The Opinions of Teachers on Crisis Management in Guidance Services

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Abstract

The definition of crisis is a sudden difficulty that occurs in a person's life or at an institution. Negative and spontaneous developments taking place at educational institutions can also be defined as a crisis. The quality of education is determined by the success or failure of crisis management. The basic tasks of guidance services are crisis management and pre-planning crisis intervention in educational settings. Therefore, taking measures against crises in schools and ensuring that they are sustainable is of the utmost importance. In order for this to become more effective, guidance services need to act as a whole; that is, with the school principal, teachers, parents, and also students. The main purpose of this study is to evaluate the attitudes and skills of guidance services, which play a key role in crisis management, according to teachers. The study group of the research consisted of 25 teachers working in high schools in Bartin city center, Turkey, during the 2018-2019 academic year. In determining the working group, the voluntary principle was taken into account. The phenomenology model, one of the qualitative research methods, was used as the basis of the study. As the data collection tool, an interview form was utilized. The data were collected face-to-face, with content analysis technique applied in analyzing the data. The participant teachers' opinions on the crisis management behaviors of guidance services offered within their institution were collected during interview. As a result of the opinions received, the importance and role of guidance services and guidance counselors in crisis management were evaluated.

Keywords: Counseling service, crisis management, teachers, guidance counselor.

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Introduction

A crisis is defined as depression or tension that may cause dangerous or depressing consequences, according to the Turkish Language Association (TDK, 2020). Life contains within it a state of chaos and uncertainty as much as it progresses to a certain order. Despite their desire to be cautious against situations that may arise while living life within an order, people may not always be able to manage unforeseen situations as they wish. Sometimes, when unforeseen incidents take place, the experiencing of threats within an institution cannot be prevented. These undesirable situations negatively affect the order of the institution and are often described as "crises" (Aksoy & Aksoy, 2003). As a concept, a crisis is defined as; basic elements, values, and norms that are negatively affected suddenly and unpredictably (Aykac, 2001). According to Pearson and Clair (2008); a crisis is defined as "situations with low probability but with threats to the integrity of the institution on a large scale, in which any result, causes, and effects are uncertain, and urgent decisions are required as well". In another definition, crisis is described as a tense situation that threatens the goals and integrity of the institution, makes the measures foreseen by the institution inadequate for risk situations, requires the rapid reaction of the institution, where unexpected and sudden changes are valid, and also deeply affects planning and management mechanisms (Demirtas, 2000). On the other hand, crisis management is a process that includes a series of activities such as predicting, preventing, preparing, and determining the characteristics, as well as planning and implementing recovery and learning mechanisms (Mitroff, 1994, as cited in Hasit, 2000). From this point of view, managing crises before they occur is of crucial importance.

Educational institutions are also included within the scope of crisis definitions and the effects on institutions mentioned. The definition of crisis for educational institutions is "a sudden and unexpected situation that affects a significant part of the school population negatively and deeply" (Atkinson, 2002, p. 1). As an example of the environmental factors in crises that may occur in educational institutions include; floods, earthquakes, fires, problems that may occur for students during school trips, and traffic accidents involving school transportation. Besides, examples for personal problems may include; smoking, alcohol use, drug use, suicide, family problems reflected at school, loss of a family member, problems in friendships, hyperactivity, sleep problems, disrespectful attitudes towards teachers, financial problems, anger control problems, adolescence, academic failure, and technology addiction. What distinguishes a crisis in schools from other crises and thereby makes it important is that a crisis at school involves "children," which society is obliged to protect. Schools remind people of their youth and innocence years, which is why crises experienced in schools, which are the most important institutions of society, are deemed to be of great significance (Damiani, 2006).

Schools are places where hundreds or even thousands of students and teachers, each with their different characteristics, coexist within the same physical environment for a certain period. Playing a role in the diversity of these individual characteristics are differences in the individual's values, needs, beliefs, attitudes, personality, perceptions, comprehensions, as well as their skills in the comprehension of others. Different cultural backgrounds also have an impact. This diversity leads to the formation of different requests and requirements. Meeting the needs expressed at the same time and in the same place to the same extent can of course be difficult, if not impossible, making crises at school an inevitable occurrence (Turkunlu, 2006). The causes and consequences of these crises can

also affect the internal elements of educational institutions, which include the school administrative function and the school administrator, teachers, students, and also other staff, which together constitute the school population (Bursalioglu, 2019).

When defining crises in terms of educational institutions, each school can portray a different meaning according to its own assessments and characteristics. Whilst different schools may react differently to situations that are similar to each other, they may also be affected differently by similar situations. Hence, similar situations occurring in different schools may vary in terms of causing a crisis at different times, or it could be that a situation may even be preventable through certain measures. What matters is being in a state of readiness in order to anticipate the outcome that may arise in each situation, and to react accordingly in a "safe" way and to an "acceptable scale" (Aksoy & Aksoy, 2003). Accordingly, it is very important to take certain advance measures against crises and to ensure their sustainability within the school environment. Teachers are responsible for the physical and emotional security of the student and must behave rationally in a crisis by maintaining an air of calmness (Metzgar, 1994). Guidance services, which is one of the internal elements of schools, have a significant role to play in making this effective.

The Regulations on Guidance and Psychological Counseling Services for the Republic of Turkey, as published in the Official Gazette on November 10, 2017, includes a job description that portrays the importance of school guidance services in crisis management (Milli Eğitim Bakanlığı [Turkish Ministry of National Education], 2017). According to this regulation;

> *Psychological Counseling and Guidance (PCG) experts act as a bridge between administrators, teachers, students, and parents and take a position where they should establish close contact with all units. In addition, the Psychological Counseling and Guidance unit carries out its activities in accordance to the need-to-know principle. From time to time, PCG experts take on the role of teachers or administrators, but due to the nature of their position, most of their work consists of psychological counseling and guidance activities where the psychological, cognitive, social, and academic developments of students are followed* (Turkish Ministry of National Education, 2017).

Guidance is a support process given to individuals to enable them to identify solutions to their problems, to be self-sufficient, know their responsibilities, and to adapt to the rules of the society in which they live (Tan & Baloglu, 2013). The quality of this process is determined by guidance counselors, whose role includes predicting possible crises in schools, and overcoming them with minimal damage.

According to Bakircioglu (2005), the goals of Guidance and Psychological Counseling are listed as follows:

- Enabling individuals to be aware of their abilities, be self-sufficient, know the expectations of the society in which they live, and to recognize the professions that await them in their future career.
- Enabling individuals to realize all of their cognitive, emotional, and physical problems, to produce solutions to their problems with their own free will, and to adapt to their life and environment.
- Enabling individuals to establish good relationships with their peers and other individuals in their life, and having a positive approach to life.
- Enabling individuals to develop the necessary skills and adaptation needed to make best use of their time, in the best way, and to enjoy life.

The success of the Guidance and Psychological Counseling in their goals is a potential obstacle to crisis management. All of these definitions and purposes involving the provision of guidance are an indication that guidance services play a key role in crises that involve educational institutions. Guidance services, therefore, need to anticipate potential crises that may occur within their institution, and to prepare appropriate measures against them. The tools of effective crisis management center on being cautious of the potential for crises and applying appropriate and proper management if and when they occur. It would not be possible for counseling services within educational institutions to be effective in their crisis management skills without sufficiency in these areas. Each crisis reflects both the successes and failures of its guidance services processes. This is why schools are faced with a crisis management process that includes both the prediction of current situations and future risks, whilst also determining and applying appropriate methods and techniques (Demirtas, 2000). In this process, proper crisis management is to the distinct advantage of the institution.

Effective crisis management within an institutional environment also requires overcoming the effects of crises with the least damage possible, and within the shortest amount of time. However, the post-crisis period offers basic opportunities for institutions to refocus on situations, be become better motivated, and to consider and evaluate new ideas (Smith & Riley, 2012, as cited in Maya, 2014). As a result, crisis management needs to be addressed as a holistic process. This process is made up of predicting crises, being ready and prepared for crises, taking control of any crises, striving to return quickly to normal operations, and then to learn from and evaluate each incident (Can, 2011). It is therefore not a true approach to always describe crisis periods as negative; besides being a matter of threat, they should also be accepted as opportunities for innovation and improvement (Karakose, 2007). How counseling services manage this holistic process in terms of potential crises, and how quickly recovery takes place afterwards, shows not only the quality of the guidance services but also the quality of the institution.

The main purpose of the current study is to reveal the approach and skills of guidance services, which play a key role in crisis management, through the opinions held by teachers. In order to realize this goal, answers to the following research questions were sought:

- What are the crises encountered in educational institutions?
- What are the duties of guidance services in crisis management? In your opinion, what is the ideal guidance services behavior in crisis management?
- How do you evaluate your counseling services' cooperation with students, teachers, and the school administration during a crisis management situation?
- Do you find the work of your guidance services regarding crisis management sufficient? Why?
- Describe an example success or failure of your guidance services in a crisis management situation.

Methodology

The phenomenology model, which is one of the qualitative research methods, was adopted in the current study. The phenomenological model focuses on phenomena that whilst already known, lacks detailed information. It is used in the study of cases that already have some familiarity, but cannot yet be fully internalized (Yildirim & Simsek, 2016). The phenomenological model is accepted as a method that enables a detailed evaluation of everyday problems. The study group of the research consisted of 25 teachers working at

high schools in the Bartin city center in Turkey during the 2018-2019 academic year. In determining the working group, the voluntary principle was taken into account.

An interview form was used to collect the data in the study which consisted of five basic open-ended questions. The data were obtained via face-to-face interviews which were each audio-recorded. The obtained data were then evaluated using content analysis and then transferred to electronic form to constitute the main data source of the research. For each question in the interview form, the opinions collected from the teachers were examined on a one-by-one basis. The evaluated data were coded as T1, T2,…T25 according to the participant teacher as source of the data. The themes were determined with the help of the computer-aided qualitative data analysis package program, QSR NVivo 8, and the analysis processes were then completed.

Findings

The obtained data are presented in this section having been interpreted through content analysis. Some of the concepts and opinions on the subject are supported with direct quotations from the study's participants.

Crises Encountered in Educational Institutions

The data obtained regarding the question, "What are the crises encountered in educational institutions?" are shown in Figure 1.
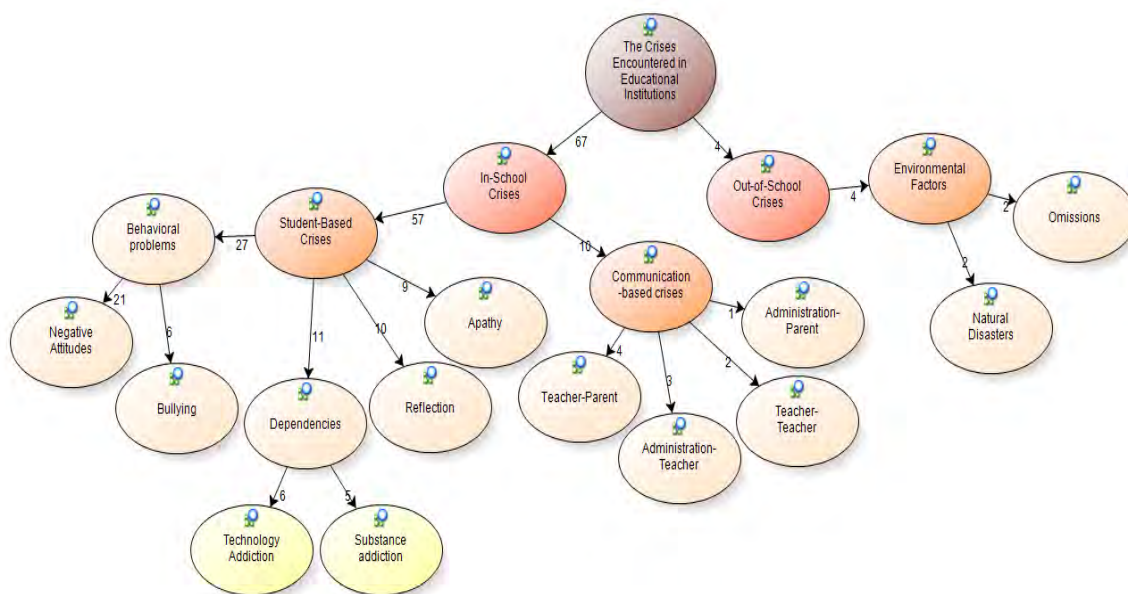

Figure 1. Crises encountered in educational institutions

When Figure 1 is examined, it can be seen that the crises encountered in educational institutions are divided into two groups, as "*in-school crises*" and "*out-of-school crises.*"

T24 expressed an opinion that:

> *I think we can examine crises encountered in educational institutions under four main titles. We can say that the first and most common of these are student-based crises, the second is teacher-administration disputes, the third is parent-based crises, and the fourth is external factors, namely the location of the school and environmental problems.*

Dividing the study into two main headings as "in-school crises" and "out-of-school crises" paralleled the opinion of T24. However, the teacher-administration disputes and parent-based crises mentioned in the opinion were considered as subthemes of communication-based crises under the main heading of in-school crises.

According to T8: *"The disconnection or incompatibility between the administration and teachers can be a serious cause of crisis."* In addition, the view of T20 was that *"There are generally crises between students and teachers in educational institutions. But apart from that, there may be problems between student-student, student-administration, teacher-administration, teacher-parent,"* which supports the main topic of communication-based crises.

Another theme under the main heading of in-school crises was *student-based crises*. Behavioral problems, apathy, reflection, and dependencies are the subthemes of student-based crises.

The views of T22 on these sub-headings were as follows:

The main crises encountered in educational institutions are mobile phone or computer addiction in students, which negatively affects both their attention and the process of accessing information. Students tend not to abide by the restrictions imposed in this area. Substance addiction such as cigarette smoking, especially among high school students, has become very common. A family-based pressure environment, which starts in adolescence, can result in psychological disturbance and loss of self-confidence in students over time. This situation is exacerbated in the final year of high school when students decide upon their university preferences. The child may then be forced to undertake a job that they never wanted. Social media negatively affects young people, especially with social media jargon which they incorporate into their daily lives. This situation has negative consequences on social networks, because the people who create this jargon are usually much older than the students. As to a lack of studying and undisciplined behavior, since students are subjected to an examination-based and memorization-oriented education, lessons become a chore for them and are not seen as interesting. Also, as schools offer no appeal to students, this results in undisciplined behavior at school.

In addition, T12's views were that*: "Crises encountered in educational institutions included student-teacher conflicts, miscommunication skills between students, family and friendship problems reflecting on students' school life, and bad habits of students,"* which also supports the sub-headings of student-based crises.

Environmental factors are under the other main heading of out-of-school crises. T15's opinion on environmental factors was that: "*In addition to school violence, there are natural disasters, leakage of electricity, and work accidents."*

Ideal Counseling Service Behavior on Crisis Management

The data obtained regarding the questions "What are the duties of guidance services in crisis management? In your opinion, what is the ideal guidance services behavior in crisis management?" are shown in Figure 2.
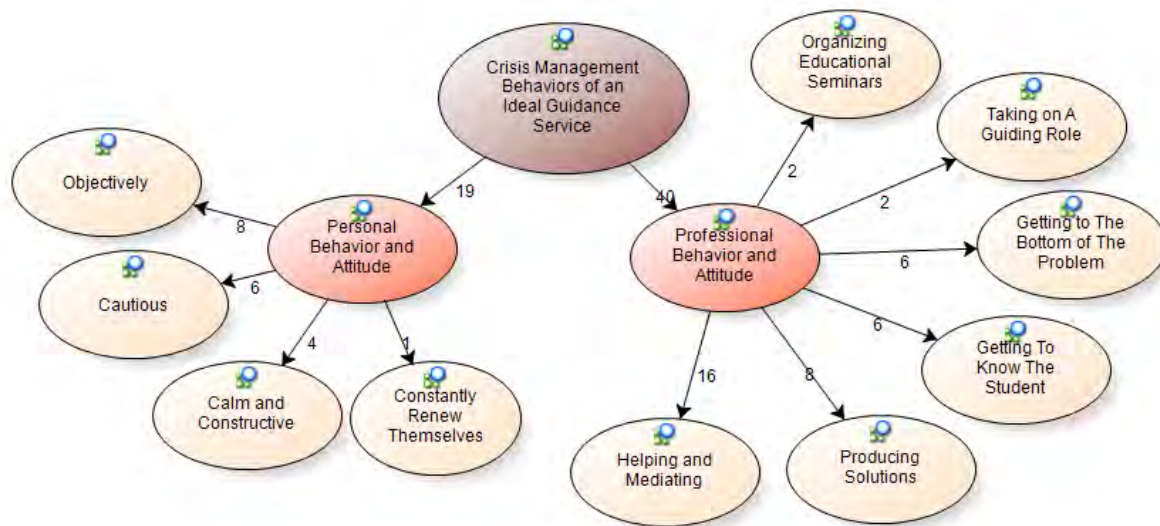
Figure 2. Ideal guidance service behavior in crisis management

When Figure 2 is examined, it can be seen that crisis management behaviors of an ideal guidance service are grouped under two main headings, *personal behavior and attitude*, and also *professional behavior and attitude.*

Under personal behavior and attitude, the sub-headings of an ideal guidance service are that they are calm and constructive in crisis management, they approach events objectively, are cautious about identifying problems before they occur, and that they constantly renew themselves. Of these sub-headings, the objective nature of guidance services in crisis management comes to the forefront. T3's opinion supports the personal behavior and attitude sub-heading:

> *During crisis management, the parties of the counseling services should listen objectively and make decisions that are in favor of the student. Besides, guidance services should take precautions before the problem occurs, instead of waiting for a problem to happen in order to solve it.*

And, according to T20:

> *Counseling services act as a bridge between students, parents, and teachers. The guidance counselor should both renew themselves and be aware of the social environment that they are in. They should benefit from the advantages afforded by today's technology, abandon classical methods, and renew themselves.*

In T20's opinion: "*They need to have a solution-oriented, calm and constructive attitude, and aim to seek out the source of the problem instead of an understanding that produces superficial solutions.*" This supports the *calm and constructive* sub-heading of the main personal behavior and attitude heading.

The sub-headings of the other main topic of ideal guidance service in professional behavior and attitude includes helping and mediating in crisis management, getting to the root of the problem, taking on a guiding role, getting to know students closely, producing solutions, and organizing educational seminars so as to prevent crises. Among these sub-headings, an ideal counseling service's helpful and intermediary roles stands out from the necessary professional behaviors and attitudes in crisis management . According to T12:

In order for the counseling service to take the right steps in crisis management, they must first be in healthy dialogue with the students in order to know them better. After completing the 'getting to know the individual' phase, which is the first step in counseling, the factors causing the 'crisis' should be investigated; after which, ways to recover from the situation with the least damage should be determined and presented to the student. The choice of one of these solutions must be left to the student, because guidance must be about offering different ways, not just one way. I think an ideal guidance service should act with this awareness.

Regarding the professional behavior and attitude of an ideal counseling service in crisis management, T9 said:

They should organize educational seminars on related issues, get to know the students closely by meeting with them individually, and should mediate incidents by enlisting the help of other expert staff whenever necessary. The counseling service should adopt a cold-blooded attitude, to get to the root of the students' problems, and to gain their trust.

Student, teacher, and administration cooperation of guidance services in crisis management

The data obtained regarding the question "How do you evaluate your counseling services' cooperation with students, teachers, and the school administration during a crisis management situation?" are shown in Figure 3.
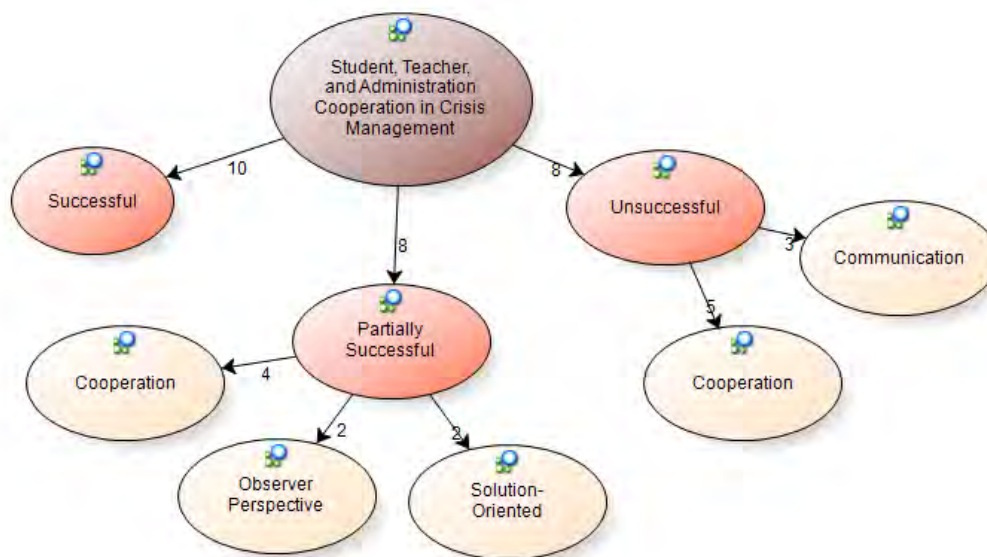

Figure 3. Student, teacher, and administration cooperation in crisis management

When Figure 3 is examined, it can be seen that cooperation between students, teachers, and administration on guidance services in crisis management is gathered under three main headings. While 10 of the 25 teachers opined that the guidance services in their institutions were *successful* in terms of student, teacher, and management cooperation, eight of them said that the guidance services in their institutions were *unsuccessful* in this regard. Among the views of those who found it unsuccessful, T9 stated that: *"This is a collaboration that should exist, but is insufficient. Participation of the parents in this cooperation should be ensured."* In addition, T13 said: *"Our biggest deficiency in this institution is that our guidance*

service cannot function continuously. Therefore, deficiencies arise in terms of students, teachers, and the administration."

The other eight views mentioned that the guidance counselors' cooperation between students, teachers, and management was only *partially successful* in crisis management. The teachers who found it partially successful stated that the guidance services' should be more solution-oriented in terms of student, teacher, and administration cooperation during crisis management, that they should approach incidents from an observer perspective, and that there should be more cooperation taking place. These views form the sub-headings of the main heading of partially successful. According to T12:

> *In my opinion, counseling services act as a collarbone between students, teachers, and management. Therefore, they should be reachable in any situation that requires them. I find cooperation strong in solving students' problems. However, while some problems between teachers and students are thought to be resolved by the guidance services and the administration, I think that there is a communication problem somewhere due to the lack of feedback to the teacher.*

Working Capabilities of the Guidance Services on Crisis Management

The data obtained regarding the question "Do you find the work of your guidance services regarding crisis management sufficient? Why?" are shown in Figure 4.
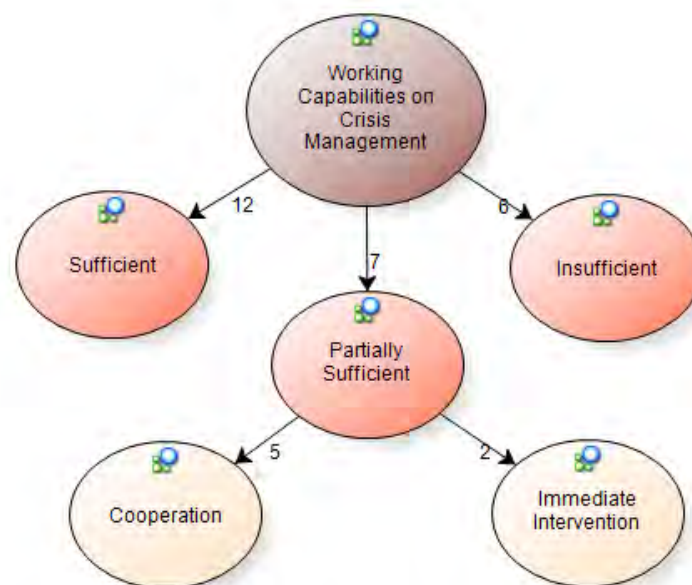

Figure 4. Working capabilities of guidance services on crisis management

When Figure 4 is examined, it can be seen that the competencies of guidance services in crisis management are grouped under three main headings. While 12 of the 25 teachers' opinions considered the work of the guidance services at their institution on crisis management to be *sufficient*, six of them said it was *insufficient*. Among the opinions that found it insufficient, T3 said: *"I don't find that it is enough. Their ability to direct and give information is weak,"* whilst T16 said: *"I do not find the crisis management of our guidance services to be sufficient. I feel that the necessary effort and sufficient cooperation is not provided,"* and T17 said: *"It is inadequate. The classroom counselors' lessons should be accompanied and aided, and the students who pose problems are not being followed up."*

The other seven teachers whose viewpoint regarding the competence of guidance services in crisis management was *partially sufficient*, stated that in order to be sufficient, guidance services need to more successful in increasing cooperation and immediate intervention. These opinions form the sub-headings of the main heading of partially sufficient, with T15 stating that:

> *It cannot be expected for guidance services to be sufficient at our school which has a large number of students spread over a large area. However, new approaches could be brought to the problems by maintaining cooperation with the classroom guidance teachers.*

In addition, T18 said: *"Having our guidance counselor at school every day compared to 3 days a week has changed the way the situations are resolved. Immediate intervention is an effective method in crisis management."*

Case Studies Regarding Success/Failure of Guidance Services in Crisis Management

The following examples are the data obtained regarding the task, "Describe an example of the success or failure of your guidance services in a crisis management situation."

As an example of the failure of guidance services, T3 said: *"With the parent guidance service, the teacher can be left out of the meetings. However, this does not make for a healthy communication."* In this example, the failure of the guidance services is seen as being a lack of communication.

Another example was given by T7, who mentioned that the failure of the counseling service was attributed to poor follow-up:

> *I was deeply saddened when a 12th-grade female student dropped out of school recently. I think that the family-related and personal problems of this highly successful student were not adequately dealt with. Guidance services could have put more effort into this matter.*

Also, T12 provided an example where the counseling services were considered unsuccessful because they did not fully provide teacher-student-parent communication when attempting to resolve the problem, and did not communicate with the teacher:

> *I can explain. Recently, I had a problem with a student and their parents. Communication was one-sided, and I was informed that the problem had been resolved. But even though I was one of the main characters of the issue, I was never actually contacted. I was extremely uncomfortable with this situation as I think the problem was merely glossed over instead of being solved.*

In another example, T21 stated there being a failure due to lack of communication:

> *In my opinion, what has been done so far has either been incomplete or wrong. I think the problems are only covered up instead of being resolved. For example, a student can insult their teacher in which case the student needs to correct this wrong behavior and be told that what they did is wrong, but the family can get involved and say things that annoy the teacher and justify their children's actions instead. As a result, the teacher can feel both disrespected and rightfully upset. Even though the problem may have been said to be resolved, this situation continues and can be repeated.*

As an example of the success of the Guidance Services, T5 stated: *"Generally speaking, I know that they call the students in one by one, have meetings with them, and there is a level of cooperation between the administration-parents-teacher about the problem, and that this brings about success."* In the case study, the success of the counseling services is based on getting to know the student correctly, as well as solid administration-teacher-parent cooperation. According to T6: *"I have observed that we can win back some of the students who have distanced themselves from the lessons through having meetings with them."* In this case, the success of the counseling service was linked to one-to-one interviews held with the students and through the establishment of healthy communication. T8, on the other hand, gave the following example: *"I appreciated the effort to gradually bring people to accept the practice of putting mobile phones in lockers during school time without encountering any problems and with reasonable and understandable reasons for students, parents, and teachers."* In this case, it was seen that the success of the counseling services was attributed to a level of teacher-student-parent cooperation, healthy communication, and also the gradual acceptance of the students.

T22, on the other hand, gave the following example, where the success of the counseling services was linked to coordinated communication established between parents-teachers-administrators, and to the fact that the student was interviewed and followed-up:

> *I can explain a successful situation. There was a first-year high school student and this student was experiencing extreme pressure from their family. As a result, the student was vomiting or crying before or after their exams. This situation was reported to the guidance service, who in cooperation with the school administration, contacted the child's family and explained the effects of the pressure being exerted on the child as well as the teachers' concern. This meeting did not take place together. The family was met with many times. As a result, the family realized that their actions were negatively affecting the child. A healthier dialogue then began with the child, and a few months later, the child had become even more successful than before.*

Finally, T24 gave the following example of where the success of the counseling services was attributed to one-to-one meetings held with the student and the subsequent follow-up of the incident:

> *Right now, I can't think of an example of a failure. But the most recent success story is related to a situation where one of our female students started smoking due to experiencing family problems. Through one-to-one meetings, various social activities and continual follow-up, the negative attitudes and behaviors that may have started to occur later on were in fact prevented.*

Discussion and Conclusion

Crises are situations that threaten the success and goals of organizations. Crises encountered in educational institutions with organizational characteristics can negatively reflect on the structure of an institution in many respects. These crises also negatively affect the school and its environment. It is, however, an impossible situation not to encounter crises in the first place, because there is no easy method to either anticipate or eliminate them. Dealing with crises requires serious and calm determination of the various situations that can lead up to the occurrence of a crisis, taking reparative measures that will not cause problems later on in the medium or longer term, and in making emergency plans for crises that may occur sometime in the future (Sezgin, 2003). Besides, experiencing crises in

educational institutions can add a level of experiential maturity to an institution in the issues they will have dealt with. In other words, when considered from this point of view, a crisis can also have certain positive aspects (Okumus, 2003). A crisis, therefore, may also present an important opportunity for institutions to reevaluate their situations, operations, policies, structures, and functions from time to time (Boin, 2004, as cited in Dos & Comert, 2012).

In educational institution crisis management, all of the employees in the organization should have certain responsibilities. However, in the current study, the role of the guidance services function in crisis management has been highlighted. In addition, teachers working at the institution were asked for their opinion in order to evaluate the attitudes and behaviors of guidance services in crisis management. Within an educational institution, the behaviors and decisions of the guidance services, especially in times of crisis, can affect students, teachers, parents, and even school administrations. Therefore, identifying problems, threats, and possibilities in educational institutions beforehand, foreseeing problems in advance, and taking certain preventative measures against potential or possible crises can often help prevent them from occurring (Maya, 2014). On this point, guidance services have a vital role to play in the function of a school.

In the current study, the teachers' opinions and the crisis management skills of the school's guidance services were evaluated. According to these evaluations and teachers' opinions, crises encountered within educational institutions can be grouped under two main headings, as "in-school crises" and "out-of-school crises." In line with the answers given by the participant teachers in their interviews, it was observed that the crises encountered were mostly experienced in schools rather than out. When looking at the source of the crises experienced in school, they can be subdivided into "student-based crises" and "communication-based crises." When examining student-based crises, behavioral problems are the predominant issue, and these include bullying and negative attitudes. The teachers stated that students try to put pressure on each other and force them to do things they would not otherwise want to do. They also stated that some students would display disrespectful attitudes towards their teachers and also to each other, some students have anger management problems, and that they can exhibit undisciplined attitudes within the school. Another situation that teachers witnessed from the problems encountered in their educational institution were the indifferent attitudes of students towards their lessons. The teachers stated that the students were constantly falling asleep during the lessons and that they clearly lacked motivation to learn in the classroom.

Another student-based crisis faced by teachers was students reflecting their family problems, or the loss or absence of a family member, in their school life. It was observed that the reflection of such problems between student peers and problems experienced in female-male relationships can negatively affect the educational environment. At the same time, the teachers stated that such events reduce students' interest in their lessons. Another student-based crisis encountered in the study was on the subject of addiction. Students' addictive habits (e.g., tobacco smoking, drinking alcohol, or drugs/substance use) reduce the efficiency of the lessons, and are seen as the cause of students exhibiting negative behaviors in school. It was stated that with today's rapidly developing technology, new types of addiction, such as Internet addiction, mobile phone addiction, and social media addiction, can also negatively affect students' interest in their lessons. Many of today's students spend much of their time either using their mobile phone or some other sort of computer or similar

technological device, which makes it significantly difficult for them to maintain any sort of focus on their lessons.

The most prevalent of the communication-based crises that the teachers mentioned as being encountered within educational institutions was parent-teacher communication problems. The teachers stated that sometimes they were not included in the process when the guidance services were dealing with problems, and therefore they experienced some difficulties in reaching the parents of their students. They stated that when parent-teacher communication is ineffectual or lacking, problems can only be resolved on a superficial level, rather than achieving any sort of complete resolution. Other examples of communication-based crises are teacher-teacher problems, administration-teacher problems, and administration-parent problems. The participant teachers stated that when they had disagreements with the administration or with their peers, the classroom education was directly affected and disrupted. Therefore, since an uneasy working environment can sometimes exist, the teachers do not always feel happy, and their motivation decreases as a result. The low motivation of teachers decreases the efficiency of their lessons, and also creates problems in attracting the attention of the students to the lessons.

There are also crises arising from environmental effects as well as from issues involving students and/or communication within educational institutions. These situations can sometimes negatively affect the educational environment on both a physical and psychological level. Examples of such crises are natural disasters and occupational accidents. In 2011, there was an earthquake in Van, a city in eastern Turkey, from which many schools suffered physical damage and one school was totally destroyed. Education in the area was suspended for a period of 1 week due to the damage that had occurred both during and in the immediate aftermath of the earthquake. This type of natural disaster can significantly disrupt education. However, such crises are often impossible to predict, hence it is very important to manage the recovery process in a positive manner in educational institutions during crises caused by the natural environment. It was stated by the teachers that the guidance services, which play a natural key role in crisis management, should work in coordination with other units in order to minimize the effects of such crises, especially in the post-crisis period.

When the teachers' views on the crisis management behaviors of ideal guidance services were analyzed, two main points were clearly identified; first was "personal behavior and attitudes," and the second was "professional behavior and attitudes." In line with the opinions of the interviewed teachers, above all, an ideal guidance service should remain objective during crisis management. Most of the teachers stated that guidance services should be impartial when approaching students, parents, teachers, or the school's administration. It was also stated that they should demonstrate a calm and sincere approach when dealing with crisis situations, that they should have a constructive attitude when approaching these events, and that they should attach significant importance to their objectivity rather than any personal feelings they may have towards the situation. Again, according to the teachers' views, an ideal guidance service should be able to keep up with the ever-changing era, and as such, with the next generation by constantly renewing themselves and modernizing their ideas.

Another result of the current study was that ideal guidance services should continuously get to know their students and exhibit a reassuring attitude at all times when dealing with students. In terms of someone being comfortable within an environment where they feel

good, it was emphasized by the teachers that the guidance room should also be designed by considering these features. Another important point underlined was that an ideal guidance service should play an auxiliary and intermediary role. The guidance services unit should act as a bridge between teacher-student, student-parent, parent-administration, parent-teacher, and administration-teacher. It is therefore very important to establish solid cooperation in each of these bilateral relations in order to anticipate crises wherever possible, and to achieve success in crisis management. It is stated that achievement of an ideal guidance service is vital in this matter.

The current study shows that students should be given different perspectives in how to approach problems, but that they should then be left free to make their own decision regarding its resolution. At the same time, the teachers emphasized that an ideal guidance service should seek out the root cause of a problem, and not to simply address the issue on a superficial level. The teachers also stated that significant successes were usually achieved in crises where the root of the problem was actually addressed.

According to the teachers' opinions, it was observed that cooperation between students, teachers, and the school administration was generally successful in the crisis management of guidance services. The opinions of those teachers who saw the guidance service process as only partially successful included that guidance services should be more open to cooperation, should be solution-oriented whilst dealing with problems, and that they should approach issues from an observers' point of view. The teachers stated that guidance services would be more successful if they approached crises objectively, which is seen as one of the characteristics of an ideal guidance service.

In terms of the teachers' opinions that guidance services were unsuccessful, the reason for the perceived failure was a lack of cooperation and communication. Communication and collaboration between student-teacher, teacher-parent, teacher-teacher, and teacher-administration was expressed as being one of the basic fundamental elements of education. This shows how much importance the guidance services should attach to cooperation and communication, and was reflected in the teachers' answers and suggested approaches that healthy communication and cooperation was likely to increase their success in crisis management.

Whether or not the counseling services' work on crisis management was found by the teachers to be sufficient or not was also supportive of the previous issue. Although the work of guidance services in crisis management was found to be sufficient in general, the teachers' opinions regarding it being only partially sufficient or insufficient include reasons such as a lack of cooperation and/or the inability to intervene immediately. Considering the teachers' opinions, it was revealed that the most important factor in the perceived success of the guidance services in crisis management is cooperation between student-teacher, student-parent, teacher-parent, parent-administration, and administration-teacher. Another important factor was observed to be good communication.

Notes

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