

Investigating Views of Teachers on Classroom Guidance Programs

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Abstract

Problem Statement: Comprehensive, developmental guidance and counseling programs are vital to the achievement of excellence in education for all students. The purpose of the guidance curriculum is to help all students develop basic life skills in the areas of personal/social, career planning, and academic development. Although the counselors' responsibilities include organizing and implementing the guidance curriculum, the teachers who are supported by the school counselors are responsible for implementing the guidance curriculum within their classrooms. In Turkey, however, lack of appropriate training and lack of teachers' knowledge were addressed as important problems in the field of guidance and counseling.

Purpose of Study: This study aims to examine the views of teachers working in primary schools and high schools on classroom guidance programs.

Method: The sample of the study included 209 teachers (130 female and 79 male) in primary and high schools in İzmir, Turkey. A qualitative study was conducted by interviewing Turkish primary and high school teachers about their involvement in guidance and counseling, their opinions about the effectiveness of guidance programs and having difficulties. A semi-structured interview was used with pre-designed questions posed to all

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interviewees as probing questions during the interview for clarification and elaboration. Content analysis was used to analyze the data.

Findings and Results: Fifty-three percent of the primary school teachers were willing to engage in classroom guidance activities. However, the majority of high school teachers (84.3%) were not willing to engage in classroom guidance activities, yet 85.6% of primary school teachers and 82.9% of high school teachers reported that classroom guidance activities are important for students. Also, the majority of both primary school teachers (72.7%) and high school teachers (84.3%) reported that they seek help from school counselors regarding classroom guidance activities. The most important help topics were program implementation and evaluation. Moreover, half of the primary school teachers (49.6%) reported that they need additional help with implementation of classroom guidance programs. This rate was higher for high school teachers (74.3%).

Conclusion and Recommendations: As a result, teachers have some difficulties when they are preparing and implementing classroom guidance programs. It is recommended that school counselors should conduct consultations with teachers on classroom guidance teaching, emphasizing the positive effects of teachers on student development, and in-service training should be planned for teachers on the implementation and evaluation of classroom guidance programs.

Key words: Comprehensive developmental guidance program, teachers, guidance lesson, primary school, high school.

Since the early 1900's in the United States (USA) and 1950's in Turkey when school counseling began, school counseling has undergone significant changes. These changes are summarized briefly as services model (organizing the activities of counselors around major services including assessment, information, counseling), processes model (emphasizes the clinical and therapeutic aspects of counseling, particularly the processes of counseling, consulting, and coordinating), and the duties model (emphasizes duties of counselors). Today, these models are categorized as a traditional guidance approach. Beginning in the 1960's, but particularly in the late 1970's, an increasing number of articles, books, and handbooks describing comprehensive programs emerged, as did mandates for comprehensive, developmental guidance programming in schools. During this period, the call came to re-orient guidance from what had become an ancillary set of services delivered by a person in a position (the counselor) to a comprehensive, developmental program (Gysbers & Henderson, n.d.). In the USA, in the 1980's, the State of Missouri published a version of a comprehensive state plan to help districts develop, implement, and evaluate comprehensive, systematic school guidance programs (Iowa Comprehensive Counseling and Guidance Program Development Guide, n.d.). The first studies began in the early 2000's in Turkey.

Comprehensive, developmental guidance and counseling programs are vital to the achievement of excellence in education for all students. Moreover, comprehensive developmental guidance and counseling programs are an integral part of each schools' entire education program (Neeley et al., 2004). A comprehensive, developmental guidance and counseling program usually contains three key elements; a) content, b) organization framework, and c) resources. The content element identifies student competencies considered important by the school district for students to master as a result of their participation in the school's comprehensive guidance program. The organizational framework contains three structural components (definition, rationale, assumptions) and four program components (guidance curriculum, individual planning, responsive services, system support), with examples of program activities and counselor time distribution across the four program component. The resource element presents the human, financial, and political resources required to implement the program fully (Gysbers & Henderson, 1999)

The purpose of the guidance curriculum component is to help all students develop basic life skills in the areas of personal/social, career planning, and academic development. The guidance curriculum component is the heart and soul of the developmental piece of a comprehensive program (Iowa Comprehensive Counseling and Guidance Program Development Guide, n.d.). The developmental guidance curriculum has a scope and sequence for student competency developments. The curriculum is taught in units with planned lessons for small or classroom-sized groups of students (Neeley et al., 2004). In Turkey, seven areas have been identified for guidance curriculum; a) orientation school and environment, b) motivation to achieve c) self-acceptance, d) interpersonal relations, e) family and community, f) responsible and healthy life, g) educational and vocational development (MEB, 2006).

Although the counselors' responsibilities include organizing and implementing the guidance curriculum, the cooperation and support of the entire school and staff are necessary for its successful implementation. Because school counselors can not do all the classroom guidance plus all other counseling activities, they need the help of the administrators, teachers, and the other school staff (Iowa Comprehensive Counseling and Guidance Program Development Guide, n.d.). The teachers, who are supported by the school counselors are responsible for implementing the guidance curriculum within their classrooms (Yuen, Chan, Lav, Gysbers, & Shea, 2007). In other words, teachers have an important role in classroom activities and school-wide activities. Teachers develop and infuse school counseling activities into the instructional program that are integral to good learning and they may serve as advisors, mentors, and in a number of other roles (New York State School Counselor Association, 2011). According to Richardson and Baron (1975), teachers were primarily responsible for the guiding and learning of developmental tasks in the area of "social learnings" (cited in Gysbers & Henderson, 1999). For example, teachers may help in organizing and conducting educational /vocational days or teachers may teach guidance lessons in classrooms (Gysbers & Henderson, 1999).

In fact, effective teachers share many of the same traits as effective counselors: ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. Good teachers also habitually promote and sustain positive group interaction in their classes, and

develop a helping relationship with both students and parents. Moreover, it is known that teacher-student relationships that are characterized by warmth, an absence of conflict, and open communication promote better school adjustments (Lapan, Gysbers & Petroski, 2001). In all these ways, the teacher's role is closely allied to that of the counselor. On the other hand, middle and high school teachers work with a larger number of students and usually spend no more than an hour a day with each class. Because their teaching is limited to specialized fields, they tend to emphasize academic skills and have little time to spend to get to know their students or talk about students' needs, interests, or problems. Yet, a trusted high school teacher is often the student's first choice as someone to turn to in discussing personal problems (Ellis, 1990). At the same time, studies (Jackson et al., 2002) show that teacher support is necessary for a school counseling program to be successful. For a comprehensive guidance program to flourish, cooperation between school counselors and teachers is paramount. According to Nuget (1990), next to counselors, teachers are the most important component in implementing a successful comprehensive guidance program (cited in Stelzer, 2003). Therefore, without teacher support and involvement, developmental guidance will not work. Some teachers who are uncooperative and unsupportive have criticized developmental guidance in general. These teachers do not like students from their classrooms working with counselors. They may even refuse to send their students to the guidance office (Stelzer, 2003).

Teacher perceptions of the school counselors' role and school guidance services are really important for an effective guidance program. Several studies focused on this research area (Yüksel-Sahin, 2009; Taşkaya & Kurt, 2010; Reiner, Colbert, & Perusse, 2009). At the same time it is believed that teacher perceptions of developmental guidance programs are important too. But there is little written in professional literature about the perceptions or contributions of teachers toward influencing the counseling programs in their schools. One of these studies in this area conducted by Hui (2002) revealed that teachers perceived a comprehensive developmental guidance program as fostering student development (Hui, 2002). Some teachers, however, believe that their responsibility is about teaching the academic discipline (Lohrmann, Forman, Martin, & Palmieri, 2008; cited in Lam & Hui, 2010) and guidance and counseling activity is the territory of the experts (Finnery, 2006; cited in Lam & Hui, 2010). Moreover, in Turkey lack of appropriate training and lack of knowledge of class teachers were addressed as important problems in the field of guidance and counseling (Külahoğlu, 2004).

Purpose of Study

Against this background, the purpose of this study describes teachers' perceptions of and involvement in the comprehensive, developmental school guidance program in primary and high school in Turkey. It is expected that the data gathered through this research study will provide a wealth information about what teachers think are the guidance curriculum. This knowledge is crucial in informing any necessary changes to future guidance curriculum implementation and highlights the most effective components of the comprehensive developmental guidance program.

Method

Participants

The sample of the study included 209 teachers (130 female and 79 male) in primary and high schools in a city in the western part of Turkey, İzmir. One-hundred thirty nine teachers (66.5%) are from primary schools and 70 teachers (33.5%) are from high schools. Of these teachers 10.5% have 0-5 years experience, 25.8% have 6-10 years of experience, 23.9% have 11-15 years of experience, 16.7% have 16-20 years of experience, and 23.8% have more than 21 years of teaching experience.

Procedures

A qualitative study was conducted by interviewing Turkish primary and high school teachers about their involvement in guidance and counseling and their opinions about the effectiveness of guidance programs and having difficulties. Qualitative research is useful for exploring little-understood phenomena and for investigating new areas or topics (Burns & Grove, 2001). A semi-structured interview was used with pre-designed questions posed to all interviewees as probing questions during the interview for clarification and elaboration. All interviews were conducted regarding 4th grade students in guidance and counseling programs who have been successful in the course of non-test assessment techniques. Each interview lasted about 30 minutes. The interviews were recorded by interviewees. The semi-structured questionnaire consisted of the following items:

1. What is your opinion about classroom guidance programs? What sort of benefits do you think classroom guidance courses have for the students?
2. How is the guidance program of the classroom you are responsible for prepared?
3. What kind of activities have you prepared during this semester as a teacher? Which questionnaires (surveys) have you conducted?
4. When you prepare and implement guidance activities about which subjects do you consult the school counselor?
5. Do you face any problems during the guidance courses? Can you please tell about them?
6. Do you think that you need more information as you run the guidance courses?

In addition we asked the interviewees to complete a brief demographic questionnaire on their gender, age, teaching experience, number of years teaching at the current school, willingness to engage in classroom guidance activities and training specific to counseling and guidance.

Data Analysis

Content analysis is an unobtrusive method of analysis that can easily accommodate large amounts of data (Shuyler & Knight, 2003). Therefore, in this study content analysis was performed according to Miles and Huberman (1994). The researchers read the responses and looked for themes and patterns. Qualitative

content analysis proceeded according to the following steps: 1. The researchers read the responses carefully to get a feeling from the data. The researchers extracted important statements from participants' phrases. 2. The researchers divided the statements into important categories, themes, and theme clusters and then conducted the explanatory integration for the same. 3. The researchers verified the face validity of the statements and the formed meaning through reviews by two experts. The experts were asked to identify any further categories, themes, or themes clusters.

The researchers independently reviewed the participant responses to define categories that spontaneously emerged from the data, then compared and contrasted all of the categories and agreed on a final list for each question. After that, authors quantified the data obtained from qualitative research. Quantitative analysis of qualitative data "involves turning the data from words or images into numbers and this process increases of data reliability and reduce bias (Yıldırım & Şimşek, 2005). For this reasons in this study simple frequencies were calculated.

Results

Results showed that 58.3% of the primary school teachers were willing to engage in classroom guidance activities. However, the majority of high school teachers (84.3%) were not willing to engage in classroom guidance activities. In response to the first question, 85.6% of primary school teachers and 82.9% of high school teachers reported that classroom guidance activities are important for students. According to primary school teachers, classroom guidance activities are especially useful for students' social skills development (25.9%), adaptation to school (16.5%), problem solving skills development (10.8%), positive behavioral change (10.8%), academic performance (5.7%), vocational development (2.2%), cognitive developmet (1.4%), and family assessment (1.4%). On the other hand, high school teachers reported that classroom guidance activities are especially useful for students' vocational development (8.5%), social skills development (7.1%), problem solving skills development (7.1%), self-awareness (2.8%), and relationships with teachers (1.4%).

In this study, the participants were asked how is the guidance program of the classroom you are responsible for prepared? as the second question. The majority of primary school teachers (84.9%), and approximately all of high school teachers (97.1%), reported that school counselors design their classroom guidance programs. Only 10.8% of primary school teachers themselves design their classroom guidance programs. Four teachers have no information about designing classroom guidance programs.

The third question was related to classroom guidance activities and questionnaires (surveys) that implemented by teachers in their classrooms. Results showed that the most common classroom guidance activities which were served by both primary (41%) and high school teachers (37.1%) were personal/social guidance activities, followed by educational guidance activities (12.9% of primary school teachers and 17.1% of high school teachers). A higher rate of vocational guidance activities was found for high school teachers (14.2%) than for primary school teachers

(5.8%). And assessment was an another classroom guidance activities for primary (11.5%) and high school teachers (10%). Assessment instruments used by teachers in classroom guidance lessons were presented in Table 1.

Table 1

Assessment Instruments Implemented by Teachers

Question 3	Assessment instruments	Primary school teachers		High school teachers	
		f	%	f	%
Which questionnaires (surveys) have you conducted?	Autobiography	22	15.8	9	12.8
	Causes of Underachievement survey	21	15.1	26	37.1
	Sociometric tests	16	11.5	10	14.2
	Problem Screening questionnaire	15	10.8	13	18.5
	Test anxiety questionnaire	9	6.5	3	4.3
	Interviewing with families	8	5.8	-	-
	Coping with anger survey	5	3.5	-	-
	Family assessment questionnaire	4	2.8	-	-
	Eye Screen test	3	2.2	-	-
	Leisure time activities survey	3	2.1	-	-
	Peer relations survey	3	2.1	-	-
	Causes of absenteeism survey	-	-	3	4.3
	Academic self-concept scale	-	-	10	14.2
	Responsibility survey	1	0.7	-	-
	Bullying survey	1	0.7	-	-

As shown in Table 1, the most common used assessment instruments were autobiography (15.8%), causes of underachievement survey (15.1%), sociometric tests (11.5%), and problem screening questionnaires (10.8%), respectively, among primary school teachers. The most common used assessment instruments in high schools were causes of underachievement surveys (37.1%), problem screening questionnaires (18.5%), sociometric tests (14.2%), and academic self-concept scales (14.2%), respectively.

In this study, the participants were asked whether they need help from school counselors about classroom guidance activities or not, and their responses were presented in Table 2.

Table 2

Teachers' Opinions about Seeking Help From School Counselors

Question 4	Help topics	Primary school teachers		High school teachers	
		f	%	f	%
When you prepare and implement guidance activities about which subjects do you consult the school counselor?	Designing programs	1	0.7	-	-
	Interviewing with families	9	6.5	-	-
	Program implementation and evaluation	46	33.1	26	37.1
	Effective learning techniques	2	1.4	-	-
	Intervention to problem behaviors	25	17.9	8	11.4
	Special education	9	6.5	-	-
	Adolescence	2	1.4	-	-
	Vocational choice	-	-	2	2.8
	University entrance exams	-	-	3	4.3
	Test anxiety	-	-	1	1.4
	Multiple topics	-	-	8	11.4

The majority of both primary school teachers (72.7%) and high school teachers (84.3%) reported that they seek help from school counselors about classroom guidance activities. The most important help topics were program implementation and evaluation (33.1% of primary school teachers and 37.1% of high school teachers), followed by intervention to problem behaviors (17.9% of primary school teachers and 11.4% of high school teachers).

Teachers were asked if they encounter any problems during implementation of classroom guidance programs, and the results were presented in Table 3.

Table 3*Problems Encountered During the Implementation of Classroom Guidance Programs*

Question 5	Problems with classroom guidance programs	Primary school teachers		High school teachers	
		<i>f</i>	%	<i>f</i>	%
Do you face any problems during the guidance courses?	Yes	89	64.0	47	67.1
	No	49	35.7	23	32.8
Can you please tell about them?	Common problems	<i>f</i>	%	<i>f</i>	%
	Crowded classess	17	12.2	3	4.3
	Lack of time	21	15.1	10	14.2
	Reproduction of material	12	8.6	1	1.4
	Inexperience	4	2.9	-	-
	Students' lack of interest	23	16.5	18	25.7
	Teacher incompetence	4	2.9	11	15.7
	Content	4	2.9	-	-
Mainstreaming education	3	2.1	-	-	

Approximately two-thirds of both primary school (64%) and high school teachers (67.1%) reported that they have some problems with implementation of classroom guidance programs. The most common problems in primary schools were students' lack of interest (16.5%), lack of time (15.1%), and crowded classes (12.2%), respectively. According to high school teachers, the most common problems were students' lack of interest (25.7%), teacher incompetence (15.7%), and lack of time (14.2%), respectively.

Finally, teachers were asked if they need additional knowledge about implementation of classroom guidance programs (Table 4).

Table 4

Teachers' Opinions about Need for Additional Knowledge Regarding Implementation of Classroom Guidance Programs

Question 6	Subjects that require additional information	Primary school teachers		High school teachers	
		f	%	f	%
Do you think that you need more information as you run the guidance courses?	Mainstreaming education	2	1.4	-	-
	Documents	5	3.5	-	-
	Evaluation	21	15.1	2	2.8
	Technology	2	1.4	3	4.3
	Educational seminars	5	3.5	5	7.1
	Sexual education	2	1.4	-	-
	Adolescence	-	-	1	1.4
	Anger managment	-	-	1	1.4
	University entrance exams	-	-	3	5.3

Related to this question, approximately half of the primary school teachers (49.6%) reported that they need additional help regarding implementation of classroom guidance programs. This rate was higher for high school teachers (74.3%). As seen in Table 4, the results showed that primary school teachers need more knowledge of program evaluation (15.1%) and that high school teachers need more knowledge of educational seminars (7.1%) and university entrance exams (5.3%).

Discussion

This study aimed to examine the views of teachers working in primary schools and high schools on classroom guidance programs. Results of the study showed that a great majority of the teachers in primary schools were willing to become classroom guidance teachers. A review of the literature shows that teachers are considered to be the most important professionals at schools (Gibson & Mitchell, 2003), because they are key figures for their students, are in constant contact with the students during the day, and are able to notice changes in students immediately (Schmidt, 1993). This is especially the case in elementary schools (Stelzer, 2003). The willingness of primary school teachers, who are important figures in elementary level education, to conduct classroom guidance activities is important for these activities to succeed. On the other hand, results of the study showed that a great majority of the teachers working in high schools were not willing to become classroom guidance teachers. This might decrease the efficiency of the classroom guidance lessons.

Classroom guidance lessons are considered to be effective tools to introduce the students to the opportunities provided by the school (e.g. guidance and

psychological counseling services), to inform the students about various topics (such as institution of higher education, occupations) and to address their needs (cope with bullying, etc.) (Nazlı, 2006; Akos, Cockman, & Strickland, 2007). The results of this study showed that a great majority of teachers both in primary schools and high schools thought that guidance lessons were useful for the students. Teachers working in primary schools stated that these lessons were particularly useful in the development of students' social skills. Considering that one of the basic developmental tasks expected of students in elementary education is to form and sustain friendship relations, it can be argued that the contribution guidance lessons make to the development of students' social skills can make it easy for the students to achieve these developmental tasks.

Teachers are required to prepare classroom guidance in line with the school framework plan of the Ministry of National Education Regulation on Guidance and Psychological Counseling Services (2001). The findings of this study show that classroom guidance programs are prepared by school counselors. This can be attributed to a lack of knowledge among classroom guidance teachers on preparing classroom guidance programs. Teachers who participated in the study stated that they needed the most help in preparing and evaluating classroom guidance programs. Similarly, in a study by Demirel (2010) evaluating classroom guidance programs in primary and secondary schools, it was found that classroom guidance teachers did not have sufficient competence in implementing guidance programs. When teachers are not a part of the process of the preparation of the programs, it might result in difficulties during the implementation phase. On the other hand, for the efficient implementation of comprehensive developmental counseling programs, it is important that psychological counselors make efficient use of their time. When classroom guidance programs are prepared by school psychological counselors, it may prevent school counselors from carrying out their other duties.

An examination of the activities conducted by teachers during guidance lessons shows that the emphasis is on personal-social guidance, both at the elementary school level and at the high school level. Classroom guidance programs implemented in schools in Turkey since 2006 also contained many chapters on personal/social guidance. However, the results of this study show that classroom guidance teachers working in high schools did not conduct many activities on career guidance. Job descriptions and activities designed to allow students to discover their own interests, skills, and values are among the activities that can be made during guidance hours. Considering that it is important for students to know both about themselves and about various occupations when making professional decisions, the number of activities on this subject should be increased.

This study also aimed to examine the individual recognition techniques employed by teachers during classroom guidance lessons. Results show that, at both levels of education, self description and socio-metrics, both of which are non-test techniques, were the most frequently used. Causes of failure questionnaires, autobiographies, and problem lists were the most frequently used measurement tools at the primary level, and the causes of failure questionnaire was the most frequently

used measurement tool at the secondary education level. These results parallel the findings of the study by Gençdoğan and Onur (2006). In their study conducted with the participation of guidance teachers, Gençdoğan and Onur (2006) found that non-test techniques were the most frequently used measurement tools, followed by the causes of failure questionnaire, academic self-concept scale and socio-metric techniques. Among the tests, the most frequently used measurement tool was the Academic Self-Concept Scale. Because they provide multidimensional information on individuals, both tests and non-test techniques are important. Many different measurement tools are used in schools in other countries, including career mapping, cognitive process profile, inventory of critical thinking skills, emotional intelligence scale, inventory of professional motivation, and lists of skill control (Fisher, 2003).

The study also examined whether teachers received help from school counselors, and if they did, on what issues. A great majority of teachers both at primary and secondary education levels stated that they occasionally received help from school counselors. Similarly, in Nazlı's study (2008) was found that teachers had some difficulties in fulfilling the tasks of the Ministry of National Education. The implementation and evaluation of the program topped the list of issues on which classroom teachers sought help. As was argued above, this can be explained by a lack of sufficient knowledge among teachers concerning this issue. The second issue on the list was how to intervene in case of behavioral problems. As is well known, teachers play an important role in the transformation of classroom behavior into behavioral problems. However, teacher training programs place insufficient emphasis on distinguishing normal from abnormal behavior among children and adolescents, and intervening in and preventing such behavior. The only elective course on this subject is mental health among children and adolescents. However, this course is not offered in all faculties or departments, and prospective teachers graduate without receiving sufficient training on this subject, which leaves them helpless when they face behavioral problems in the classroom.

As part of the study, teachers' views on the effects of classroom guidance activities on student development were examined. Most of the teachers stated that guidance activities affected student development. Paralleling the findings of previous studies, this ratio was higher among teachers working in primary schools. Teachers working in elementary schools identified improved self-awareness, improved inter-personal communication skills, and fewer problems with the school as the areas in which classroom guidance activities contributed to student development, and teachers working in high schools identified occupational choices and improved self-awareness. Although teachers who participated in the study stated that they experience difficulties in the preparation (programs being prepared by school counselors) and implementation (guidance lesson hours being too short, lack of interest among students, etc.) of comprehensive developmental guidance programs, it is important that they observe the positive effects of this program on students.

This study also examined whether teachers faced problems in the implementation of classroom guidance programs, and if they did, the nature of these problems. A

majority of the teachers at both levels of education stated that they had problems in the implementation of guidance programs. Lack of interest among students in guidance activities emerged as the most important problem at both levels of education. This finding on the lack of interest among students in guidance activities parallels findings of previous studies showing that students think psychological counseling and guidance services are insufficient (Yüksel-Şahin, 2008). The lack of interest among students may be a result of their perceptions concerning the provision of these services. Lack of time, crowded classes and lack of competence among teachers concerning the programs emerged as other important problems. Similarly, in a study evaluating classroom guidance programs in elementary and secondary schools, Demirel (2010) found that crowded classes create problems in the implementation of guidance activities.

Finally, this study examined whether the teachers needed more information on the implementation of classroom guidance programs, and if they did, on which issues in particular. Findings show that about half of the teachers working in primary schools and about three quarters of the teachers working in high schools need more information on the implementation of guidance programs. An evaluation of the findings of the study as a whole results in the following suggestions for improving the efficiency of comprehensive developmental guidance programs: First of all, because teachers working in high schools are not willing to provide classroom guidance activities, school psychological counselors should conduct consultations with teachers on classroom guidance teaching, emphasizing the positive effects of teachers on student development. Providing in-service training to teachers on the implementation and evaluation of classroom guidance programs would be another important suggestion in light of the findings of the study. It is also important that teachers are trained in the diversity of measurement tools that can be used to get to know the students, and to make sure that they have access to these measurement tools.

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Sınıf Rehber Öğretmenlerinin Sınıf Rehberlik Programlarına İlişkin Görüşlerinin İncelenmesi (Özet)

Problem Durumu

Okul danışmanlığı alanındaki çalışmalar ABD’de 1900’lü yılların başlarında Türkiye’de ise 1950’li yılların başlarında başladığından bu yana okul danışmanlığı alanından önemli değişiklikler yaşanmıştır. Bu değişiklikler kısaca servis modeli, süreç modeli ve görev modeli olarak özetlenebilir. Günümüzde ise bu modellerin üçü de geleneksel rehberlik anlayışının bir parçası olarak kabul edilmektedir. 1960’lı yıllarda başlayan ancak 1970’li yılların sonuna doğru ise pek çok yayında gelişimsel rehberlik anlayışına yer verildiği görülmektedir. Gelişimsel rehberlik anlayışının en temel ilkelerinden birisi okullardaki rehberlik uygulamalarının bir program kapsamında yürütülmesidir. Kapsamlı gelişimsel rehberlik programları ilk olarak 1980 yılında Amerika’da Missouri eyaletinde uygulanmış, Türkiye’de ise kapsamlı gelişimsel rehberlik programının uygulaması ile ilgili çalışmalar 200’li yılların başında başlamıştır.

Kapsamlı gelişimsel rehberlik programındaki program öğelerinden birisi rehberlik müfredatıdır. Rehberli müfredatının amacı öğrencilerin kişisel/sosyal, eğitsel ve mesleki alanlardaki becerilerinin gelişmesine yardım etmektedir. Okul psikolojik danışmanları rehberlik müfredatının organize edilmesinden ve uygulanmasından sorumlu olmakla birlikte rehberlik müfredatının başarılı bir şekilde uygulanabilmesi için tüm okul personelinin işbirliği ve desteği oldukça önemlidir. Okul psikolojik danışmanları tarafından desteklenen sınıf rehber öğretmenleri de kendi sınıflarındaki sınıf rehberlik müfredatını uygulamakla sorumludurlar. Ancak Türkiye’de sınıf rehber öğretmenlerinin konuyla ilgili uygun ve yeterli bir eğitimden geçmemiş olmaları psikolojik danışma alanının en önemli sorunları arasında yer almaktadır.

Araştırmanın Amacı

Bu araştırmanın amacı ilköğretim okullarında ve liselerde görev yapan sınıf rehber öğretmenlerinin sınıf rehberlik programlarına yönelik görüşlerini incelemektir. Araştırmanın amacı doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Sınıf rehber öğretmenlerinin, sınıf rehberlik programları hakkındaki düşünceleri nelerdir? Sınıf rehber öğretmenleri, rehberlik derslerinin öğrencilere ne gibi faydası olduğunu düşünüyor?
2. Sınıf rehber öğretmenleri oldukları sınıfın rehberlik programı nasıl hazırlıyor? Eğer sınıf rehberlik programı sınıf rehber öğretmeni tarafından hazırlanıyorsa ne gibi unsurları dikkate alıyorlar?
3. Sınıf rehber öğretmeni olarak bu dönem içerisinde hangi etkinlikleri yaptılar ve hangi anketleri uyguladılar?
4. Sınıf rehber öğretmenleri, sınıf rehberlik etkinliklerini oluştururken ve uygularken hangi konularda okul psikolojik danışmanından yardım alıyorlar?

5. Sınıf rehber öğretmenleri rehberlik ders saatlerini yaparken ne gibi güçlüklerle karşılaşılıyorlar?
6. Sınıf rehber öğretmenleri rehberlik ders saatlerini yaparken ne gibi ilave bilgilere ihtiyacı olduğunu düşünüyorlar?

Araştırmanın Yöntemi

Nitel araştırma modelinin benimsendiği bu araştırmaya İzmir il merkezindeki ilköğretim okulları ve liselerde görev yapan 209 sınıf rehber öğretmeni (130 kadın, 79 erkek) katılmıştır. Araştırmaya katılan öğretmenlerin 139'u (%66.5) ilköğretim okullarında 70'i (%33.5) ise liselerde sınıf rehber öğretmeni olarak çalışmaktadır.

Araştırma verilerini elde etmek için görüşme yöntemlerinden standartlaştırılmış açık uçlu görüşme tekniği kullanılmıştır. Araştırmacılar tarafından hazırlanan görüşme formunda yer alan sorular, test dışı tekniklerden dersinden başarılı olan rehberlik psikolojik danışmanlık bölümü 4. sınıf öğrencileri tarafından katılımcılara yöneltilmiştir. Katılımcıların verdiği cevaplar not alma yöntemi ile kaydedilmiştir. Görüşmeler ortalama 30 dakika sürmüştür.

Verilerin analizinde içerik analizi kullanılmıştır. İçerik analizi; veri özleştirme, veri sunumu ile sonuç çıkarımı ve teyit etme aşamalarına göre yapılmıştır.

Araştırmanın Bulguları

İlköğretimde görev yapan öğretmenlerin %58.3'ü sınıf rehber öğretmeni olmaya istekliken; liselerde görev yapan öğretmenlerin %84.3'ünün sınıf rehber öğretmeni olmaya istekli olmadığı belirlenmiştir. Araştırmadan elde edilen bir diğer bulgu ilköğretimdeki sınıf rehber öğretmenlerinin %85.6'sı, lisedeki sınıf rehber öğretmenlerinin %82.9'u sınıf rehberlik etkinliklerinin öğrencilerin için önemli olduğunu düşünmektedir. İlköğretimdeki sınıf rehber öğretmenlerine göre sınıf rehberlik aktiviteleri özellikle öğrencilerin sosyal becerilerinin gelişimine (%25.9), okula uydum sağlamalarına (%16.9), problem çözme becerilerinin gelişimine (%10.8) ve olumlu davranış değişikliklerine (%10.8) katkı sağlamaktadır. Lisedeki sınıf rehber öğretmenlerine göre ise sınıf rehberlik aktiviteleri öğrencilerin mesleki gelişimlerine (%8.5), sosyal becerilerinin gelişimine (%7.1) ve problem çözme becerilerinin gelişimine (%7.1) katkı sağlamaktadır.

Araştırmada dikkati çeken diğer önemli bir bulgu ise sınıf rehberlik programlarının büyük oranda okul psikolojik danışmanı tarafından hazırlanmasıdır. Buna göre ilköğretimdeki sınıf rehber öğretmenlerinin %84.9'u, lisedeki sınıf rehber öğretmenlerinin %97.1'i sınıf rehberlik programlarının okul psikolojik danışmanları tarafından hazırlandığını belirtmişlerdir. Bu bulguya paralel olarak sınıf rehber öğretmenlerinin okul psikolojik danışmanından yardım aldığı konular arasında ilk sırada programın uygulanması ve değerlendirilmesi yer almaktadır.

Araştırmanın Sonuçları ve Önerileri

Araştırmadan elde edilen bulgular bir bütün olarak değerlendirildiğinde sınıf rehber öğretmenleri sınıf rehberlik saatlerini öğrencilerin psiko-sosyal gelişimi açısından önemli bulmakla birlikte sınıf rehber öğretmenleri sınıf rehberlik programlarını

hazırlamada ve uygulamada bazı güçlükler yaşamaktadır. Bu bulgular ışığında aşağıdaki önerilerin dikkate alınmasının kapsamlı gelişimsel rehberlik programlarının etkililiği arttıracacağı düşünülmektedir. İlk olarak özellikle liselerde görev yapan öğretmenlerin sınıf rehber öğretmeni olmaya istekli olmamaları nedeniyle okul psikolojik danışmanları tarafından sınıf rehber öğretmenlerine yönelik yapılacak konsültasyon çalışmalarında sınıf rehber öğretmenin öğrenci gelişimi üzerindeki olumlu etkilerini ele almaları önerilmektedir.

Araştırmadan elde edilen diğer bulgularla birlikte değerlendirildiğinde öğretmenlerin sınıf rehberlik programlarının uygulanması ve değerlendirilmesi konusunda hizmet-içi eğitim almaları önemli bir gereksinim olarak ortaya çıkmaktadır. Yine öğrenciyi tanıma amaçlı kullanılan ölçme araçlarının çeşitliliği konusunda öğretmenleri bilgilendirmek ve öğretmenlerin kullanabilecekleri ölçme araçlarına ulaşabilmelerini sağlamak oldukça önemlidir.

Anahtar Sözcükler: Kapsamlı gelişimsel rehberlik programı; sınıf rehber öğretmeni; rehberlik dersi; ilköğretim; lise.