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AN EVALUATION OF PSYCHOLOGICAL COUNSELLING AND GUIDANCE SERVICES' EFFICIENCY IN REGARDS OF SCHOOL ADMINISTRATORS AND STUDENTS

Research article

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AN EVALUATION OF PSYCHOLOGICAL COUNSELLING AND GUIDANCE SERVICES' EFFICIENCY IN REGARDS OF SCHOOL ADMINISTRATORS AND STUDENTS¹

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Abstract

The objective of this study is to determine the efficiency of psychological counselling and guidance services carried out at public schools regarding the remarks of the school administrators and students. This research was conducted in line with instant survey model which is one of the general survey models. 372 school administrators and 938 students participated in the research. The participants of the study determined via random sampling method. *School Guidance Services Scale* and *Student Scale* were used in data collection. The data obtained in the research was understood to show normal distribution. Arithmetic mean, standard deviation, independent samples t-test and ANOVA tests were used in analysis of research data. According to school administrators' remarks, psychological consultation, consultancy, individual recognition services are at good level; data collection and dissemination, orientation, monitoring, environment-parent relations, guiding and emplacement, research and evaluation services are carried out at medium level. Students receiving education in primary and secondary grades were seen to utilize from psychological counselling and guidance services than the students in high school grade. Besides, the finding that female students desire to utilize from psychological counselling and guidance services more than male students was obtained.

Keywords: Educational sciences, psychological counseling and guidance, student, school administration.

1. Introduction

In order students to continue their social lives growing as a whole, they need to be educated as individuals who are self-confident, can adapt the environment, briefly as self-fulfilling ones in addition to gaining knowledge. In other words, the students need to be provided with pupil personnel services which help their personality development together with educational services. To put it in a different way, the students need to be supported with psychological counselling and guidance (PCG) activities. In today's modern education perspective, providing the student with personality services has an importance in addition to educational and management services at schools. If a school helps the students to develop their personalities together with an efficient education, it becomes to have taken a crucial step in the direction of achieving its goals. In this sense, revealing the efficiency of psychological counselling and guidance services at schools is an important issue. In this study, the efficiency of psychological counselling and guidance services conducted at public schools has been tried to reveal according to school administrators' and students' remarks.

1.1. Hypothetical Framework

¹ This study was produced from the master's thesis of the first author.

With an aim to assist the clarification of research subject, it has been discussed under specific topics by drawing the hypothetical framework.

1.2. Psychological Counselling and Guidance Services

Psychological counselling and guidance services are defined as a scientific and professional help performed by experts with scientific principles and methods; while psychological counselling is a mental health profession which supports the individual in personal, professional, social and academic life and lends assistance to solve his problems in these fields (Yüksel-Şahin, 2018). These kinds of services underlying the help to the individual are generally commentated as professional and systematic supports which are provided to the individual to understand oneself, know the opportunities around well, make better life choices and realize oneself.

PCG services were first started to be implemented in the USA. In Turkey, while the services provided the students with were expressed as guidance at the very beginning, later they were started to be named as Psychological Counselling and Guidance Services (Doğan, 1997). Psychological counselling studies included in guidance services create the core and center of guidance services (Kepçeoğlu, 1994). Besides, guidance is a wide concept involving psychological counselling, psychological counselling and guidance are interbedded and complementary concepts (Altıntaş, 2021).

Psychological counselling and guidance creates a services group which provides benefit to the students in many aspects. The awareness of the students benefitted from these kinds of services concerning themselves and their environment increases and they are able to develop positive relationships with their environment. Supporting the individual in realizing oneself is the leading of these. On the other side, it helps the individuals to develop value and behavioral patterns which ease their adaptation to the society they live in (Özgüven, 2000). It helps the efficiency of the school to increase by supporting the individual to be successful in educational functions via educational guidance services (Yerlikaya et al., 2014).

PCG services at schools are grouped in different ways. They are approached as to number of individuals, individual guidance and group guidance. If PCG service is performed between counselee and consultant in other words if it is performed at one time with only one individual, it is called as individual guidance, if the psychological consultant does the activity with a group it is called as group guidance (Tan, 1992). PCG services can be conducted with a group in order to be economic and functional in terms of time, place etc. Group guidance is often preferred since psychological consultant numbers are insufficient at schools, as it increases the interaction among students and it can reach many more students presenting more than one individual at the same time. If these services require an interview with one individual, individual guidance needs to be carried out.

According to the problem area, it is classified as to three problem areas in order to be presented to services areas in a certain order as a whole and as a subsidiary of education. These are: personal-social, educational and professional guidance (Yeşilyaprak, 2016). Personal-social guidance; are services offered to the individuals and to their families with an aim to support their developments in various fields, to develop their existing social and life skills and to continue their lives as an individual (MEB, 2017). Educational guidance are psychological services given to the individuals to provide them choose an educational field as to their abilities, interests, needs, opportunities and conditions and give them chance to proceed successfully in the fields they chose (Tan, 2000). Professional guidance contains the supports given in the fields of distinguishing the professions in business life, choosing their own professions, getting prepared to the professions they choose and improving in their

professional lives. In recent years, concepts like career development have been used instead of this concept (Sharf, 2006; Korkut, 2007).

These services provided at schools require a cooperation of all shareholders with a substantially common understanding. Even though psychological consultants are prominent for PCG services to be efficient, important duties and responsibilities fall upon school administrators and other teachers (MEB, 2020). Team mentality is required for the efficiency of school PCG services (Özbaş and Yalçın, 2017). An executive committee is established with the intention of planning, implementation and providing cooperation among shareholders for the PCG activities to be carried out at school (MEB, 2020). In this committee which gathers at least 3 times throughout an academic year under the presidency of school administrator, the responsibilities falling upon persons are identified at Psychological Counselling and Guidance Services Regulation (MEB, 2020). In the framework of relevant legislation, responsibilities to establish necessary committees at school, preside the committees and efficient implementation of psychological counselling and guidance services has been initially given to the school administrator. The school administrators should provide physical conditions necessary for psychological counselling and guidance activities and give essential support for these activities to become widespread (Kaya, 2011; Ismail, 2022). However, in order school administrators to comprehend the psychological counselling and guidance services in terms of integrity of educational process, they need to attach importance to administration, teaching and student personality services all, adopt them and exhibit behaviors oriented at efficient implementation of these. School administrators should also provide opportunities to increase conscious efforts for providing these services at school playing a role as a coordinator (Söker, 2007). The administrators need to understand the activities required to do in terms of cooperation with the other staff of the school, duties and roles of the psychological consultants. Besides this, opinions need to be shared about decisions taken and evaluations carried out (Aydın, 2019).

1.3. Efficiency of Psychological Counselling and Guidance Services

Together with PCG services' taking part in education system at schools, how efficient they are and whether they achieve their goals at the end or not has been started to be questioned. Psychological consultants may need to give information about qualification and results of the services they provide with an accountability mentality about their professions and their main responsibilities against the individual they provide service. Thus, individuals and other shareholders receiving PCG services confidentially perceive the efficiency, value and validity of the services they obtained and develop a positive attitude on psychological counselling and guidance services (Stone, 2012; as cited in, Dutar and Karataş, 2018).

Psychological consultants are able to prove how they help the process to be more efficient for the students by benefitting more in line with their needs during the education process via the efficiency of the services they provide them with. While evaluating the efficiency of the services psychological consultants provide at schools, what kind of needs students have, what should be done to meet these needs and whether PCG services are efficient in solving the problem need to be reviewed. The evaluation process is composed of passing a systematic judgement on to what extent are the implementations close to and coherent with the objectives related with the determined standards. What sort of changes do short-term psychological counselling and guidance services at schools induce in the lives of the students can be understood by means of these evaluations. As a result of the implementation of school psychological counselling and guidance services, the activities of the psychological consultants and efficiency of the services provided can be revealed based on concrete data by

reporting the data showing what sort of changes have occurred on students' development and success.

While doing the evaluations, receiving the opinions and perceptions of primarily students' as the persons receiving the services and school administrators who have leading responsibility in providing the services will contribute to the providing of these services most efficiently (Gündüz, İnandı and Tunç, 2014). While discussing the evaluation results, the aspects; whether the general purposes of psychological counselling and guidance services have been adopted by all of the shareholders, the results are measurable on student behaviors, efficiency of the psychological consultants' activities are measurable and revealed results can be used for improving the efficiency of the services or not should be paid attention to.

1.4. Significance of Psychological Counselling and Guidance Services

According to Kepçeoğlu (1994), the approach of dealing with individuals entirely in education maintains its validity in also PCG services' implementations. To be able to provide the most accurate help students need during education process is possible with a psychological counselling and guidance service approaching them wholly with a holistic perceptive including also their weaknesses. On the other side, schools have the aim to be institutions which support the students in all aspects; help out them at all grades and protect the mental health of the students (Canel, 2014). PCG services are required to provide proper educational environments for differences to socially and economically disadvantaged ones especially in this day and age at which personal differences are usually seen. The place and importance of these services in educational system is remarked to increase as the day goes on (Can, Nikolayidis ve Işık-Can, 2018).

While providing psychological counselling and guidance services to administrators, teachers and students before the problem emerges at schools, by informing them about how to cope with the crisis and reaching a large number of students, it is indicated that their needs could be met by focusing on preventive and protective factors (Ersever, 1992). One of the other significant reasons for providing these services is the necessity to help the individuals in their decision processes to choose one of such options: passing to an upper stage of education, to vocational education or directly working life (Kuzgun, 2011).

Common purpose of the psychological counselling and guidance services students provided with is understood to be providing necessary psychological support they need in order to be successful and happy in their relationships with friends, family and society besides all the other areas. If it's reviewed in this regard, the aim of psychological counselling and guidance is to help the individual realize oneself by developing as a whole. In other words, it is; supporting the student to develop in all aspects: physically, mentally and socially, to choose the best profession for himself and advance in his profession, to be an individual attending social life by establishing efficient and positive relationships in his environment.

The aim of this study is to determine the efficiency of psychological counselling and guidance services carried out at schools according to opinions of school administrators and students. For this purpose, answers have been searched for the questions below:

- 1- At what level are the opinions of the school administrators on the efficiency of psychological counselling and guidance services?
- 2- Do the opinions of school administrators on psychological counselling and guidance services show difference as to variables such as type of the school, professional seniority?

3- At what level are the opinions of the students on the efficiency of psychological counselling and guidance services?

4- Do the utilization levels of the students from psychological counselling and guidance services show difference as to type of the school and gender?

2. Method

2.1. Research Model

This research is a quantitative study. General survey model is the arrangements performed on a sample group which is taken from the population to reach a general judgement on the population (Karasar, 2020). In the studies carried out in line with the general survey model, the possibility of the data obtained by using instant survey model to be generalizable on the population is higher and the results of obtained data are assumed to reflect permanency interpreted like it has been taken from the same group (Karasar, 2020). Therefore, this study has been reviewed with instant survey model which is one of the single survey models.

2.2. Study Group/Population-Sample

The population of the research consists of 568 administrators working at schools located in Muş province during 2020-2021 academic year and 50,087 students from these schools. 372 administrators and 938 students have been chosen with random sampling method. Demographical information about the administrators and students participated in the study is given in the Table 1.

Table 1. *Demographical information about the administrators and students*

Variables	Category	f	%	
Administrator	Type of School	Primary School	114	31
		Secondary School	122	33
		High School	136	36
	Professional seniority	1-10 years	102	27
		11- 20 years	134	36
		21 years and more	136	37
Student	Type of School	Primary School	264	28
		Secondary School	360	38
		High School	314	34
	Student gender	Male	547	58
		Female	391	42

Most of the administrators participated in the study are seen to work at high school level and in terms of professional seniority, they are understood to have 21 years or more seniority in the Table 1. When the students are viewed, mostly male students at high school level are seen to participate in the research.

2.3. Data Collection Tool

Two different measuring tools have been used in data collection. First of the measuring tools used in the research is “School Guidance Services Scale” for the opinions of school administrators developed by Poyraz (2007). The scale consists of nine subscales and 63 items. Being a likert scale, it consists of these choices: insufficient (1), slightly sufficient (2), sufficient (3), very sufficient (4), extremely sufficient (5). Reliability co-efficient (Cronbach Alpha) of the scale has been found to be 98. Reliability of the scale has been calculated as 95 in total. Other measuring tool for the opinions of the students is “Student Scale” developed by Oran (2013). The measuring tool consists of 36 items. Being a Likert scale, it is scaled as: strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). Calculating the

reliability co-efficient as 0,87, it has been decided to be valid. Reliability co-efficient (Cronbach Alpha) of the scale has been calculated as 93. *Personal Information Form* has been used with the purpose of determining various demographical information about the participants. There have been two questions about the school they work at and professional seniority variable to the administrators; two questions about school type they receive education and gender to the students in the form.

2.4. Data Collection

Before starting the research, official permission was taken from Social and Human Sciences ethical committee for the study (dated 26.02.2021 and adjustment no 135). Then, necessary permission was also taken from Directorate of National Education. Administrators and students were asked to fill in the scales voluntarily after making essential statements them. 372 administrators from these teachers and 938 students were received for evaluation.

2.5. Analysis of Data

SPSS program was referred in the analysis of data. Calculating the skewness and kurtosis values of the duly filled scales, divisions' normality test was carried out for both of the scales. The data was understood to show normal distribution. The distribution is approved as normal when skewness and kurtosis values are between -1.5 and +1.5 (Tabachnick and Fidell, 2013). Since the number of the participants in the study is more than 50, well accepted Kolmogorov-Smirnov test was used in order to see the normality of distribution (Büyüköztürk, 2011). Parametric tests were used in the analysis of data based on these results. As to the independent categorical variables in the scales, one way variance analysis (ANOVA) and independent "t" test procedures were carried out to examine the differences among scale subdimension averages. When statistically differences were found at ANOVA test, post hoc Scheffe or Tamhane multiple comparison tests were performed in order to determine from which dual groups this cumulative difference originated. All the results obtained in the study were examined bidirectionally and their significance levels were accepted as at least 0.05. Necessary interpretations were made after summarizing the results obtained in the Tables.

3. Findings

3.1. Remarks of The School Administrators on Efficiency of PCG Services

Remarks of the school administrators on efficiency of PCG services' sub dimensions are given the Table 2.

Table 2. *Analysis Results Regarding Administrators' Scale Sub Dimensions*

Administrator	\bar{x}	s	Ranking
Psychological Counselling Services	3,81	,89	1
Orientation Services	3,42	1,00	4
Individual Recognition Services	3,43	1,06	3
Data Collection and Dissemination Services	3,37	,94	5
Guiding and Emplacement Services	3,35	,99	6
Monitoring Services	3,20	,95	9
Environment-Parent Relations	3,31	1,02	7
Consultancy Services	3,56	1,05	2
Research and Evaluation Services	3,26	1,04	8
Total PCG Services	3,42	,99	

As it's seen in the Table 2, administrators' remarks about PCG services' efficiency levels are in "undecided" ($\bar{x}= 3.42$) level in total. When their remarks about sub dimensions of PCG services are examined, psychological counselling, consultancy and individual recognitions services are seen to be in front "agree"; orientation, data collection and dissemination, guiding and emplacement, environment-parent relations, research and evaluation and monitoring services are seen to at *undecided* level. In other words, psychological counselling, consultancy, individual recognitions services are understood to be carried out at good level; orientation, data collection and dissemination, environment-parent relations, guiding and emplacement, research and evaluation and monitoring services are at medium level. It can also said to be at good level in total. School administrators generally express the PCG services in their schools to be carried out at good level.

3.2. Comparison of School Administrators' Remarks on PCG Services Regarding Some Variables

Comparison of school administrators' remarks regarding school type and professional seniority variables has been discussed.

3.2.1. School Type

Results of One-Way Variance Analysis are given in Table 3 regarding the comparison of school administrators' remarks as to school type variable.

Table 3. *One-Way Variance Analysis Results of School Directors' Remarks on School Type*

Sub Dimension	School Type	N	Art.	Std. Deviation	sd	F	p
General Total	Primary	114	3,14	,95	2-369	9.07	.001***
	Secondary	122	3,62	,87			
	High school	136	3,46	,81			
	Total	372	3,42	,89			

***p<.001

p<.01 level significant difference was found at all analyses which were carried out as to the results of one-way variance analysis (ANOVA) for School Counselling Services Scale's total and sub dimensions according to the school type variable administrators work at. As the school type changes where the administrators work at, their reviews also differentiate on the efficiency of school counselling services. Since "F" figures were found statistically significant in all of total and sub-scale scores, post-hoc techniques were used to determine from which dual groups these differences derive. Due to the homogenous variance, scheffe test was used as post-hoc technique. The findings are given in the Table 4.

Table 4. *Scheffe analysis results regarding the administrators' school type variable*

Sub Dimension	(I) School Type	(J) School Type	Average	Std.	p
Sum Total	Primary school	Secondary school	-,47(*)	,11	,000***
		High school	-,32(*)	,11	,016*
	Secondary school	Primary school	,47(*)	,11	,000***
		High School	,15	,10	,359
	High School	Primary school	,32(*)	,11	,016*
		Secondary school	-,15	,10	,359

*p<.05 **p<.01 ***p<.001

When the Table 4 is analyzed, average of school administrators working at secondary and high schools regarding the efficiency of PCG services are seen to be at a higher level than primary schools. No significant difference is understood as to school type variable between secondary and high school administrators ($p > .05$), and significant difference between primary and secondary schools ($p < .001$) at ($p .05$) level. One of its important reasons is secondary schools mostly exist within the structure of high schools and services carried out at these schools can be said to be similar.

3.2.2. Professional Seniority

One-Way Variance Analysis results regarding school administrators' remarks on professional seniority variable are given in the Table 5.

Table 5. *One-Way Variance Analysis Results Carried Out According to Administrators' Professional Seniority Variable*

Sub	School	N	Mean	Std.	sd	F	p
Sum Total	1-10 years	102	3,40	,85	2-369	,48	,615
	11-20	134	3,36	,96			
	21 years	136	3,47	,85			
	Total	372	3,41	,89			

$P > .05$

When school administrators' total scores on PCG services' efficiency are reviewed, it's understood that there is no difference among them as to their professional seniorities ($P > .05$).

3.3. Students' Remarks on Efficiency of PCG Services

Students' utilization levels from PCG services at schools are given in the Table 6.

Table 6. *Students' remarks on efficiency of PCG services*

Student	Mean	Std. Deviation	Ranking
Satisfying Needs	4,06	,63	4
Not Hesitating From Environment	4,18	,59	2
Trust	4,11	,58	3
Problem Solving	4,23	,51	1
Educational-Vocational	4,01	,63	5
Personal	3,85	,56	6
Total	4,08	,47	

Students' remarks on their utilization levels from PCG services at their schools are at *agree* level. When their remarks on sub dimensions are reviewed, it's understood that problem solving is at *strongly agree* level; not hesitating from environment, trust, satisfying needs, educational-vocational and personal services levels are at *agree* level.

In other saying, the students indicate that problem solving sub dimensions are carried out at very good level; satisfying need and not hesitating from environment are at good level.

3.4. Comparison of Utilization Levels from PCG Services Regarding Some Variables

Utilization levels of students from PCG services are reviewed regarding school type and gender variables.

3.4.1. School Type

Comparison of students' remarks regarding PCG services' efficiency as to school type variable results of One-Way Variance Analysis are given in the Table 7.

Table 7. *One-way analysis results carried out regarding school type*

Dimension	School Type	N	Art. Mean	Sd	Sd	F	p
Sum Total	Primary School	264	4,18	,36	2-935	25,1 3	,000***
	Secondary School	314	4,13	,41			
	High School	360	3,94	,55			
	Total	938	4,07	,47			

P<.001

In the Table 7, when the total score averages of students' utilization levels from PCG services they receive education as to the school type variable are reviewed, a significant difference is seen among the remarks of students studying at primary, secondary and high schools ($p<.001$). Since the total variance is heterogenous, to prove between which groups this difference is, a post-hoc technique Tamhane test was carried out. Findings related to this are given in the Table 8.

Table 8. *Tamhane test results of students regarding school type*

Sub Dimension	(I) School Type	(J) School Type	Average Difference (I-J)	Std. Error	p
Sum Total	Primary	Secondary	,04	,03	,38
		High	,24(*)	,03	,00***
	Secondary	Primary	-,04	,03	,38
		High	,19(*)	,03	,00***
	High	Primary	-,24(*)	,03	,00***
		Secondary	-,19(*)	,03	,00***

* $p<.05$ *** $p<.001$

When students' remarks regarding school type variable are reviewed in the Table 8, no significant difference is seen between primary and secondary schools ($p>.05$); a significant difference between primary and high schools, and secondary and high schools ($p<.001$).

3.4.2. Gender

Comparison of students' remarks regarding PCG services' efficiency as to gender variable results of One-Way Variance Analysis are given in the Table 9.

Table 9. *Unbound Group "t" Test Results Carried Out Regarding Gender*

Sub Dimension	Gender	N	Mean	sd	t	sd	p
Sum Total	Male	547	4,03	,53	-2,96	936	,003**
	Female	391	4,13	,36			

** $p<.01$

When the Table 9 is examined, remarks of the students are seen to differentiate as to gender variable. When the averages are analyzed, females are seen to have higher averages ($p < .01$). In brief, females indicate the PCG services provided at schools to be more efficient.

4. Discussion and Conclusions

When the findings of this study carried out on school administrators and students' regards about the efficiency of psychological counselling and guidance services are reviewed, the school administrators stated psychological counselling, consultancy and individual recognition services to be carried out efficiently and they are followed by orientation, data collection and dissemination, guiding-emplacement, environment-parent relations, research and evaluation and monitoring services respectively. The result of psychological counselling services being more efficient than the other service areas can be reasoned to psychological counsellors' having received a better education on this subject and doing activities oriented at solving different problems. Consultancy services aim to create a common understanding at school. Other teachers need to participate in the process efficiently in data collection and dissemination services. Being interrelated, these three service areas require a collective effort. The studies in the literature validate this. Akbaş and Çam (2003) state if coordination exists among school administrators, psychological counsellor and the other teachers during work, quality of psychological counselling and guidance services will increase. In Can and Nikolayidis's (2020) study, psychological consultants ensure participation to school management generally in the field of consultancy. PCG services to be carried out efficiently appear among the findings in a research conducted in the United States of America (Zalaquett, 2005). However, administrators' remarks on the other areas of PCG services are at medium level. Yüksel-Şahin (2008) state PCG services to have been carried out at medium level in their research. There also exists findings regarding that administrators do not support PCG services enough, disregard these services or they are not familiar with the objectives of PCG services (Hamamcı, Murat and Çoban, 2004; Nazlı, 2007; Tuzgöl-Dost and Keklik 2012). School PCG services contribute to problem solvings by lightening the responsibilities of school administrators and support in recognizing students, exchanging ideas, healthy communication and to create a positive culture at school (Can and Nikolayidis, 2021). Koçak-Bıçak and Ottekin-Demirbolat (2019) suggest to enlighten school administrators and teachers on PCG services and to make applicable legislative regulations on the field and Poyraz (2006) to improve the services in terms of quality and quantity.

School directors' remarks were reviewed to change as to some variables or not. According to the findings averages of secondary and high school administrators are higher than primary school administrators. While primary school administrators have the opinion that these services are carried out at medium level, the others at good level. While there is no difference between opinions of administrators working at secondary and high schools regarding school type variable, primary school administrators' opinions show difference both with secondary and high school administrators. In other respects, PCG services carried out for students in primary school is more limited. Secondary school students may need personal guidance in adolescence period and high school students on vocational issues. These services may also be provided more efficiently in secondary and high schools. Although there is no efficiency criterion in nomination of psychological consultants to a school, their working more efficiently in secondary and high schools results from the structures of these school grades. Another substantial reason may be resulting from less employment of psychological consultants performing services at this grade. While norm staffing for psychological consultant in secondary and high schools need to have 150 students, primary schools need at least 300 students (MEB, 2014). The findings show similarity with the study by Işıkgöz (2017). The remarks of the school administrators change as to the school grade in this study.

In another study, a difference was found between primary and secondary school administrators but the difference was determined to be insignificant (Gündüz, İnandı and Tunç, 2014). School administrators' remarks on the efficiency of PCG services generally show no significant difference as to professional seniority. Administrators having different seniorities share similar remarks on this kind of services' efficiency. The duration administrators spent at their profession is understood to have no effect on the efficiency of PCG services. Finding of this research shows similarity with İnandı and Tunç's (2014) study. In this study, school administrators' remarks on psychological counselling and guidance services do not show difference as to their period of service, in other words as to their seniorities. While administrators having seniorities more than 20 years interpret these services at good level, the others interpret at medium level. In Zalaquett's (2005) research, they have the common opinion that psychological consultants' support to the administrators and teachers and the activities they carry out at school have positive effects on students. In Güven's (2003) research, no problems are stated to be encountered between the school administrators and psychological consultants and the school administrators support PCG services' activities. The coherence between the school administrators and psychological consultants is more effective than seniority in this review. Majority of the school administrators find the PCG services carried out at their schools successful (Camadan and Sezgin, 2012; Karataş and Baltacı, 2013; Özabacı, Sakarya and Doğan, 2008).

When the remarks of the students on the efficiency of PCG services they are provided with in their schools are reviewed, they find problem solving field most sufficient. Not hesitating from environment, trust, satisfying needs, educational-vocational and personal guidance fields follow this respectively. The reason students find problem solving field efficient can be interpreted as: school PCG services in Turkey are perceived as problem solving oriented. Besides, such a finding shows the psychological consultants to consider the developmental levels and needs of the students while servicing to them. Students mostly perceive PCG service as a place of problem solving. On the other hand, it can be reviewed that students do not hesitate to utilize from school psychological consultant about problem solving. Findings of this research show similarity with the research findings of Karataş and Baltacı (2013). In this study, mostly utilized feature of psychological counselling and guidance services carried out in secondary schools is seen as problem solving according to the students. Secondly, students find not hesitating from the environment field efficient. Nominately, this shows that students are not judged by the others when they visit PCG services at school. In one respect, they think that having psychological support is not a disgraceful situation. Yılmaz (2019) states in his study that the students receive support from PCG service without hesitating and they do not think to be an object of derision. The students are stated to desire being supported positively by their environment to utilize from PCG service in Oran's (2013) study. The students find tertiary area of trust efficient. That is to say, the students place reliance on psychological consultant and prefer to utilize from them to solve their private problems easefully. In a study by Ünal and Ünal (2010), students include the expressions mate and friend in the metaphors for expressing school psychological consultant. Fourthly, the students also found satisfying needs field efficient. This can be interpreted as students see PCG services as a need. Almost half of the students mentioned not to be aware of these activities in Aydın's (1987) research. Such a situation may cause students to develop a negative attitude against counselling service. Fifthly, students found educational-vocational guidance field efficient. The students are understood to consider services on educational-vocational fields important and to have high levels of utilization from PCG services in those fields. The fields students mostly utilize from school psychological counselling and guidance are seen to be academic and vocational fields in Sculli's (2011) study. In the last place, students found personal guidance services efficient among PCG

services. The students see this field efficient at medium level. The finding shows students to utilize from this field less.

Although personal guidance field is at the bottom of the list, the students are seen to utilize from the services in this field at medium level. Cengiz-Demir and Arslan (2019) are indecisive about students utilizing from these services for their academic and personal development or satisfying their needs in their research findings. As for Güven (2009), he states not sufficient solutions are generated for student problems despite the positive increase in PCG services provided for them at school. These adverse conditions decrease the efficiency of this field.

When remarks of the students regarding school variable, students receiving education in primary and secondary schools stated to utilize from PCG services more than the ones in high schools. Oran (2013) indicates differences exist in students' utilization from PCG services as to their school types in his study. In Meşeci et al's (2006) study, perceptions of the students are remarked to show difference as to school grade. Similarly in this study, utilization levels of students from PCG services are seen to be lower in high school than primary or secondary school grades. In addition to the differences provided services show in each grade, fundamental principles of guidance have also influence in this respect. Differences among student attitudes at different grades are indicated in Alıcı's (2013) study and students at lower grades of education to show more positive attitudes than students at upper grades of education. According to Schmidt (2017), students are informed about course selection and vocational opportunities by the psychological consultants at high school grade and services oriented at educational plannings, social acknowledgement, self-realisation and other psychosocial factors are provided. The students may have tried to dominate their lives on their own in this period by utilizing less from psychological counselling and guidance services with reference to have truer thought and faith as showing an egocentric approach (Erden and Akman, 2017). That 495 students fall to a psychological consultant and due to the lack of psychological consultants at school, high school students' point of views about psychological consultant and services they carry out are seen to cause negatively shape.

When students' remarks regarding gender are reviewed, female students are seen to utilize from psychological counselling and guidance services more from males. Difference between female and male students' utilization from these services are seen in Sculli's (2011) study. In Kutlu's (2002) study, expectancy levels of normal female students continuing secondary education from PCG services are found significantly higher than normal male students continuing secondary education. Demirbaş and Koçak's (2020) study in which students' attitudes for psychological counselling and guidance services are reviewed, female students were found to have higher positive attitudes for PCG services than males. Female students were found to need PCG services more than males and have higher expectancies for these services in Peker and Kaygusuz's (2009) study. Similarly in Alıcı's (2013) study, female students were found to have more positive attitudes than males. Şahin and Uyar (2011) achieved the finding in their study that female students having had professional psychological support before have more positive attitudes for utilizing from psychological support. Contrarily in Selen's (2008) study, male students were found to have higher perceptions about PCG services than females.

Based on the findings, in-service training for primary school administrators, encouraging students to visit guidance services for solving their problems and carrying out guidance to high school students on educational guidance and field selection are suggested.

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