teachers. Their training on special education and guidance services should be kept up to date and this process should be supported with practical

trainings in order to increase their equipment before they start their profession. For this purpose, the curriculum contents of universities should be updated and arrangements should be made in accordance with the guidance and psychological counseling service practices carried out in schools. In order to increase the class guidance teachers' attitudes towards guidance and psychological counseling and their perceptions of competence in using participation strategies, it may be considered to include different courses with an application dimension in the field of guidance in undergraduate education programs. In addition, care should be taken to ensure that psychological counseling and guidance field experts teach these courses at the university.

3. Efforts should be made to ensure the active participation of families in the activities carried out within the scope of school guidance and counseling services and classroom guidance practices and to develop a common understanding between school-family-teacher in cooperation. Strengthening school-family-teacher relations within the scope of consultation services of school counseling services is considered important in terms of contributing to the healthy development of students in all aspects.

4. School counselors can provide introductory trainings to class guidance teachers on guidance and psychological counseling services and facilitate their implementation. Online resources should be used to inform class guidance teachers about guidance. The school website should be used more actively.

5. In-service training programs can be organized to increase the family involvement skills of working school counselors. Through in-service training programs, more effective, efficient and practical trainings on guidance and counseling services should be organized for all class guidance teachers.

6. The Ministry of National Education should prepare printed and digital resources on professional level special education and guidance services to inform all teachers, families and students. In addition, informative conferences and seminars should be organized and programs should be prepared by inviting different speakers.

7. In order to ensure that students' personality development as well as academic development is given importance in schools, more importance should be given to social activities and guidance practices should not be perceived as a compulsory course.

8. School administrators should support guidance and psychological counseling activities and work to meet the needs of class guidance teachers. In order to meet the guidance needs of class guidance teachers, regulations and improvements can be made according to the results obtained by taking into account the opinions and suggestions of teachers.

9. Class guidance teachers' duties and responsibilities related to guidance and psychological counseling services should be reorganized to be more functional. The intensity of paperwork can be carried out in a more planned, effective and useful manner within certain standards by using online systems.

10. Considering the developmental, protective, preventive and remedial functions of guidance and psychological counseling services in schools, the number and workload of school counselors is insufficient in terms of getting to know students better, observing their behaviors in different environments in and out of the classroom, reaching all students and making timely referrals and interventions. This deficiency can be eliminated through the effective role of class guidance teachers, appropriate referrals can be made and risky behaviors can be prevented. It is also important in terms of developing students' sense of belonging and trust, increasing communication skills, success and motivation, and preventing negative situations such as abuse, violence and aggression, bullying, and adjustment problems. Similarly, teachers can contribute to the development of students by working in partnership with the guidance service through informative trainings on "leisure time evaluation, effective use of time, sexual education, helping with homework and school work, guiding career or school choice, and understanding age-related emotional development."

Limitations

This study was carried out in a city in Türkiye.

Statements of Publication Ethics

In this study, the principles of publication ethics were followed, and necessary permissions were obtained with the approval of Kastamonu University Ethics Committee dated 07.09.2021 and issued 4th meeting with 25th decision.

Researchers' Contribution Rate

All authors contributed equally to this work.

Conflict of Interest

There is no conflict of interest to disclose.

REFERENCES

- Ajzen, I. (1991). The theory of planned behaviour, *Organization Behaviour and Human Decision Process*, 50, 179-211.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665-683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>
- Altıntaş, E. (2002). Çağdaş Eğitim Sisteminde Öğrenci Kişilik Hizmetleri ve Rehberlik [Student Personality Services and Guidance in Contemporary Education System]. *Psikolojik Danışma ve Rehberlik* (Ed. G. Can). Ankara: PegemA Yayıncılık.
- Amatea, E. S., & West-Olatunji, C. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high-poverty schools. *Professional School Counseling*, 11, 81-89. doi:10.5330/PSC.n.2010-11.81
- ASCA (2018). American School Counselor Association. Careers/Roles. Accessed from <http://www.schoolcounselor.org> on 20.04.2021.
- ASCA (2019). American School Counselor Assosiation. "School counselor matters". <https://www.schoolcounselor.org/getmedia/b079d17d-6265-4166-a120-3b1f56077649/School-Counselors-Matter.pdf>
- Bengisoy, A. & Özdemir, M. B. (2019). Psikolojik Danışman/Rehber Öğretmenlerin Bakış Açısıyla Psikolojik Danışma ve Rehberlik Alanının Sorunları [Problems of Psychological Counseling and Guidance from the Perspective of School Counselors]. *Kıbrıs Türk Psikiyatri ve Psikoloji Dergisi*, 1(3), 189-193. doi: 10.35365/ctjpp.19.1.24
- Bilgin, Y. (2000). Psikolojik Danışma ve Rehberlik Eğitiminde Çağdaşlaşma [Modernization in Psychological Counseling and Guidance Education]. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(6). Retrieved from <https://dergipark.org.tr/tr/pub/cusosbil/issue/4362/59668>
- Büyüköztürk, Ş. (2010). *Sosyal bilimler için veri analizi el kitabı. istatistik, araştırma deseni spss uygulamaları ve yorum (11. baskı)* [Data analysis handbook for social sciences. statistics, research design spss applications and interpretation (11th edition)]. Ankara: Pegem A publishing.
- Can, G. (2003). Psikolojik Danışma ve Rehberlik. 3.Baskı [Psychological Counseling and Guidance. 3rd Edition]. Ankara: Pegem Yayınları.
- Can, E. (2010). "İlköğretim Okullarında Görevli Rehber Öğretmenlerin Karşılaştıkları Sorunların İncelenmesi". ["Investigation of the Problems Faced by School Counselors in Primary Schools"]. 9.Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu. May 20-22, Elazığ.
- Can, E. (2011). "Sınıf Öğretmenlerinin Rehberlik ve Danışma İhtiyaçlarının Belirlenmesi" ["Determination of Guidance and Counseling Needs of Class Guidance Teachers"]. 10. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu. pp.496- 501. May 5-7, Sivas.
- Çetinkaya, B. (2017). Rehberlikte Temel Kavramlar (7.baskı) [Basic concepts in counseling (7th Edition)]. B. Aydın (Ed.) *Rehberlik içinde* (s.2-36). Ankara: Pegem Akademi.
- Davis, K. M., & Lambie, G. W. (2005). Family Engagement: A Collaborative, Systemic Approach for Middle School Counselors. *Professional School Counseling*, 9(2), 144-151. <http://www.jstor.org/stable/42732658>
- Demir, M. (2010). *Sınıf Rehber Öğretmenlerinin Rehberlik Anlayışları ve Rehberliğe Yönelik Tutumları* [Classroom Guidance Teachers' Guidance Understandings and Attitudes Towards Guidance]. Yayımlanmamış master tezi. Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Dogan, S. (1998). Counseling in Turkey: Current status and future challenges. *Education Policy Analysis Archives*, 6(12), 1-12.

- Doğan, S. (1999). Türkiye’de psikolojik danışma ve rehberliğin durumu ve geleceğe ilişkin yönelimler [The status of psychological counseling and guidance in Turkey and future orientations]. V. Ulusal PDR Kongresi’nde sunulmuş bildiri, Ankara.
- Epstein, J. L. (2008). Improving family and community involvement in secondary schools. *Principal Leadership*, 8(2), 16-22.
- Epstein, J. L., & Van Voorhis, F. L. (2010). School Counselors' Roles in Developing Partnerships with Families and Communities for Student Success. *Professional School Counseling*, 14(1), 1-14. <http://www.jstor.org/stable/42732745>
- Erkan, S. (1997). “İlköğretim Öğrencilerinin Rehberlik İhtiyaçlarının Belirlenmesi Üzerine Bir Araştırma” [“A Research on the Determination of Guidance Needs of Primary School Students”], *Eğitim Yönetimi Dergisi*, 3(3), pp. 333-406.
- Erten, S. (2000). Empirische untersuchungen zu bedingungen der umwelterziehung - ein interkultureller vergleich auf der grundlage der theorie des geplanten Verhaltens [Empirical studies of environmental education conditions - an intercultural comparison based on the theory of planned behavior]. (Unpublished PhD thesis). Justus-Liebig University, Germany.
- Erten, S. (2002). Planlanmış davranış teorisi ile uygulamalı öğretim metodu. [Planned behavior theory and applied teaching method]. *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi* , 19(2), 217-233.
- Evrar, G., Akıntuğ, Y. & Baysen, E. (2019). Ortaöğretim Kurumlarındaki Rehber Öğretmenlerin Psikolojik Danışma ve Rehberlik Hizmetlerine İlişkin Yeterlik Algıları. [Perceptions of School Counselors in Secondary Education Institutions Regarding Psychological Counseling and Guidance Services]. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (47), 116-133. Retrieved from: <https://dergipark.org.tr/tr/pub/deubefd/issue/46964/502228>
- Farwell, G. F. & Peters, H. J., (1968). Guidance: A Development Approach, 2nd Edition. Chicago: Rand McNally Company.
- Gibson, R.L. and Mitchell, M.H. (1990). Introduction to Counseling and Guidance. (3rd ed.) pp.68-79. New York: MacMillan Pub.Comp.
- Gordon, T. (1993). Effective Teacher Training, (Translated by E. Aksay-B. Özkan), YA-PA Publications, Istanbul.
- Karademir, E. (2013). Öğretmen ve öğretmen adaylarının fen ve teknoloji dersi kapsamında okul dışı öğrenme etkinliklerini gerçekleştirme amaçlarının planlanmış davranış teorisi yoluyla belirlenmesi [Determination of objectives realization at outdoor science education activities of teachers and pre-service teachers by the theory of planned behavior within the scope of science and technology lesson]. Yayımlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Karataş, Z. & Şahin-Baltacı, H. (2013). Ortaöğretim kurumlarında yürütülen psikolojik danışma ve rehberlik hizmetlerine yönelik okul müdürü, sınıf rehber öğretmeni, öğrenci ve okul rehber öğretmenin (psikolojik danışman) görüşlerinin incelenmesi [Examining the opinions of school principal, class guidance teacher, student and school counselors about psychological counseling and guidance services carried out in secondary education institutions]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 14(2), 427-460.
- Kepçeoğlu, M. (1999). *Psikolojik Danışma ve Rehberlik*. (12. basım) [Psychological Counseling and Guidance (12th edition)]. İstanbul: Alkım Yayınevi
- Kılıç, M. S. & Aydın, A. (2018). Öğretmenlerin Fen Bilimleri Dersi Kapsamında Laboratuvar Uygulamaları Hakkındaki Görüşlerinin Planlanmış Davranış Teorisi Yardımıyla İncelenmesi [Through the theory of planned behavior, determining the behavioral objectives of teachers and pre-service teachers in performing laboratory practice within the scope of science lesson]. *Kastamonu Journal of Education*, 26(1), 241-246. doi: 10.24106/kefdergi.378575
- Kılıç-Özmen, Z. & Kabapınar, Y. (2019). Sınıf Öğretmenleri ve Okul Psikolojik Danışmanları Birbirlerini Nasıl Algılamaktadır? [How Classroom Teachers and School Counselors Perceive Each Other?]. *Turkish*

- Psychological Counseling and Guidance Journal*, 9(53), 482-521. Retrieved from <https://dergipark.org.tr/en/pub/tpdrd/issue/46427/583270>
- Kızıl, D. (2007). Ortaöğretim kurumlarındaki rehber öğretmenlerin ve sınıf rehber öğretmenlerin sınıf içi rehberlik etkinlikleri ile ilgili görüşleri [The opinions of school counselors and class guidance teachers in secondary education institutions about in-class guidance activities]. Yayımlanmamış yüksek lisans tezi. Selçuk Üniversitesi, Konya.
- Korkut-Owen, F., & Owen, D. (2008). Okul psikolojik danışmanlarının rol ve işlevleri: yöneticiler ve psikolojik danışmanların görüşleri [School counselor's role and functions: school administrators' and counselors' opinions]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi*, 41(1), 207-221.
- Lindberg, E. N. & Konuk, M. (2016) Enhancing school-family collaboration: school counselor's role. In R. Efe, R. Penkova, J. A. Wendt, K. T. Saparov & J. G. Berdenov (Eds.), *Developments in educational sciences* (pp. 244-257). Sofija: St. Kliment Ohridski University Press.
- Manz, P.H., Mautone, J. A., & Martin. S. D. (2009). School psychologists' collaborations with families: An exploratory study of the interrelationships of their perceptions of professional efficacy and school climate and demographic and training variables. *Journal of Applied School Psychology*, 25(1), 47-70.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. London: Sage Publications.
- MoNE (2002). Milli Eğitim Bakanlığı, Özel Eğitim Rehberlik ve Psikolojik Danışma Hizmetleri Genelgesi. MEB Mevzuat, 1333, 27 Mart 2002 [Ministry of National Education, Special Education Guidance and Psychological Counseling Services Circular. MEB Mevzuat, 1333, March 27, 2002].
- MoNE (2002). Milli Eğitim Bakanlığı, Öğrenci-veli işbirliği konulu genelge (Genelge No: 2002/27), 20 Şubat 2002 [Ministry of National Education, Circular on student-parent cooperation (Circular No: 2002/27), February 20, 2002]. Available at: <http://orgm.meb.gov.tr/Mevzuat/genelgeler/27OKULaileisbirligi.htm>.
- MoNE (2015). Milli Eğitim Bakanlığı, Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü. Okullarda Rehberlik ve Psikolojik Danışma Hizmetleri Klavuzu [Ministry of National Education, General Directorate of Special Education and Guidance Services. Guidance and Psychological Counseling Services in Schools Guide]. Ankara.
- MoNE (2020). *Milli Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği* [Ministry of National Education Guidance and Psychological Counseling Services Regulation]. T.C. Official Gazette (31213, August 14, 2020). Retrieved from <https://www.resmigazete.gov.tr/eskiler/2020/08/20200814-2.htm>
- MoNE, (2021). *Milli Eğitim Bakanlığı İstatistikleri Örgün Eğitim 2020-2021* [Ministry of National Education, MoNE Statistics Formal Education 2020-2021].
- Nazlı, S. (2008). "Öğretmenlerin Değişen Rehberlik Hizmetlerini ve Kendi Rollerini Algılamaları" ["Teachers' Perception of Changing Guidance Services and Their Roles"]. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(20). pp.11-25.
- Özgüven, E. (1990). Ülkemizde psikolojik danışma ve rehberlik faaliyetlerinin dün ve bugün [The past and the present of psychological counseling and guidance activities in our country]. *Psikolojik Danışma ve Rehberlik Dergisi*, 1(1), 4-15.
- Pişkin, M. (2006). Türkiye'de Psikolojik Danışma ve Rehberlik Hizmetlerinin Dünü, Bugünü ve Yarını. [Past, Present and Future of Psychological Counseling and Guidance Services in Türkiye]. Hesapçıoğlu, M. and Durmuş, A. (ed.) *Türkiye'de Eğitim Bilimleri: A Bilonço Denemesi*, Ankara: Nobel Yayın Dağıtım.
- Poyraz, C. (2007). *Orta dereceli okullarda yürütülen rehberlik hizmetleri üzerine bir araştırma*. [A research on guidance services carried out in secondary schools]. Yayımlanmamış Doktora Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Sakız, H., & Sarıçalı, M. (2019). Paradigmatic Challenges in School Counselling: Correlates and Reflections on Practice. *Journal of Psychologists and Counsellors in Schools*, 29(1), 69-81. doi:10.1017/jgc.2018.23

- Stockton, R., & Yerin Güneri, O. (2011). Counseling in Turkey: An evolving field. *Journal of Counseling & Development*, 89, 98-104. doi:10.1002/j.1556-6678.2011.tb00065
- Tuzgöl-Dost, M. (2020). Okul Psikolojik Danışmanlarına göre İlkokullardaki Rehberlik ve Psikolojik Danışma Hizmetlerinin Durumu ve Sorunları [The Status and Problems of Guidance and Psychological Counseling Services in Primary Schools according to School Counselors]. *Elektronik Sosyal Bilimler Dergisi*, 19(76), 1673-1690. doi: 10.17755/esosder.715029
- UNICEF (2020). "Okul ve Sınıf Tabanlı Değerlendirmeye Dayalı Öğretmen Kapasitesinin Güçlendirilmesi" ["Strengthening Teacher Capacity Based on School and Classroom-Based Assessment"]. Rehberlik ve Psikolojik Danışma Hizmetleri Kılavuz Kitapçığı. Ankara.
- Walker, J. M., Schenker, S. S., & Hoover-Dempsey, K. V. (2010). Why do parents become involved in their children's education? Implications for school counselors. *Professional School Counselors*, 14, 27-39. <http://doi.org/10.1177/2156759X1001400104>
- Willis, D. G., Sullivan-Bolyai, S., Knafl, K. & Cohen, M. Z. (2016). Distinguishing features and similarities between descriptive phenomenological and qualitative description research. *Western Journal of Nursing Research*, 38(9), 1185-1204. doi: 10.1177/0193945916645499
- Yavuz, O., Çayırdağ, N., Dahir, C., & Gümüşeli, A. İ. (2017). Improving Student Achievement through Strengthening Principal and School Counselor Partnership. *International Journal of Educational Reform*, 26(2), 176-201. <https://doi.org/10.1177/105678791702600205>
- Yerin-Güneri, O., Büyükgöze-Kavas, A., & Koydemir, S. (2007). Okul psikolojik danışmanlarının Profesyonel gelişimi: Acemilikten olgunlaşmaya giden zorlu yol. [Professional development of Turkish school counselors: The tough road from novice to expert]. In D. Owen, F. Korkut-Owen, & R. Ozyurek (Eds.), *Gelişen psikolojik danışma ve rehberlik: Meslekleşme sürecindeki ilerlemeler* (Vol. 1, pp. 139-162). Ankara, Türkiye: Nobel.
- Yeşilyaprak, B. (1999). Sınıf öğretmenlerinin rehberlik açısından rol ve işlevleri. [The role and functions of classroom teachers in terms of guidance]. *Milli Eğitim Dergisi*, (144), 27-31. Retrieved from: <http://www.egitim.aku.edu.tr/yyaprak.htm>.
- Yeşilyaprak, B. (2009). Türkiye’de Psikolojik Danışma ve Rehberlik Alanının Geleceği: Yeni Açılımlar ve Öngörüler. [The Future of Psychological Counseling and Guidance in Turkey: New Expansions and Predictions]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 42(1), 193-213.
- Yeşilyaprak, B. (2013). *Eğitimde Rehberlik Hizmetleri*. [Counseling Guidance Services in Education]. (21st edition) Ankara: Nobel Yayınları.
- Yıldırım, A. & Şimşek, H. (2018). Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences], Seçkin Yayıncılık.
- Yüksel-Şahin, F. (2016). Okul Psikolojik Danışmanlarının Okullarında Verdikleri Psikolojik Danışma ve Rehberlik Hizmetlerini Değerlendirmeleri [School Counselors' Evaluation of Psychological Counseling and Guidance Services in Their Schools]. *Kastamonu Eğitim Dergisi*, 24(1), 281-298.