Examination on the View of School Administrators and Teachers to School Counselor (Psychological Counselor)

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Abstract

The main purpose of this study is to examine the view of school administrators and teachers to school counselor (Psychological Counselor) by metaphor analysis. Comparison method of relational screening models has been followed during the research. Content analysis of qualitative analysis methods has been followed to analyze collected data. Study group of the research had total 390 individuals, 181 of which were school administrators and 209 of which were teachers who worked in the elementary schools in Rize city center and districts in the academic year of 2011-2012. In the form prepared for a data collection tool concerning the research, the participants were asked to complete the sentence ˝A school counselor (Psychological Counselor) is like ..., because ... ˝ in order to reveal the perceptions of school counselor (Psychological Counselor) content analysis method and Pearson X^2 test was used for the assessment of participants' statements. When the statements of participants were analyzed, eight total conceptual categories were created from the metaphors they produce. It was shown that school administrators respectively stated the categories in which more metaphors were produced like *Guiding, Problem Solving, Developing, Discovering, Friend, Leader, Protector and Ineffective; teachers respectively stated like Guiding, Developing, Problem Solving, Friend, Discovering, Ineffective, Leader and Protector.* It was also understood that conceptual categories did not show any significant difference depending on the variables of staff type (school administrator and teacher) and gender.

Key Words

Metaphor, School Counselor, School Administrator, Teacher, Counseling Services.

Counseling services has an effective role in pupil personnel services which is an essential part of education process. Counseling services are categorized by five main topics in the related literature. *(i) Counseling in terms of service areas, (ii) Counseling in terms of basic functions, (iii) Counseling in terms of individual numbers, (iv) counseling in terms of teaching steps, (v) Counseling in terms of problems fields* (Uz Baş, 2009). It is seen that developmental counseling is based relatively more than basic functions mentioned above in the counseling programs applied recently. In this approach, Erkan (2001) has underlined that developmental needs of individuals are in the forefront. It has also been touched on the points that the individual knows himself/herself, he/she is responsible and intentional, he/she has a healthy social life, he/she makes progress in problem solving and decision making abilities (Ersever, 1992; Yeşilyaprak, 2001). When we consider the purposes of counseling in secondary school, it is emphasized on the points that an adolescent gains personality integrity and gets ready for business world (Tan, 1992).

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In developmental counseling, school administrators, teachers and parents have important duties and responsibilities as well as school counselors (Psychological Counselor). Thus, in many researches about this topic (Akbaş, 2001; Bozic & Carter, 2002; Clark & Amatea, 2004; Cooper, Hough, & Loynd, 2005; Hardsty & Dillard, 1994; Karakuş, 2008; Nazlı, 2003; Özabacı, Sakarya, & Doğan, 2008; Reiner, Colbert, & Perusse, 2009; Ünal, 2004), it has been found that the positive attitudes and views of school administrators and teachers towards counseling services has influenced the presence of functional counseling services. In some studies (Güven, 2004; Güvenç, 2001; Hamamcı, Murat, & Çoban, 2004; Kızıl, 2007; Nazlı, 2007; Onur, 1997; Paskal, 2001) it is claimed that teachers and school administrators have insufficient knowledge about counseling services and are not in cooperation with them. However it is seen that these approaches have a negative impact on the efficiency of counseling service studies. When we take the researches in which the ideas of school administrators and teachers are compared, in the study of Özaydın (2002), while school administrators have positive evaluations, teachers have negative views regarding counseling studies carried out in their own school. In the study of Özdemir (1991) the result is that school administrators in elementary schools have positive and similar views with the teachers regarding counseling services. In some other researches about counseling services, it has been claimed that school administrators expect from school counselors to intervene in crisis situations, to take part in personal counselor studies and administrative affairs (Amatea & Clark, 2005), to take the values in working life into consideration, to provide the coordination between counselor and personnel and to be well equipped in terms of special knowledge (Fitch, Newby, Ballestero, & Marshall, 2001). Some certain principles which need to be adopted by school counselors are defined in *Ethical Rules for the Workers in the Field of Psychological Counseling and Guidance* (Psikolojik Danışma ve Rehberlik Derneği, 2006) regarding the qualifications of a school counselor. These principles are: competency (proficiency, ability), honesty, being sensitive and respectful, being sensitive to individual and cultural differences, social responsibility, professional and scientific responsibility. In addition to this, when we consider the related literature (Corey, 2005; Hackney & Cormier, 2008; Kuzgun, 2009), we can commonly observe that school counselors should have the abilities of being effective, candid, transparent, objective and being sensitive to the

problems of other people. In this research, it is quite important to reveal how similar the views of school administrators and teachers about school counselor to the expectations from that school counselor mentioned above. It is known that differently understanding the role definitions of school counselors cause various problems in the practice (Ginter, Scealise, & Presse, 1990; Pişkin, 1989). From this point of view, it is thought that determination of the view towards the school counselor illuminates the role definitions of school counselors. In some studies in which metaphor analysis is made (Güven & Güven, 2009; Güven & İleri, 2006; Saban, 2009; Saban, Koçbeker, & Saban, 2006) it is found that gender, one of the variables of the research, causes differences in the perceptions; in some other studies (Aydın, 2010; Cerit, 2008; Inbar, 1996) it is claimed that it doesn't cause any difference.

Purpose

The main purpose of this study is determined as the examination of the view of school administrators and teachers to school counselor (Psychological Counselor) by metaphor analysis.

Method

Research Design

This research which aims to specify the views of school administrators and teachers towards school counselor with the help of metaphors belongs to the relational screening method. Relational screening method aims to specify if any simultaneous changes between two or more variables happen or to determine its level. Relational screenings are made in two different ways, correlation and comparison (Karasar, 1999). Comparison method is used in this research. Content analysis of qualitative analysis methods has been followed for analyzing collected data and open-ended questions.

Study Group

Study group of this research is constituted by school administrators (principal and deputy principal) and teachers who work in the elementary schools in Rize city center and districts (Çayeli, Ardeşen, Pazar, Kalkandere and İkizdere) in the academic year of 2011-2012. For the determination of participants in the researches conducted by screening model, probability sampling techniques are usually preferred. However maximum variation

sampling method among purposeful sampling methods is utilized since data analysis is performed with qualitative techniques in this research. Total 209 teachers, 85 (40,6%) of which are female,124 (59,4%) of which are male and total 181 school administrators, 21(11,6%) of which are female 160 (89,4%) of which are male have taken part in the research.

Instrument

Researches in which metaphors are used as the instruments for preparing data collection tool and revealing the participants' perceptions (Aydın, 2010; Aydoğdu, 2008; Boyacı, 2009; Cerit, 2008; Çelikten, 2006; Ersoy & Türkkan, 2009; Öztürk, 2007; Saban, 2008, 2009; Ünal, Yıldırım, & Çelik, 2010) have been examined. According to Morgan (1998) metaphor is a way of thinking which indicates how individuals perceive their environment. Cerit (2008) also states that metaphors are used in case of having insufficient knowledge about related concepts of the situation desired to be explained.

In the light of the above studies, in the form prepared for being a data collection tool for the research participants are asked to complete the sentence "A school counselor (Psychological Counselor) is like ..., because ..." in order to reveal the perceptions of participants about the school counselor.

Process

Content analysis method is used for the evaluation of the data obtained in this research. The analysis and interpretation of the metaphors developed by teachers and school administrators for *the school counselor* concept have been performed in five stages: These stages are: (a) Naming (Codification) Stage, (b) Elimination and Purification Stage, (c) Editing and Category Development Stage, (d) The Stage of Providing Validity and Reliability and (e) The Stage of Transferring the Data to Electronic Media. An expert view is consulted in order to reliability if the metaphors given under eight conceptual categories represent the said conceptual category or not. The reliability of the research is calculated by Miles and Haberman's formula (1994) (reliability = agreements / agreements + disagreements) with determining the numbers of agreements and disagreements.

Results

When the participants' statements are analyzed, eight total conceptual categories are created from the metaphors they have produced: *Problem solving, Guiding, Developing, Discovering, Friend, Leader, Protector* and *Ineffective Counselor*. It is seen that school administrators have mentioned the category of *Guiding* mostly. This category is followed respectively by *Problem Solving, Developing, Discovering, Friend, Leader, Protector* and *Ineffective* categories. It is also seen that teachers have mentioned the category of *Guiding* mostly. This category is followed respectively *Developing, Problem Solving, Friend, Discovering, Ineffective, Leader* and *Protector* categories. When the metaphors are examined according to the gender of participants, it is found that the most produced metaphors by women are belonged to the category of *Guiding*. This category is followed respectively by *Developing, Problem Solving, Friend, Discovering, Protector, Leader* and *Ineffective* categories. Similar to female participants, the metaphors produced by male participants are mostly belonged to the category of *Guiding*. This category is followed respectively by *Problem Solving, Developing, Discovering, Friend, Leader, Ineffective and Protector* categories. It has been also understood that conceptual categories do not show any significant difference depending on the variables of staff type (school administrator and teacher) and gender.

Discussion

According to the results of the research, mostly produced metaphors of school administrators and teachers are belonged to the category of *Guiding*. One of the main objectives of counseling services is to help the individual to know his/her own abilities, interests and needs and to make the rightest decisions as well. One of the services given in order to reach this objective is directing and orientation service which is also under the service fields of counseling (Topçu Kabasakal, 2009). In this context it is understood that directing and orientation service has an essential role in counseling services. Thus the related researches (Erkan, 1997; Ginter et al., 1990; Güven, 2005; Kutlu & Güven, 2002) have shown that the administrators, teachers and parents are in the opinion that counselors should direct the students to the most suitable fields and professions for them.

According to the results of the research, after the category of *Guiding*, the second mostly produced

metaphors of school administrators and teachers are belonged to the categories of *Developing* and *Problem Solving*. In some researches (Hui, 2002; Tuzcuoğlu, 1994; Zalaquett, 2005) it is understood that teachers and school administrators perceive the counseling services as a service which makes attributions to the development of students at all aspects.

It can be seen that the other category in which the mostly produced metaphors take place is *Problem Solving* category as well as category of *Developing*. When counseling perceptions are considered, it is also seen that there is a facilitating-solution oriented approach which focuses on the shortages and misconducts of the individual (Şahin, 2010). In a various researches on this subject (Atıcı & Çekici, 2007; Başaran, 2008; Gençdoğan & Onur, 2006; Ginter et al., 1990; Karakuş, 2008; Vail, 2005) it is observed that school administrators and teachers expect from the school counselors to help the students for their problems in personal, social and educational topics.

In the category of *Discovering*, it is specified that the school counselor is a person who creates awareness on the people around and makes them discover the features they have. As Çetinkaya (2009) has mentioned before, the ultimate objective of counseling services is to make the individual know of himself/herself, be aware of secret powers and to help him/her to improve these powers at the top level and consequently to realize himself/herself. According to the research of Akman (1992) about counseling requirements of the elementary level students, it is seen that it is expected from counseling studies to be effective on the point of revealing the students' potential.

Metaphors of the participants in the category of *Friend* are considered, it is accepted that the counselor is expected to have intimate and friendly relationships with other individuals, to have no prejudice towards them and to be reliable. Thus, counselor should have helpful, devoted and intimate attitude in order to have trust and empathy concepts in a counseling process (Raskin & Rogers, 1989).

When we look at the metaphors in the category of *Leader*, we can see that school administrators and teachers perceive the school counselor as a director and leader in both carrying out the counseling services and in the development of students. In the research of Ametea and Clark (2005) on this subject, it is found that the school counselor is regarded as a leader who primarily brings innovations by the administrators.

As for the category of *Protector*, participants regard the school counselor as a person who guards the students from some negative and harmful factors. In the research of Ersever (1992) regarding this subject, it is accepted that giving information to the administrators, teachers and parents about the ways of coping with problematic situations before they arise has beneficial results.

As for the category of *Ineffective,* participants are in the opinion that the school counselor doesn't help to other workers in the workplace and the students adequately. Öztürk (1999) has stated that teachers have positive perception towards counseling services and they are on the opinion that the results of these services are beneficial. Moreover, in the researches of Güven (2005) with parents, of Yumrutaş (2006) with teachers and of Kızıl (2007) with the class counselors, it is understood that counseling services cannot show enough efficiency.

In other results within the scope of the research, there hasn't seen any significant changes between teachers and school administrators when the conceptual categories are compared according to staff type. According to some researches on this issue (Akbaş, 2001; Başaran, 2008; Erkan, 1997; Güvenç, 2001; Özdemir, 1991), school administrators and teachers have parallel views about counseling services. Apart from this, in the researches of Pişkin (1989) and Özaydın (2002), it is claimed that administrators have relatively more positive views to the counseling services than the teachers. Also there has not been observed any significant differences in conceptual categories when the participants are compared according to the gender factor. In the research of Onur (1997) which has also shows the same results, it has observed that gender factor doesn't cause any significant differences on the counseling services views of administrators and teachers.

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