Teachers' Perspectives on Psychological Issues among their Students*

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ABSTRACT. This study has two aims: 1) to explore classroom teachers' experiences regarding the presenting psychological difficulties of their students; and, 2) to understand how they try to help those students and whether or not their intervention is effective. This study is qualitative in nature. Semi-structured individual interviews were conducted with 35 volunteer teachers from primary and high schools located in different parts of Ankara. The subjects taught by the participating teachers varied. Each participant was asked the following questions: 1-Based on your experiences, what are the psychological difficulties most often faced by your students? 2- How do you respond to their presenting psychological difficulties? and, 3- Do you think that your responses are effective? Descriptive and content analysis procedures were utilized. Four categories of psychological difficulties and six categories of widely used intervention strategies were identified. Results and implications are discussed.
Key words: presenting problems, school counseling, teachers' perspective.

Introduction

Perhaps the primary focus of schools is to grant academic achievement and not to provide mental health services. However, students' psychological and physical well-being have been one of the most important factors impacting academic achievement (e.g., Weare, 2000; McGee, Prior, Williams, Smart, & Sanson, 2002). Moreover, the psychological disposition of the students can have a vital impact on their development by affecting their quality of life now and in the future. The healthy development of youngsters may be disrupted at any point in their lives (Horowitz & Garber, 2006). Therefore, necessary steps need to be taken to ensure that their growth toward achieving their full potential is not disrupted.

School aged children across cultures are prone to several psychological difficulties as a result of their developmental stage (e.g., Horowitz & Garber, 2006) and Turkish students are no exception. Numerous recent epidemiological studies report concerns on the rates of psychological symptoms among school aged children and adolescents. For example, Toros, Bilgin, Bugdayci, Sasmaz, Kurt, and Camdeviren (2004) reported based on a sample of 4256 students between the ages of 10 to 20 in Turkey a depression rate of 12.55% with a higher prevalence rate among females.

School personnel, teachers in particular, have a crucial role in terms of identifying developmental and other types of issues and taking necessary precautions to prevent students from developing psychological problems. Teachers, of course, are not trained to be experts in psychological issues and their interventions. However, teachers are expert observers, and after proper training they can recognize the early warning signs of psychological problems (Maras & Kutnick, 1999). Teachers serve a function of being a bridge between school counselors and students. Classroom teachers spend a substantial amount of time with students, and thus their observation of students and judgments on the characteristics of their cognitive and emotional behaviors would provide vital insight for preparing prevention and intervention programs for a healthy school environment (Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). Moreover, teachers' participation and support are crucial for a successful outcome of any of the programs that would be implemented by the psychological counseling and guidance services. Kutcher et al. (1996) rightly suggest that teachers are often the first help source for the majority of the students even in the case of suicide attempts.

The current literature reports the perspectives of teachers in terms of problem behaviors (Houghton, Wheldall, & Merret, 1988; Türnüklü & Galton, 2001; Little, 2005), teachers' attributions for student problem behaviors (Ho, 2004; Gibbs & Gardiner, 2008), and sources of stress that affect

students (Anderson & Jimerson, 2007), but there are scarce studies examining what psychological difficulties among students are observed by teachers. One of these few studies, by Maras and Kutnick (1999), investigated teachers' perceptions on emotional and behavioral difficulties of students by utilizing content analysis. The results of this study show that teachers were more likely to identify emotional and behavioral difficulties that match to individuals' inability to conform to society. This study also informs that teachers tend to perceive behavioral problems as more difficult to overcome than emotional problems. Psychological difficulties of students may hinder an effective learning environment, may negatively impact classroom management, and may be confounded with student problem behaviors or student misbehaviors (Maras & Kutnick, 1999) as well as create professional anxiety among teachers (Axup & Gersch, 2008). Students' troublesome behaviors have been reported to be different based on the grade levels, as higher grade level students manifest more severe behavior problems (Arbuckle, Little, 2004).

Yet, teachers and their judgments are the most important source of referral for the counseling and guidance services at school as well as outsourced psychological help. Furthermore, teachers' intervention choices may hinder or alleviate the effective treatment of psychological difficulties of students (Ainscow, 2005). Their support, nonjudgmental attitudes, tolerance, appropriate referral and collaboration with school counselors and parents may prevent students from developing worse difficulties.

Therefore, this study aims to explore students' psychological difficulties from their teachers' perspectives. The motivation for this study comes from the fact that although there is a substantial amount of literature on psychosocial problems of students and their impacts on the academic achievements of school children (e.g., McGee, Prior, Williams, Smart, & Sanson, 2002, Achenbach, Dumenci, Rescorla, 2003), there is scant research examining teachers' perspectives on psychological issues of students and the way that teachers intervene to help students. This is an important issue of which to be mindful considering the fact that there are a very limited number of school counselors in our schools and some schools do not have any, and thus teachers have to be natural helpers and to be a bridge between students and school guidance services. With this motivation, the present study seeks answers to the following questions: a) what kinds of observations do teachers have regarding their students' psychological difficulties? b) what do teachers do to intervene? and, c) do teachers believe that their intervention strategies are effective or not?

METHOD

This research study is a 'descriptive' study with qualitative data aiming at identifying participating primary and high school teachers' perspectives about psychological difficulties of their students and their own solutions to those difficulties. Teachers' opinions about the effectiveness of their intervention strategies were also examined.

Participants

The participants of the study were 35 (24 female, 11 male) teachers. 18 of the teachers were from primary (from 1st to 8th Grades) and 17 of the teachers were from high schools located in various parts of Ankara. Their professional seniority ranged from 1 year to 32 years (X = 8.5 SD = 7.6). In order to represent different types of schools, no more than two teachers from the same school were interviewed. All the participating teachers were volunteers and they were reached via a snowball sampling method (Yıldırım & Şimşek, 2005). In the first step of the recruitment, the snowball started with the authors in their schools. The authors implemented the questionnaire to one of their colleagues who was known as being close to students, and was interested in their psychological problems. The chosen teachers were also closer to the students in terms of age in the high schools. This is because, they were also known as younger teachers who were able to better understand the students' difficulties and special needs. Then those teachers helped the researchers find similar teachers in their schools and the other schools where they could easily reach. The snowball was ended when there were little differences in methods reported in terms of psychological difficulties and intervention methods of the teachers. The classes taught by the teachers varied, including math, literature, English, chemistry, biology, history, arts, science, art history, physics, social sciences, music, and electronics.

Mathematics (n = 7), English teachers (n = 5), classroom teachers in primary schools (n = 4), literature (n = 3), and arts (n = 3) teachers were higher in number among the participants. On the other hand, the number of participating high school teachers in biology, chemistry, and electronics majors were one teacher for each. Average professional seniority of the teachers was 7.14 for mathematic teachers, 5.6 for English teachers, 14.8 for primary school classroom teachers, 8.6 for literature teachers, and 4.6 for arts teachers (painting and music). It is seen that the average professional seniority of primary school classroom teachers was the highest one among all of the majors represented in the study.

Instrument

In the present study, a written questionnaire form including two semi-structured open-ended questions (Yıldırım & Şimşek, 2005) was given to the participating teachers. Specifically, participating teachers were asked the following open ended questions: a) based on your experiences, what psychological difficulties do you observe among the students in your classroom; b) what do you do to intervene; and, c) is your intervention effective or not. Each teacher was given the opportunity to tell as many psychological difficulties and intervention strategies as they wished.

Participants were also asked to complete a demographic data form containing gender, major, professional seniority, and class level. The time of completion of the questions varied based on the narrative of the teachers and varied from 15 minutes to 30 minutes.

Data Analysis

In the present study, content analysis was utilized to examine the collected data. Firstly, codes revealed from the data were identified. In this process, two judges worked on the data independently and defined categories by considering each question. Then, the works of the two judges were compared and contrasted until a consensus was reached. Later another two judges checked the codes and categories independently. When there was a disagreement on the codes and categories, a consensus was sought. All of the judges were chosen based on their expertise in both qualitative studies and psychological services in education. In the end, there was an agreement among the four judges on the process of coding and the identified codes and categories. Finally, once all of the coding, category identifying, and consistency checking processes had been completed, the frequencies of the codes and categories were calculated.

RESULTS

The data gathered from primary (from 1st to 8th Grade) and high schools teachers were analyzed by comparing their responses. As shown in the Table 1, primary and high school teachers' observations of their students' psychological difficulties were composed of five main categories (emotional difficulties, behavioral problems, academic difficulties, interpersonal difficulties, and psychological problems due to family issues), with different numbers of codes across their observations. Table 2 presents the ways that teachers intervene when they observe that a student faces psychological difficulties, and whether their interventions were effective or not.

Observed Psychological Problems among Elementary and High School Students

As shown in Table 1, primary and high school teachers' reported psychological issues among their students were mostly similar. Psychological difficulties frequently observed by primary school teachers were emotional difficulties, behavioral problems, academic difficulties, and interpersonal difficulties, respectively. The frequencies of the observed difficulties reported by high school teachers were almost the same, except for the switch between behavioral problems and academic difficulties. Academic difficulties category was found to have a higher frequency than behavioral problems in the reports of high school teachers. However, the main categories were observed to be consisting of different difficulties. These different difficulties are marked in Table 1. For example, the psychological issues observed by primary school teachers but not by high school teachers were telling lies, feeling inferior, learned helplessness and excessive interest in the opposite sex.

Additionally, it should be noted that both levels of participating teachers reported some family issues that impacts the students' psychological dispositions. These family issues were conflicts with one of the family members, conflicts among family members, divorced/separated parents, and financial issues.

Table 1. *Reported Psychological Difficulties of Students*

Observed Psychological Difficulties (Primary School Teachers)	Observed Psychological Difficulties (High School Teachers)
1. Emotional Difficulties (25)	**1. Emotional Difficulties (18)**
Isolation/exclusion	Isolation/exclusion
Being too introverted	Being too introverted
Lack of concentration	Lack of concentration
Lack of self-confidence	Lack of self-confidence
Fears/feeling unsafe	Feeling unsafe
Shyness	Shyness
Adjustment difficulties	Adjustment difficulties
Test anxiety	Test anxiety
Being envious (of siblings or friends)	Being envious (of siblings or friends)
*Learned helplessness	*Depressive mood
*Inferiority	*Difficulty in self expression
*Excessive interest about opposite sex	
2. Behavioral Problems (18)	**2. Behavioral Problems (13)**
Aggressive behaviors (hurting others, harming school belongings etc.)	Aggressive behaviors (hurting others, harming school belongings etc.)
*Being rebellious	*Self harming
*Crying too much	*Day dreaming
*No/low attendance	
*Telling lies	
*Hyperactivity	
3. Academic Difficulties (17)	**3. Academic Difficulties (15)**
Lack of motivation/interest	Lack of motivation/interest
Negative attitudes toward school/courses	Negative attitudes toward school
Fear of failure	Fear of failure
	*Low grades
	*Unable to fulfill the school responsibilities (not doing homework)
4. Interpersonal difficulties (7)	**4. Interpersonal difficulties (9)**
Conflicts with opposite sex	Conflicts with teachers/opposite sex
Unable to keep balance in peer relationship (being too dominating, etc.)	Unable to keep balance in peer relationship (being too dominating, etc.)
*Being bullied/excluded	*Unable to establish friendships
*Selfishness	
*Lack of empathic understanding	

Note 1. The numbers in parenthesis constitute the number of times that category was identified.
Note 2. * constitutes the issues reported by only primary or high school teachers.

Reported Intervention Strategies by Teachers

As shown in Table 2, the primary and high school teachers reported very similar intervention strategies. Interestingly, the use of "role-play" and "help to increase self-knowledge/empathic understanding" interventions were reported by the primary school teachers' but not high school teachers, while "establishing eye contact" was only reported by the high school teachers.

It seems that one of the frequently reported intervention strategies used by both levels of teachers was "talking face to face with the students". The frequency of the use of this strategy by high school teachers (n= 32) was higher than the primary school teachers (n= 29). "Talking face to face with the students" was used as a solution in almost all of the problem areas. They used this strategy to verbally warn the students, to inform, or to convince them, as well as to explain or suggest something, to give examples, or to make a self-disclosure. This strategy was claimed as an important and unique strategy in dealing with the isolation/exclusion, aggressiveness, enviousness, low attendance, defensiveness, and crying issues of the primary school students. Similarly, this strategy was reported as the most preferred strategy in dealing with the high school students' feelings of being unsafe, daydreaming, homesickness, and enviousness issues. High school teachers claimed that talking face to face was a more effective strategy (%81) in solving these problems than primary school teachers (%69).

Primary school teachers reported that they prefer to use in-class intervention strategies (n= 38) much more frequently than the high school teachers (n= 29).

High school teachers, instead, prefer to refer students to school counselors or other professionals (n = 13). Primary school teachers used in-class intervention strategies more frequently than the high school teachers to cope with a lack of confidence, shyness, adjustment difficulties, lack of concentration, lack of motivation/interest in coursework, being bullied/excluded, and lack of empathic understanding. For example, a participating primary school teacher reported that there must be a strong bond between teacher and student. She continues her response as follows:

> …. *"teachers may ask students to perform little tasks and assume some responsibilities. Thus, students may have an opportunity to be close to the teacher. As the students perform successfully, teachers provide little reinforcement or, praise, so that students may feel a sense of accomplishment. Students' self efficacy and self esteem may improve…"*

She, as a primary school teacher, argued that if a teacher shows his/her openness to help, a student in a problematic situation such as lack of confidence or motivation, shyness, or some adjusment difficulties, might take advantage of that willingness to get closer, and develop more adaptive ways of coping with difficulties in the school environment. Several high school teachers also supported this approach. For example, an electronics teacher working in a vocational high school offered a similar approach to these kind of problematic issues with similar words:

> … *"students should be allowed to assume the responsibilities that he/she could, so that they can experience a sense being successful and in turn their self-esteem may improve."*

Some of high school teachers rather preferred to have a face-to-face talk with the student as first option about the issues he/she is experiencing or to refer the student to school counselor so that such difficulties and problems mentioned above are professionally dealt with. A high school teacher, for example, explained her pathway to the issues as follows:

> …*"I prefer to talk to students face to face in private. I would try to come up with solutions and I would refer them to the guidance services in our school. Meanwhile, I may contact the students' parents and encourage them to seek help for their child. Even, providing some personal attention can help students to feel better and to motivate them for their studies."*

High school teachers statedthat 77% of their referring reports were effective, while the primary school teachers rated the effectiveness of this strategy as 83%. As seen in the Table 2, "in-class intervention strategies" were reported as being effective by the majority of the participating teachers regardless of their teaching levels.

Moreover, the negative strategies of "ignoring" and "punishment" were reported relatively less frequently by the both levels of teachers. These strategies were used for behavioral and academic difficulties.

Table 2. *Reports of Commonly Used Intervention Strategies and Their Effectiveness*

Commonly Used Intervention Strategies (Primary School Teachers)	Effectiveness (Reported as effective/Total) (Primary School Teachers)	Commonly Used Intervention Strategies (High School Teachers)	Effectiveness (Reported as effective/Total) (High School Teachers)
1. Talking face to face w/ students (29)	**20/29**	**1. Talking face to face w/ students (32)**	**26/32**
2. In-class Intervention Strategies (38)	**34/38**	**2. In-class Intervention Strategies (27)**	**25/27**
Encouraging students to involve in group activities and projects	5/5	Encouraging students to involve in group activities and projects	6/6
Assigning responsibilities/tasks	10/10	Assigning responsibilities/tasks	10/11
Attentiveness	1/1	Establishing eye contact	1/1
Asking more questions during class	3/3	Asking more questions during class	0/1
Using praise and reinforcement	1/1	Using praise and reinforcement	1/1
Emphasizing strengths rather than weaknesses	5/5	Emphasizing strengths rather than weaknesses	1/1
Encourage students to establish social networks	0/1	Encourage students to establish social networks	3/3
Help to increase self-knowledge/empathic understanding	2/2	Create opportunities for students to experience success and to increase self confidence	1/1
Creating positive and interesting class atmospheres	4/5	Creating positive and interesting class atmospheres	2/2
Role-playing	0/1	Attentiveness	1/1
3. Referring to school counselors or other professional (6)	**5/6**	**3. Referring to school counselors or other professional (13)**	**10/13**
4. Talking with parents and asking their support (8)	**6/8**	**4. Talking with parents and asking their support (8)**	**6/8**
5. Ignoring (4)	**2/4**	**5. Ignoring (2)**	**2/2**
6. Using Punishment (3)	**2/3**	**6. Using Punishment (1)**	**1/1**
7. Consultation with other teachers (1)	**1/1**		-

Note. Some of the intervention strategies were offered for more than one psychological difficulty.

DISCUSSION

Teachers are natural helpers due to the characteristics of their job requirements. In order for their students to perform better, they have to know the students and their problems. Table 1 shows the perceptions of the teachers about their students' psychological difficulties and Table 2 shows their ways of helping the students. From the data analyses, four categories of psychological difficulties (emotional difficulties, behavioral problems, academic difficulties, and interpersonal difficulties) and 6 categories of intervention strategies (talking face to face with students, in class intervention strategies, referring to school counselor or other professionals, talking and collaborating with parents, ignoring the problems, and using punishment) were identified. None of the reported psychological difficulties and intervention strategies seem to be surprising as previous studies also report similar psychological issues that school aged students face with (e.g., Anderson & Jimerson, 2007; Kesici, 2007).

Despite the developmental differences between elementary and high school students, the participating teachers reported similar psychological difficulties for elementary and high school students. However, the subcategories of the difficulties were different. This result suggests that overall psychological difficulties of the students were similar but the nature of those difficulties appear to be different. However, both primary and high school students seem to be suffering from isolation, shyness, being introverted, lack of self-confidence, and they experience adjustment difficulties and test anxiety. Such observations of the teachers are alarming because the reported difficulties negatively impact both academic and personal life of students now and later in their life. Therefore, students need to be helped with such difficulties as early as possible.

It should be noted that during the analysis, some teachers were observed to report some student misbehavior such as tossing papers at each others, talking too much and/or too loudly as psychological difficulties. This observation indicates that teachers should be trained in what constitutes psychological problems as opposed to classroom misbehavior (Maras & Kutnick, 1999). On the other hand, students' misbehavior might be closely related to their current psychological issues as misbehavior may be the sign of such problems, for instance, lack of motivation, day dreaming, and low/no attendance. In this sense, helping students with psychological problems should be useful to create better classroom management and thereby a better learning environment. In order to help teachers to identify and manage psychological difficulties and classroom misbehavior, written advice in the form of tip sheets can be developed, in addition to formal training. The usefulness of the tip sheets was tested by Little (2005) who reported that teachers make great use of tip sheets about classroom behavior problems. Similar tip sheets on student' possible developmental and psychological problems can be constructed for teachers as well.

It seems that both primary and high school teachers utilize similar intervention strategies. However, more high school teachers reported utilizing face to face individual talks with students than primary school students. The use of negative interventions such as ignoring, punishment, and giving negative response to the students was rarely mentioned. The teachers who reported using such negative interventions stated that those were not very effective or their effectiveness took place in a short period of time. Such findings are reminiscent of suggestions made in some previous studies. These studies stated that teacher interventions should include more on-task classroom behavior, less negative and more positive responses by teachers (Weldall, Houghton, Mettett, & Baddley, 1989).

Results of the study indicated that teachers were more likely to use in class intervention strategies and face to face talk with students, and less likely to seek consultation with school counselors and other professionals. As argued earlier, teachers' insights and participations play vital roles in the development and implementation of successful prevention and treatment programs of any kind by psychological counseling and guidance services. Nevertheless, as Little (2005) suggested, the strategies needs to be used flexibly as one strategy may not address all the problems. Chosen strategies should match with the needs of the both students and teachers.

Finally, this exploratory study has several limitations. The most important one is that due to the qualitative nature of the study, the generalizability of the findings is limited and the results need to be cross-validated with a larger number of participants. Additionally, as Patton (2002) argued, there are some critical limitations for the written responses to the open-ended questions in qualitative studies, such as limitations related to the writing skills of the respondents, the impossibility of extending

and/or probing the responses, and the effort required of the person completing the questionnaire (p.21). Collected data in this study might have been influenced by these limitations mentioned by Patton (2002), since it included written responses to open-ended questions. Therefore, results revealed by the data might better be discussed with caution. Future studies comparing the perceptions of teachers with school counselors and parents should be interesting and useful to bring all the parties to work together with a goal to create better school environments in which the healthy growth of the students in every aspect is facilitated.

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Öğretmenlerin Öğrencilerin Psikolojik Sorunlarına İlişkin Görüşleri*

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ÖZ. Bu çalışmanın iki amacı vardır: 1) öğretmenlerin, öğrencilerinin psikolojik problemleriyle ilgili deneyimlerini irdelemek; 2) bu öğrencilere nasıl yardımcı olmaya çalıştıklarını ve bu yardımlarının etkili olup olmadığını anlamak. Bu araştırma nitel bir çalışmadır. Ankara'nın farklı bölgelerinde çalışan 35 gönüllü öğretmenle yarı yapılandırılmış bireysel görüşmeler yapılmıştır. Katılımcı öğretmenlerin branşları çeşitlilik göstermektedir. Her bir öğretmene şu sorular sorulmuştur: 1- Deneyimlerinize dayanarak, öğrencilerinizde sıklıkla ne gibi psikolojik problemler gözlemlediniz? 2- Bu psikolojik problemlerine nasıl bir tepki verdiniz?; 3- Tepkilerinizin etkili olduğunu düşünüyor musunuz? Araştırmada betimleyici analiz yöntemi kullanılmıştır. Dört farklı psikolojik güçlük alanı (duygusal güçlükler, davranış problemleri, akademik güçlükler ve kişiler arası güçlükler) belirlenmiştir. "Öğrencilerle yüz yüze görüşme" ve "sınıf içi müdahaleler" en çok kullanılan müdahale yöntemleri olarak gözlemlenmiştir. Sonuçlar ve doğurguları tartışılmıştır.

Anahtar kelimeler: Öğrencilerin psikolojik güçlükleri, okul psikolojik danışmanlığı, öğretmen görüşleri.

ÖZET

Amaç ve Önem: Bu çalışmada amaç, öğrencilerin ne tür psikolojik güçlükler yaşadıklarını öğretmenlerin gözlemleri açısından irdelemek ve aynı zamanda öğretmenlerin bu güçlüklere müdahale anlamında neler yaptıklarını araştırmaktır. Ayrıca, öğretmenlerin kendi müdahale yöntemlerinin etkililiğine yönelik görüşleri de incelenmiştir. Psikolojik güçlüklerin irdelenip aşılmasında öğrenci ve psikolojik danışman arasında önemli bir köprü işlevi olan öğretmenlerin psikolojik güçlüklere bakış açısı ve müdahale yöntemi olarak nelere başvurduklarının incelenmesinin, okul ruh sağlığı hizmetlerinin işleyişine önemli katkılar sağlayabileceği düşünülmüştür. İlgili alanyazın oldukça az çalışma ile sınırlı sayıda kalması, araştırmanın yürütülmesi için önemli bir motivasyon kaynağı olmuştur.

Yöntem: Bu araştırmada niteliksel/betimleyici araştırma yöntemi kullanılmıştır. Katılımcılar Ankara'nın farklı bölgelerinde çalışan 35 öğretmenden (24 kadın ve 11 erkek) oluşmaktadır. Farklı branşlardan 18 ilköğretim ve 17 lise öğretmeni katılımcı grubunu oluşturmuş ve kendileriyle yarı yapılandırılmış formatta açık uçlu sorulardan oluşan bir anket formu verilmiştir. Bu anket formunda öğretmenlere, kendi deneyimlerine dayanarak öğrencilerde ne tür prsikolojik güçlükler gözlemlediklerini, bu güçlüklerin aşılmasında ne tür müdahale yöntemleri izlediklerini ve izledikleri bu yöntemlerin etkili olup olmadığı hakkındaki görüşleri sorulmuştur.

Sonuçlar: İlköğretim (1. - 8. sınıflar) ve lise (10. – 12. sınıflar) öğretmenlerinin yanıtlarından oluşan verilerin karşılaştırılması sonucunda dört farklı psikolojik güçlük alanı (duygusal güçlükler, davranış problemleri, akademik güçlükler ve kişiler arası güçlükler) belirlenmiştir. "Öğrencilerle yüz yüze görüşme" ve "sınıf içi müdahaleler" en çok kullanılan müdahale yöntemleri olarak gözlemlenmiştir. İlköğretim öğretmenleri sınıf içi müdahale yöntemlerini lise öğretmenlerine göre daha sık kullandıklarını ifade etmişlerdir. Öte yandan lise öğretmenleri de rehberlik servisine yönlendimeyi ilköğretim öğretmenlerine göre daha sıklıkla kullandıklarını belirtmişlerdir.

Tartışma: Öğretmenler tarafından belirtilen psikolojik güçlükler ve müdahale yöntemleri geçmiş bulgularla paralellik göstermektedir (e.g., Anderson & Jimerson, 2007; Kesici, 2007). İlköğretim ve lise öğretmenleri benzer psikolojik güçlükler ve müdahale yöntemlerini kullandıklarını ifade etmişlerdir. Ancak belirlenen psikolojik güçlükler kategorilerinin alt kategorilerinde bazı farklılıklar da gözlemlenmiştir. Bu sonuçlar belirtilen psikolojik güçlüklerin benzer olmasına rağmen bu psikolojik güçlüklerin doğasının ilköğretim ve lise düzeylerinde farklı olabileceğine işaret etmektedir. Öte yandan sonuçlar müdahale yöntemi olarak hem ilköğretim hem de lise öğretmenlerinin sınıf içi müdahale yöntemlerini ve öğrenciyle karşılıklı görüşmeyi rehberlik servisine yönlendirmeye göre daha fazla tercih ettiklerini göstermektedir. Bu sonuçlardan hareketle okul psikolojik danışmanlarının öğretmenlerin müdahale tercihlerindeki rolünün sınıf içi müdahale yöntemlerine ve öğrenciyle birebir görüşmeye göre az olduğu ifade edilebilir. Gelecekte, bu konuda yapılacak çalışmalar öğretmenlerin yanı sıra okul psikolojik danışmanlarını ve velileri de kapsayabilir. Böylelikle okul ortamında psikolojik güçlükler ve baş etme yöntemleri konusunda daha kapsamlı veriler elde edilerek, okul ortamının iyileştirilmesine yönelik daha etkin çözümler üretilebilir. Bu çalışma nitel çalışmaların sahip olduğu sınırlılıklara sahiptir.