

THE CURRENT STATUS OF
GUIDANCE SERVICES IN THE
ISTANBUL SCHOOLS:
A SURVEY

by

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B.A, B.O.İdari ve Sosyal Bilimler Bölümü, 1977

Project submitted in Partial Fulfillment of the Requirements
for the
Degree of Master of Arts
in
Guidance and Psychological Counseling

Department of Education
School of Arts and Sciences

Boğaziçi Üniversitesi
1979

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ABSTRACT

The present study intended to explore the current status of guidance offices in the secondary schools in Istanbul area. For this purpose a questionnaire was constructed and a sample of 14 schools thought to have a guidance office were visited. In 12 of these schools which had guidance offices, the guidance counselors, and in the remaining two, the persons responsible for similar activities, were interviewed by the author.

The questionnaire was organized into seven categories which were:

1. Characteristics of schools,
2. Characteristics of respondents,
3. Physical facilities and services of the guidance programs,
4. Work schedule,
5. Student counseling,
6. Interaction with parents,
7. Interaction with teachers and administrators.

Very few of the schools had similar characteristics which made generalization and categorization of the findings difficult. For example, the titles by which respondents called themselves differed from school to school which seemed to create confusion in the eyes of the students, parents, faculty and administrators and even the guidance professionals themselves.

In ten of the sample schools, the persons basically responsible for the running of the guidance program and the delivery of guidance services were the guidance personnel; namely, the guidance counselor, the educational specialists or the assistant-specialists and the vice-principal in charge of guidance activities. The persons who helped them carry out

these activities were group counselors, class teachers and guidance teachers.

The survey results suggest five interrelated factors which may contribute to the acceptance and success of guidance in particular schools: counselor duties in the school, counselor/student ratio, counselor/student rapport, the attitude of the school principal and the number of years guidance had been practiced in the school. These factors, however, were also observed not to have a significant effect by themselves but only when they were put together meaningfully according to the needs of the schools. Other factors in securing effective guidance services included the students' and the faculty's familiarity to and acceptance of the notion of guidance and the counselor's training/background in psychology versus education.

One very important finding of the survey was the role the principal's attitude toward guidance played in the running of the guidance program properly and effectively. That is, respondents reported that the guidance services were organized and carried out much more effectively when the principal was supportive of guidance, but were not successful when he held a negative attitude toward guidance.

It was revealed in the findings that positive relations with other members of the school system influence and increase the performance of the guidance office personnel. In fact, recommendations of the respondents included measures to train all of the school personnel in the basics of guidance, emphasizing the necessity of teamwork (cooperation). Another wish was the standardization of titles, responsibilities and functions, that is, role definitions of the guidance personnel in Turkish schools.

Ö Z E T

Bu çalışma, İstanbul'daki orta-dereceli okullarda yürütülmekte olan rehberlik hizmetlerinin güncel durumunu araştırmak amacıyla düzenlenmiştir.

Çalışmanın ilk aşamasında yazar tarafından bir mülakat formu hazırlanmış ve İstanbul'da, rehberlik servisleri olduğu önceden öğrenilen 14 okulda uygulanmıştır. Görüşmeler sırasında, seçilen okullardan ikisinin rehberlik servisleri olmadığı öğrenilmiş ise de bu okullar örneklemden çıkarılmamışlar, ancak kendileri için geçerli olan sorularda değerlendirilmeye alınmışlardır.

Bu çalışma, genel olarak konuyu aşağıda belirtilen yedi noktada ele almıştır;

1. Okulların özellikleri,
2. Yanıtlayıcıların özellikleri,
3. Rehberlik için sağlanan fiziki ortam, olanaklar ve hizmet alanları,
4. Çalışma programı,
5. Öğrencilerle görüşme ve ilişkiler
6. Ailelerle görüşme ve ilişkiler, ve
7. Öğretmenler ve okul idaresiyle görüşme ve ilişkiler.

En önemli bulgulardan biri, yanıtlayıcıların ve okulların kendi aralarında çok fazla farklılıklar bulunmasıdır. Bu durum okulları ve yanıtlayıcıları, özelliklerine göre değerlendirirken bazı sınıflandırmalar ve genellemeler yapılmasını güçleştirmiştir.

Örneklemdaki okulların on tanesinde rehberlik hizmetlerinin yürütülmesinden birinci derecede sorumlu olan kişiler danışman rehberler, eğitim uzmanları veya uzman yardımcıları ve müdür yardımcılarıdır. Bu kişilere yardım etmek üzere grup rehberleri, sınıf öğretmenleri ve rehber öğretmenler görevlendirilmiştir.

Rehberlik ve psikolojik danışma için servise en sık geldiği belirtilen öğrencilerin yaş grupları 12-13 ve 17 yaş

civarında yoğunlaşmaktadır. Getirilen sorunlar arasında ailevi, kişisel ve akademik sorunlar en sık ifade edilmiş, daha sonra sosyal uyum ve davranış bozukluğu sorunları gösterilmiştir.

Çalışmanın önemli bulgularından diğer bir tanesi de okul müdürünün tutumunun rehberlik hizmetleri üzerindeki etkisi olmuştur. Rehberliğe karşı tutumu destekleyici ve olumlu olan müdürlerin bulunduğu okullarda çalışmaların oldukça verimli olduğu, buna karşılık rehberliğe olumsuz tavır alan müdürlerin okullarında çalışmaların verimli olamadığı gözlenmiştir.

Elde edilen bulgular, okullardaki rehberliğin başarılı olması ve çevreden destek ve kabul görmesi için çeşitli unsurların birbirine bağlı olarak etki yaptıklarını düşündürmektedir. Bu unsurlar: rehberlik uzmanının okuldaki görev ve sorumlulukları, danışman rehber/öğrenci oranı, danışman rehber/öğrenci ilişkileri, okul müdürünün tutumu ve rehber uzmanın okulda çalıştığı yıllardır. Ayrıca, öğrencinin ve öğretmenlerin anlayışları ve tutumları ile rehberlik uzmanının formasyonunun önemli olduğu izlenmiştir.

Rehberlik çalışmalarının başarılı olarak yürütülmesi için en temel koşulun eğitim sistemindeki tüm görevlilerin bu konuda ortak olumlu anlayışa sahip olmaları olduğu, yanıtlayıcıların çoğunluğu tarafından belirtilmiş ve bu amaçla eğitici ve uygulamaya yönelik kursların başlatılması gerektiği savunulmuştur.

ACKNOWLEDGEMENT

I am grateful to all the respondents of the survey for their cooperation and enthusiasm during the administration of the interviews.

I would like to thank my advisor, Dr.Judith Ener, for her patience, support and valuable contributions throughout the study. I would also like to indicate here that she has always been for me a perfect model in the field of guidance and counseling.

I would like to thank Doç.Dr.Necla Öner, for her constructive criticism and editorial contributions in the preparation of the paper.

I wish to express my thanks to Prof.Turhan Oğuzkan for his careful suggestions and contributions in especially the ministerial aspects of the study, and to Ali Baykal for his help and suggestions in the completion of the study.

I would also like to thank my friend Yurdagül Yüksel for her voluntary help and suggestions in all phases of the study.

INTRODUCTION

Guidance counseling is a modern concept focusing on the development and psychological adjustment of the individual student. Initially guidance was introduced into the school system to provide help to students. Gradually, it was realized that guidance was an essential part of education, and it was decided to retain it as an inseparable component of the modern educational program (Baymur, 1971).

Guidance and school counseling in Turkey date back to the 1950's. According to Öner (1977), the idea of psychological services was first acknowledged to become a part of the educational system by a decree of the Ministry of National Education in 1953, after which a "Psychological Services Center" was established in Ankara. Later in 1958, a by-law of the Ministry of National Education was issued, changing the names of "Psychological Services Center" to "Guidance and Research Center". By 1965, fourteen Guidance and Research Centers were instituted in other cities than Ankara. The period between 1955 and 1960 can be said to mark the beginning of guidance services in Turkey. Guidance services were generally rendered at Guidance and Research Centers until the early 1970's.

The necessity of incorporating guidance activities into schools was reinforced by the decision of the VIIIth National Council of Education (1970) emphasizing the implementation of guidance into secondary schools (Kepçeoğlu, 1975).

In a booklet published by the Ministry of National Education -Department of Planning and Research Coordination (1975)- 8 principles underlying the philosophy of guidance were outlined. Two of these principles state that:

1. Guidance extends from the humanitarian and democratic understanding of those interested in human rights and responsibilities.
2. The modern view of guidance defends an educational system which focuses on the individual student in all of its activities.

These principles help to establish that guidance is a task that necessitates the cooperation of everybody involved with the students. There has to be some understanding of guidance in all those committed. For successful cooperation among guidance personnel, faculty and administration, the presence of common attitudes are of utmost importance. For the development and welfare of the students, guidance must be maintained as a "team-work". Any discrepancies in the educational philosophies of this team would create hindrance instead of furtherance.

Organization of School Guidance

In 1970 the Ministry of Education issued a model for guidance services in the schools (Tebliğler Dergisi, August 10, 1970, number 1619) and presented it in the form of an organization chart (Figure 1). This chart was intended to

help schools organize their guidance programs. It was not presented as a standard for all schools. In fact, it was acknowledged that each school should prepare, run and evaluate its own guidance program according to its own needs, appropriate for its own system.

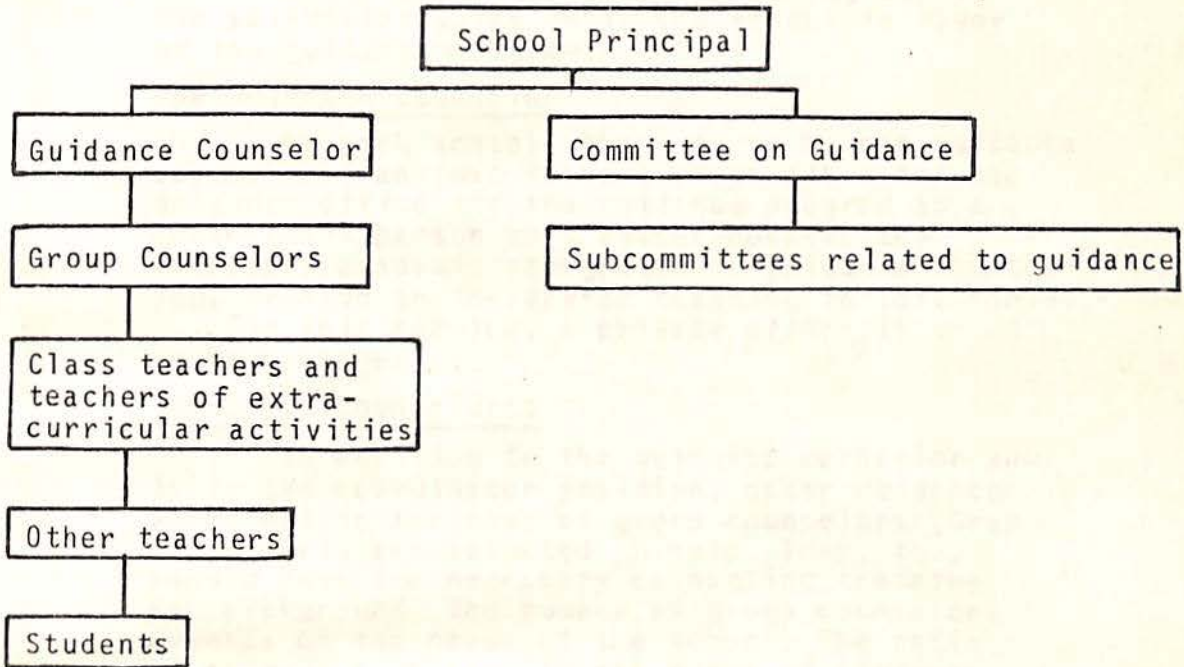


Figure 1- The organization chart of the School Guidance Office (Reproduced and translated from Tebliğler Dergisi, August 10, 1970, p.294).

The organization of the School Guidance Office is as follows:

The School Principal

In the school with a guidance office, the school principal is the primary person responsible for seeing that the services are running properly and effectively. Certain characteristics and responsibilities required of the principal have been listed below:

- a) He should have recognized the importance and necessity of guidance services,
- b) He should select those who will take part in guidance activities objectively,
- c) He should try and create in the school an atmosphere of interest in and support of the subject,
- d) He should establish the advisory committee on guidance,
- e) He should be alert in making use of the activities going on in the school in favor of the guidance program.

The Guidance Counselor:

In each school, there is to be one guidance counselor (Danışman Rehber) responsible for the guidance office and the guidance program as a whole. This person must either possess the necessary academic background in guidance counseling, or have an in-service training in this field. ... For this service, a private office is tried to be arranged....

The Group Counselors:

In addition to the guidance counselor who is in the coordinator position, other guidance personnel in the name of group counselors (Grup Rehberleri) are selected to help. They, too, should have the necessary counseling training and background. The number of group counselors depends on the needs of the school. The ratio of a group counselor to the group of students is established as varying from 1/250 to 1/500.

For the fulfillment of the guidance activities in the appropriate manner, all of the teachers, especially the class teachers (sınıf öğretmenleri) and the instructors of the extra-curricular activities (eğitsel kol öğretmenleri) must take an active part and must support the guidance counselor and the group counselors.....

In small schools, the functions of guidance counselors may be taken over by the principal. It is also possible for the guidance counselor to be the vice-principal. However, this person and the group counselors should not be members of the disciplinary committee which can punish students.....

The Committee on Guidance (Rehberlik Kurulu):

Since each school organizes its own guidance program according to its own needs,

a committee on guidance is established in order to help with guidance activities. The school principal is the head of this committee, which consists of the guidance counselor, the group counselors, the representative of the class teachers, the representative of the parent-teacher association (okul-aile birliđi), the representative of the community association for the support of the school (okul koruma derneđi) and if there is such a person, the school doctor (Tebliđler Dergisi, August 10, 1970).

Functions of Guidance Personnel:

In 1974, the IXth National Council of Education produced a preliminary working outline describing the functions of guidance personnel in the schools (Tebliđler Dergisi, IX.Milli Eđitim řûrası ön taslađı, May 6, 1974), based on the earlier 1970 order. This preliminary outline was later accepted and announced as an official guideline for the establishment of guidance in the schools and remains in effect (Orta Őđretimle İlgili Yönetmelikler, Cilt II, 1978, p.17) at the time of the writing of this paper. The IXth National Council of Education gives the following outline of the functions of school guidance personnel:

Guidance Services in the Secondary Schools

I-(230) Aim of guidance: The aim of the guidance services is, to give the students an education where they can develop themselves physically, mentally, morally and socially, according to the principles of "The Turkish National Education"; to help them solve their own problems; to give them a systematic and a continuous aid which would help them realize and define their interests.

II-(231) The school administration and the faculty members are responsible to take part

in the counseling and guidance activities.

III-(232) In every school, as an aid to the guidance activities, an "Advisory Committee on Guidance" (Rehberlik Danışma Kurulu) is established. The principal is the head of this committee which consists of the guidance counselor, the group counselors, the representative of class teachers, the representative of the parent-teacher association, the representative of the community association for support of the school, and if there is such a person, the school doctor.

IV-(233) ...

V-(234) Guidance counselor: The guidance office is led by the "Guidance Counselor" who is appointed by the school principal and is in the status of vice-principal. This person is chosen among teachers with either a psychological counseling background or from those who have attended the in-service training programs in the field.

VI-(235) The functions of guidance counselor:

1. To have primary responsibility in the preparation, delivery and the improvement of the guidance program;
2. To plan contacts with the community for guidance purposes;
3. To organize the administration of various testing and measurement materials;
4. To counsel students referred by the teachers;
5. To get in touch with the schools the students have come from, and to follow up the graduates;
6. To consult with the group counselors, the class teachers and the extra-curricular activity teachers in counseling students;
7. To prepare the program of the guidance services in cooperation with the group counselors and class teachers;
8. To coordinate the functioning of the group counselors and class teachers;
9. To provide the necessary materials such as questionnaires, testing materials and observation sheets, etc.;
10. In order to help the students channel their energies into more efficient ways, to meet with the group counselors, class teachers, teachers and parents;

11. To counsel students referred by the group counselors and class teachers;

12. To help the class teachers in dealing with the students' problems;

13. To help the teachers of the extra-curricular activities in preparation and application of the guidance program;

14. To organize the record-keeping functions of the class teachers; to keep the student files safe and confidential.

In cooperation with the school principal, the guidance counselors are to get in touch with the rest of the guidance institutions, and with other business offices when necessary. Those who function as guidance counselors cannot take part in administrative work other than extra-curricular activities and guidance; they cannot take part in the decisions of the disciplinary committee.

VII-(236) The guidance counselor prepares a report at the end of the academic year, including the work of the past year and propositions for the next year. The report is presented to the school principal.

VIII-(237) In schools with a large number of students, a group counselor is appointed for each group of 500 students.

IX-(238) Functions of group counselors:

1. To cooperate with the class teachers and the guidance counselor in preparing and carrying out the guidance program;

2. To cooperate with the guidance counselor in filling out the necessary tests and other information gathering materials that would help them get to know the students; to administer these to students and to keep the results in the files;

3. To review the information in the transfer student files;

4. To interview and counsel the students referred by the families, administration, class or regular teachers; to report the results to the guidance counselor and other related persons;

5. To help the students in choosing a school, a vocation and a job;

6. To help the teachers of the extra-curricular activities in preparation and application of the guidance program;

Group counselors may join the meetings of the teachers, parent-teacher association and teachers' council, on the condition that they do not take part in voting.

X -(239) Class teachers: Class teachers are appointed in order to carry out the guidance activities of each class. Class teachers are chosen from the fulltime teachers of that school at the beginning of the school year, at the teachers' council (öğretmenler kurulu). In schools with enough number of teachers, two class teachers may be appointed for the crowded classes.

XI-(240) Functions of class teachers:

1. To prepare the program of the academic year in cooperation with the other class teachers, and to apply it in their own group;
2. Cooperating with the guidance counselor and group counselors, to fill out the materials such as observation forms, questionnaires, etc. in order to gain the basic information on students; to apply them in their groups and to record the data into the student files;
3. To examine and evaluate the facts in the personal files of the students transferred from other schools;
4. To consult with students, teachers and parents, and when necessary, to inform the group counselors and guidance counselor of these consultations; to record this information in the "Student Personal Files";
5. To assist students in selecting their courses;
6. To consult students referred by their families; teachers or administrators and, when necessary, to report this to the guidance counselor;
7. To assist students in selecting their schools and vocations;
8. To see that the students take part in the extra-curricular activities voluntarily and efficiently;
9. To assist students in solving any personal or social problems that might potentially appear;
10. To make the students think of ways to build good social relations with others.

XII-(241) Meetings of class teachers: Class teachers, group counselors and the guidance counselor meet at least twice in each academic semester under the presidency of the school principal; discuss and evaluate the activities of the personnel and make recommendations to the teachers' council.

XIII-(242) For all the classes, the guidance and extra-curricular activities are to be programmed for the same periods on a certain day. When necessary, these periods are combined for either of the activities.

XIV-(243) Student personal files: For each student, a "Student Personal File" is kept in order to trace their physiological, mental, emotional and social developments and to use these facts in the coming years. At the end of the middle school (orta) education, the student files are sent to the child's new school.

XV-(244) At the end of the middle school education, the class teachers, extra-curricular activity teachers and group counselors hold a meeting under the presidency of the guidance counselor. By evaluating the facts in the student files, according to the student's interests, potentialities and school records, they decide on the consultation and recommendations to be given to the families about the various alternatives of programs their child could follow in a university education or in other business life. The recommendations, after being reconsidered in the class teachers' meeting, are written down in the personal file of the student, and then his parents are informed.

XVI-(245) The class teachers are given extra payment for two hours for guidance services.

XVII-(246) The guidance program: The program of the guidance activities is presented below; The aim: The aim of guidance is:

1. To give students the preparation he needs in reaching the best and most suitable decisions in solving his problems that may arise from his personality or from social factors,
2. To educate the students according to the aims of national educational policy, and to help them become mentally, physically and socially balanced persons,
3. To help them realize and improve their talents and potentials in an effective way,
4. To help them in their ability to choose the educational program that best suits their personal interests and potential,
5. To help them in their ability to choose the vocational area that they are inclined to,

6. To help students make the necessary adjustments in life, the decisions on basic issues, and to carry them out.

7. To help the students form good relations and to acquire a positive view toward life,

8. To give them a continuous, systematic and effective aid in utilizing their free time efficiently.

The principles:

1. Since the guidance activities are an inseparable part of education, they should be considered and organized together with the rest of the educational activities.

2. Guidance is a service in which all the school personnel are equally responsible; therefore, they need to cooperate whenever necessary.

3. Keeping in mind that every student needs guidance, it should be seen to that each student is reached.

4. Counseling may be delivered to individual or groups of students, depending on the situation.

5. Each student must be considered within the unity of his class and group; therefore, class teachers and group counselors are responsible for their own groups of students,

6. A "Student Personal File" is kept by the class teachers and group counselors, including potentially constructive and subjectively obtained information on each individual student,...

Techniques and materials to be used in guidance services:

1. A basic student card including the necessary information to gain information on the student,

2. Autobiography,

3. Observation of students in groups and individually, in order to understand their concerns and to help them,

4. Problem checklist,

5. Sociometry,

6. Various questionnaires,

7. Interview,

8. Anecdotal records,

9. Psychological consultation,

10. Intelligence, aptitude, vocational and personality tests,

11. Various inventories,
12. Relevant literature materials, publications,
13. Audio-visual materials in line with the principles and aims of guidance (Tebliğler Dergisi, IX. Milli Eğitim Şûrası ön Tas-Tağı, May 6, 1974).

Review of Literature:

The practice of guidance activities has not received a country-wide introduction in all the schools of Turkey. Therefore, guidance has not become a well-known phenomenon. There is not enough research literature pertaining to the concept of guidance. It is still not clear as to how the school professionals and the public perceive guidance in Turkey, its basic philosophy and its place in modern education.

There have been very few attempts to examine the current status of the guidance profession, the role definitions of the guidance professionals and their concerns. Kepçeoğlu (1971, 1975, 1976, 1978) has conducted a number of surveys in the area, especially on the roles and functions of guidance personnel in schools in Ankara. In a study (1971) intending to follow-up and evaluate the guidance services in the 23 pilot secondary schools that had initiated guidance in the 1970 - 71 academic year, Kepçeoğlu found that there were various problems because the profession was very recently established. Most of the insufficiencies were observed to concentrate around the areas of common training and attitudes of the guidance personnel, faculty, administration and the families; explicit statement of the duties, responsibilities and the financial states of guidance personnel; provision of testing and other information gathering materials, and physical facilities for the delivery of guidance services;

and lack of literature on the subject in Turkish.

In 1975, Kepçeoğlu conducted a survey on the concept of guidance in secondary schools, where the sample consisted of the principal, the guidance counselor, the guidance teachers and other class teachers in each selected school. The most pertinent finding was that all these guidance personnel did not have a common understanding nor training in guidance which became the major barrier in carrying out the service activities as a "team-work" effectively.

Kepçeoğlu (1976) has also examined the professional problems of guidance personnel and analyzed them in regard to the distributions of 1) problem areas, and 2) respondent characteristics. The problems were classified into nine areas some of which were: financial, attitudes of community and school personnel; materials and techniques, and professional training for guidance counseling; and rules and regulations of the school system.

Öner (1977) conducted a survey questionnaire in order to gain a realistic description of school psychological services in Turkey. "Respondents included 55 Psychologists, Psychiatrists, Counselors, Guidance Teachers, Education Specialists, Social Workers and others employed for purposes of psychological services by the Ministry of Education, the Ministry of Health and Social Affairs and several universities". Survey results showed that psychological services in the schools were essentially in the form of guidance and counseling services. "Other findings of the survey revealed that about 40 % of the respondents had educational or pedagogical orientation in their work, 25 % a psychological orientation, and the rest, a social or psychiatric orientation. Lack of job effectiveness, lack

of job satisfaction and feelings of inadequacy were indicated by a large number of respondents" (Öner, 1977, p.100).

Statement of the Problem:

Most of the above research related to the current status of school guidance services was limited to the Ankara area. No detailed study had been done focusing on the Istanbul area since the official establishment of school guidance offices. There was a need to examine the status of guidance offices in schools in Istanbul. Therefore, the decision was taken to undertake such a study.

METHODOLOGY

Study Design

In this research intending to set in detail the current status of guidance services in the Istanbul schools, it seemed feasible to apply a descriptive study using survey methodology. In order to conduct the survey, a questionnaire was developed by the author (Appendix A). The content and organization of this questionnaire was based upon factual information obtained from previous coursework and theory, the Journal of Announcements issued by the Ministry of National Education, and practical work experience. The main objective was to collect as much information as possible about the guidance offices in our sample regarding the following areas:

1. Characteristics of schools,
2. Characteristics of respondents,
3. Physical facilities and services of the guidance programs,
4. Work schedule,
5. Student counseling ,
6. Interaction with parents,
7. Interaction with teachers- and administrators.

First, the major characteristics of the school were asked with the assumption that they would be critical

determinants of the manner and intensity in which certain activities were carried out. Then, some factual questions were asked in reference to the respondents' background, without identifying them personally. The questions were prepared so as to determine whether the respondents had a psychological counseling background or a teaching background and education. They were asked to indicate the last educational institution from which they graduated, how they acquired the title and the position of guidance counselor, what types of work they had done before, etc.

Physical facilities available for guidance services were surveyed to get a general idea of the role of external components in the effectiveness of the guidance office in each school. Testing rooms, play rooms and counseling rooms, testing and measurement materials, student records kept and utilized by the office were questioned.

Guidance is a task that necessitates the cooperation of all the persons who are involved with the students, including parents, teachers and other members of the faculty and administration in the school. The contacts of the guidance personnel with each of the above groups was meaningful for our study. Therefore, an attempt was made to gain information on the relationships of the guidance personnel with parents, teachers and school administrators.

Most of the questions in the survey were concerned with the relationship of the guidance counselor with the student body. It was important to learn the number or the percentage of the students the respondent was acquainted with; the degree of his acquaintance with and knowledge of the students; the techniques he applied and the amount of time he devoted to student counseling each day or week.

Selection of Schools

The following criteria were adopted for the selection of schools to be included in the survey:

A. A lycée or an equivalent institution, with or without a middle school, in the Istanbul metropolitan area;

B. Presence of a guidance office;

C. An equal distribution among all-male, all-female and coeducational schools.

There were, however, practical difficulties in obtaining an exact list of schools in Istanbul with functioning guidance offices. Through personal contact and inquiry of persons working in the field a list of schools was developed. Then, an official permission was obtained from the Istanbul Provincial Office of National Education to carry out the survey. During the survey interviews it was discovered that this list was not as accurate as it was aimed to be because two of the schools in our list did not have a guidance office. Data obtained from these two schools however were included in the study in places where they applied.

In Istanbul, there are three different types of schools in regard to the students' sex: all-male, all-female and coeducational schools. So, an attempt was made to select the schools to provide equal representation of these three types. Thus, four all-male, four all-female and five coeducational schools were included in the list. However, this criterion was not successfully met as it was observed during the interviews that most of the single

sex schools had in fact been changed to include both sexes, even though the name of the school implied one of the sexes. For each of the three types of sex distributions, one vocational school, was added. This made a total of 16 sample schools.

Procedure

Each school in the sample of the survey was sent a letter and a photocopy of the official permission. In the letter, the purpose of the survey was briefly explained and the recipient was told that the author would telephone him soon to set a meeting date to complete the survey.

Most of the interviewing was done between the second half of February and the end of April, 1979. Two of the schools in the original list could not be reached by telephone after repeated attempts; therefore, they were not interviewed.

The survey questionnaire was administered by the author who interviewed the person functioning as a guidance counselor in each school. If there was no counselor in that school, whoever happened to have been given the responsibility for guidance services was interviewed.

During the interviews, the responses were written down by the investigator as the respondents dictated. Afterwards, the investigator wrote down her own observations on the interview.

At the end, all of the information for each category was written, organized and analyzed accordingly.

FINDINGS

The present study was a survey questionnaire intending to explore the current status of guidance offices in the secondary schools in Istanbul area. For this purpose a sample of 16 schools within the Istanbul area was selected, of which 14 were interviewed. Two of these 14 schools were later discovered not to have a guidance office established in their educational system. In one of these schools the school principal, and in the second a teacher in charge of similar activities (titled "Eğitim Şefi" "Educational Coordinator") were interviewed. Of these, the latter reported that his school had recently temporarily discontinued its guidance services. In instances where the survey questions did not apply, these latter two schools will be discussed separately.

The questionnaire was organized into different areas and the findings obtained will be reported under the following headings:

1. Characteristics of schools,
2. Characteristics of respondents,
3. Physical facilities and services of the guidance programs,
4. Work schedule,
5. Student counseling,

6. Interaction with parents,
7. Interaction with teachers and administrators.

1. Characteristics of Schools: Very few of the schools had similar characteristics and this made generalization from the data difficult.

As can be observed in Table 1, 12 of the schools were academic schools with combined middle school (orta) and lycée sections. Two schools which were vocational had only the lycée section.

Table 1

Type Versus Level of Schools in the Sample

Level	T y p e	
	Vocational School (Specialized School)	Academic School
Lycée Only	2	-
Middle School and Lycée	-	12

Six of the academic schools had an extra year of Preparatory grade for a foreign language. All of the schools interviewed, except for one of the vocational schools, had one session per day.

Of the 14 schools interviewed, all nine with a population in the category of 501 to 2000 students were also coeducational (Table 2).

Table 2
Student Population Versus Distribution of Students by Sex

Number of Students	Student's Sex			
	All-girls	All-boys	Coeducational	Total
500 or below	2	-	1	3
501-2000	-	-	9	9
Above 2000	1	1	-	2
Total	3	1	10	14

In eight of the nine coeducational schools, more than fifty percent of the populations consisted of boys. Nine of the schools interviewed had dormitories and in eight of them the boarders made up less than fifty percent of the student population, while in one unique school all of the students were boarding.

2. Characteristics of Respondents: Four of the guidance counselors reported that they had been newly employed by their schools either through application to or appointment by the Ministry of National Education, while nine of them, who were already on the faculty or staff of the school, were permitted to assume the duties of a guidance counselor or were determined as eligible by the Ministry orders (Table 3) when the program was initiated in their schools.

Table 3

Titles of Respondents Versus How They Acquired the Position

T i t l e	Manner of Employment		Total
	Appointed by the M. of National Education.	Determined by the school based on Ministry orders	
Guidance Counselor	2	-	2
School Principal	-	1	1
Educational Specialist or Ed. Assistant-Spe- cialist	6	-	6
Vice-Principal and Guidance Counselor	1	1	2
Teacher and Guidance Teacher	-	2	2
T o t a l	9	4	13

Nine of the 14 guidance counselors had other responsibilities within the school, such as teaching or being the vice-principal of that school.

One of the schools did not have a guidance office and there, the school principal was interviewed. This school principal indicated that, although they did not have a guidance office, they tried to do their best as the faculty and administrators in counseling the students through personal contacts.

Table 4

Age of Respondents Versus Their Training and Background

Respondents' Age	Respondents' Training and Background		
	Psychological training and background	Teaching and Administrative training and background	Total
22 - 30	2	-	2
31 - 40	5	2	7
41 and above	-	5	5
T o t a l	7	7	14

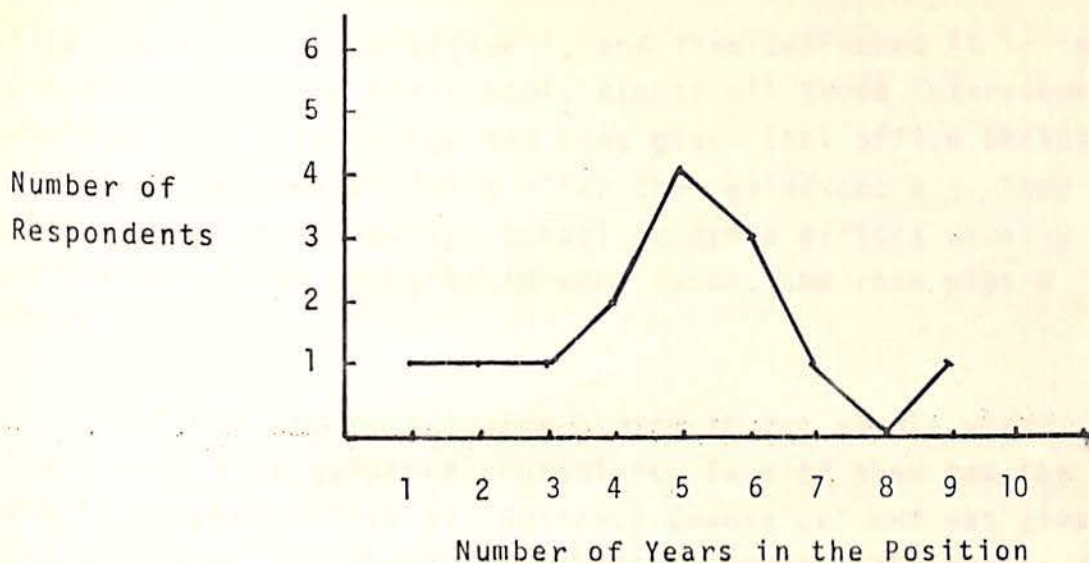


Figure 2- Distributions of respondents according to the number of years they had been in the position

The guidance counselors with a teaching background were older in their average ages than the others. The respondents with a background in psychology, in general, were younger and usually were more recent graduates from the psychology, pedagogy or education departments of a university or other higher educational institutions.

Many of the respondents, especially those who had other responsibilities within the school, believed that being also an administrator or a teacher was a helpful way in keeping contact with the pupils. It was inferred from the responses that some of the schools where the guidance personnel were not considered, formally or informally, to belong to the faculty being a teacher helped raise the status of the person and provided an extra financial source.

3. Physical Facilities and Services of the Guidance

Programs: Nine of the guidance counselors carried out their guidance and counseling services at a place called

"The School Guidance Office"¹, and five delivered it in their private offices in the school. Almost all those interviewed who had a private office had been given that office because of school responsibilities other than guidance; e.g. they were vice-principals. The school guidance offices usually consisted of one room; or in some cases, one room plus a conference room.

There was one guidance office in the sample where there were four guidance counselors. Each of them had the single responsibility of "Guidance Counselor" and was given a private room, but these rooms were being utilized multi-functionally, such as conference room, play room, test room, etc.

Almost all of the schools had a guidance program in their curriculum. This included the two schools without a guidance office. On the other hand, in one of the sample schools where the guidance office was established for six years, the guidance periods which consisted of two required class periods a week, had been taken out of the curriculum. Instead they were called "class periods" and were devoted to extra-curricular activities.

In ten of the schools, the curriculum of the guidance periods was prepared by the school guidance offices, while four had their own style of preparation. In one school, for example, there was a department called the "Academic Dean" which was responsible for the preparation of guidance hour programs.

¹ In the Turkish schools, these places are given various titles, such as Guidance Service, Guidance Bureau, Guidance Room or Guidance Office. Similarly, in English they have various names such as Guidance Center, Guidance Bureau or Guidance Office. For practical purposes, to keep consistency throughout the paper, it was decided to use the term Guidance Office.

In ten of the schools interviewed, the persons basically responsible for the running of the guidance program and the delivery of the guidance services were the guidance personnel; namely, the guidance counselor, the educational specialists or the assistant-specialists and the vice-principal. The persons who helped them carry out these activities were group counselors, class teachers and guidance teachers.

Test Materials Used:

a) Formal Tests: The most frequently mentioned tests, administered to individuals and groups, were aptitude and vocational interest tests. Two of the guidance personnel interviewed reported that they administered intelligence and personality tests. The rest of the respondents indicated that they did not administer intelligence and personality tests, either because they did not find themselves competent enough to use them, or because their services were directed to groups of students rather than to individual students.

b) Informal information-gathering materials: Non-test evaluation procedures were frequently reported by those interviewed. Included were materials such as autobiographies, questionnaires, problem-checklists, anecdotal records to be filled out by teachers, and sociometry. In one of the vocational schools where some of the pupils were boarding and came from families of lower socio-economic status, a "material-needs inventory" was administered to students. Informal information-gathering materials were administered to students during the guidance periods. Educational brochures and audio-visual materials were also used. Occasionally, guest speakers were invited during guidance periods.

Record Keeping:

Ten of the schools interviewed reportedly kept "Student Personal Files" (Öğrenci Kişisel Dosyaları). In two of these schools different types of student files, more suitable to the needs of the schools, were seen. For example, one school kept only "Guidance Cards" (Rehberlik Kartları) for the same purpose. These student files included the basic personal and academic data, observations of the guidance and class teachers, and any test or other informal information-gathering materials administered throughout the students' school years.

Many of the guidance offices that kept student files indicated that they helped the personnel to get to know the student better, because the fact that they had access to basic information on students provided a basis for establishing rapport with them.

4. Work Schedule: All of the guidance counselors interviewed indicated that they tried to keep their daily programs "open and flexible". Most of their time was reportedly devoted, in order of importance, to student counseling and consultation with teachers and parents, followed by administrative work or teaching.

Other types of work done during the day pertained to tasks in the "Guidance Periods". In many of the sample schools, the program of the guidance periods was outlined in the beginning of the school year in cooperation with the class teachers, and after the principal's approval, was carried out by the class teachers.

Guidance programs were prepared with the intention of reaching the students as a whole group during the guidance periods instead of relating to them individually. Therefore,

they were kept flexible to be arranged according to the needs and preferences of the particular class. The respondents reported that these periods provided valuable opportunities for the guidance counselors and the class teachers to observe the students in a group situation, and to discuss the issues they proposed, without offending anyone personally. For example, an issue between two classmates or between a particular student and teacher may be indirectly brought up to be discussed within the class, without making any personal inferences. The purpose of such discussions is generally to help the class view the issue from various aspects and within a wider scope of time and circumstances.

5. Student Counseling: Since there were no statistics available, the guidance counselors were asked to estimate the average age groups and the grades of the students who visited the guidance office most often to receive counseling help. The responses were varied, but the most frequently reported age groups were estimated to be 12-13 and 17. The grades that were mentioned most often were Orta 1 and Lycée 3—the first and last years of secondary education.

Among the coeducational schools, there were sex differences among students who were counseled. A general finding was that more girls reportedly tended to come to the guidance offices for counseling more often than boys. Most of the time, a particular student was met for counseling at least twice, and if necessary, might be continued in counseling throughout the academic year or seen intermittently throughout the year for additional counseling.

The list of reasons for referrals of students to the guidance offices were observed to vary within an academic year. For example, problems due to physiological (such as tiredness) and academic (such as underachievement) factors

tended to increase toward the end of semesters when the final examinations were administered.

The youngest pupils in the school, those in the preparatory grades for a foreign language, or in Orta 1, usually succeeded in adjusting to school, including boarding life in some cases, toward the end of the initial year. The seniors, on the other hand, had additional concerns regarding their future plans during their life immediately prior to graduation. They had several important decisions to take in terms of vocational interests and possible careers.

The most frequent problems brought by students, as reported by the guidance counselors, were observed to be familial, personal and academic. These three types of problems were stated as either first or second in frequency. Next came social problems, such as communicating with 1) the opposite sex, 2) the same sex. The respondents related this to social adjustment or behavioral problems. Then came problems of physiological, economic, and in some schools, political nature.

Some of the techniques which were said to be helpful in relating to students were group discussions, workshops, observing students in the group situation, and programs to help guide class teachers.

Most of the respondents maintained that students in general were receptive to counseling. An observation reported by the guidance counselors was that younger students were more receptive to and came to counseling readily, but the older ones preferred to solve their problems with the help of their peer group because they felt that coming to speak with a guidance counselor was an indication of deviance from normalcy.

In one of the sample schools, though, the students liked to keep in contact with the guidance personnel but preferred to control the situation themselves. For instance, they came and talked to the guidance counselors in groups rather than individually, thus avoiding dealing with their problems individually with the counselor; or they asked for the cooperation of the guidance office on superficial issues such as performance of student activities during guidance periods, etc.

When there were cases of severe personal problems, the students were referred to a clinician outside the school. Examples cited were borderline schizophrenia and severe suicidal attempts. These referrals were usually realized via the guidance office. Sometimes, for example, in the two schools where the principal reportedly lacked a recognition and understanding of counseling and guidance, these cases were not referred to the guidance personnel. In other schools, in addition to the guidance office, the help and support of the school principal, the family, teachers and the school doctor were received for referral to a clinician outside of school.

6. Interaction with parents: In all the schools interviewed, the guidance counselor had opportunities to meet the students' families. Only one of the schools, however, had, taken over the total responsibility for the pupils, including legal guardianship, throughout their education in that school. Therefore, the parents were not contacted unless the case was severe.

Seven of the guidance counselors maintained that the families did not seem to be open to consultation; i.e., they did not come to guidance offices voluntarily, or when they were invited, they were not open and receptive during the session. The other seven reported that the families were, in

fact, receptive to consultation by the guidance professionals.

7. Interaction with teachers and administrators: All of the respondents stated that they had the opportunity to have at least a minimum interaction with the teachers. In nine schools where the faculty was supportive of guidance, these meetings were in the form of general cooperation while the remaining few met and cooperated in special cases only.

The frequency of contacting the faculty in some schools was observed to be partly related to the fact that some guidance counselors had a secondary responsibility in the school that required them to get together with the faculty and the staff regularly.

Nine of the respondents presented the faculty and the staff as supportive of the school guidance office. The remaining five were either seen as non-supportive or the question did not apply because the school did not have a guidance office.

The main issues brought up by the teachers in consultation with the guidance personnel were related to the following areas:

1. Guidance periods,
2. Personal problems of the students,
3. Student behaviors creating disciplinary problems in class.

In the first category, the teachers contacted the guidance counselors to receive ideas in programming the guidance period; or to consult in areas concerning certain difficulties which had come up during the guidance hours.

The second category included pupils who had manifest

behavior problems, maladjustment in class, or who showed an abrupt change in normal development and behavior, or who seemed isolated from his classmates.

The third category of problems were the disciplinary actions such as not listening in class, not obeying the class rules or creating inappropriate excitement and effecting the rest of the class.

Depending on the situation, the students were referred individually or in groups.

It was also revealed during the interviews that the attitude of the school principal played a very important role in the running of guidance activities and in relations of the guidance personnel with others in the school system: that is, with the students, parents, teachers and administrators. The respondents stated that guidance services were organized and carried out much more effectively when the principal was supportive of guidance, but were not successful when the principal had negative attitude toward guidance. This issue will be considered in detail in the discussion section.

DISCUSSION

This study was a survey questionnaire designed to examine the current status of guidance offices in the secondary schools in Istanbul. A questionnaire was prepared by the author and administered to guidance counselors in 14 sample schools. If a school did not have a guidance counselor, the person given the responsibility to carry out guidance services was interviewed. In this section, the findings will be discussed.

Characteristics of Schools

The most pertinent finding was that few of the schools interviewed had similar structures and this made generalization from the results difficult. For example, it was discovered during the interviews that two of the sample schools did not have a guidance office. Therefore, most of the questions did not apply to these cases.

Respondents Titles and Duties

It was presented in the findings section that the titles by which the respondents called themselves differed widely. Besides this, some of the respondents had two titles which meant that they had more than one responsibility in

the school. Presence of more than one title for the same function may be due to the fact that guidance is a new profession and thus, there is no real agreement on the titles of those working in the schools. Öner (1977), in her study on the present state of psychological services in schools of Turkey, also found that there was no formal basis on which the service professionals acquired titles, but rather it seemed to be left to the personal preferences of the individuals. Here, the statements (orders) of the Ministry of National Education are worth mentioning. These statements may be interpreted in such ways that would permit the professionals to acquire the title that seems to be most advantageous to them.

In the Journal of Announcements of the Ministry of National Education, 1970, on page 293, the term "Guidance Teacher" (Rehber Öğretmen) is used for the person who directs the school guidance office. On page 294, in the same source, it is written that the "Guidance Counselor" (Danışman Rehber) is the coordinator and the responsible person for the school guidance office. In the same way, both titles "Group Guidance Teacher" (Grup Rehberi Öğretmenler) and "Group Counselors" (Grup Rehberleri) are used for the persons who are in the position to help the guidance counselors and who are assigned to a group of 250 - 500 students.

There is no clear title that will identify the persons working in the school guidance offices. This may create confusion in the eyes of the students, parents, faculty and administrators and even the guidance professionals themselves. The profession is in a dynamic stage where titles and role definitions are still evolving. In fact, after the 1970 Ministry order, a preliminary working outline was issued in 1974 (Tebliğler Dergisi, IX. Milli

Eğitim Şûrası ön taslağı, May 6, 1974) listing the functions of the school guidance personnel. The school guidance service proposed in this working outline is more organized than the previous one. Yet it seems that this outline is not fully recognized by the schools, and using more than one source (1970 and 1974 orders) causes considerable confusion of terminology.

Since the titles of the guidance personnel varied greatly for practical purposes we did not make any great discrimination between titles in the discussion, except when it was necessary to specify a point. We considered all guidance personnel to be those assigned generally for guidance services.

Factors Contributing to the Acceptance of Guidance Programs

The survey results suggest five interrelated factors which may contribute to the acceptance and success of guidance in particular schools: counselor duties in the school, the counselor/student ratio, counselor/student rapport, the attitude of the school principal, and the number of years guidance had been practiced in the school.

Counselor duties in the school. In one of the sample schools the respondent was the vice-principal and the guidance counselor, carrying two responsibilities at the same time. This issue had been taken up in the introduction section while reporting the Ministry orders regarding the appointment of guidance counselors. In the Ministry orders, it is stated that guidance counselors should not be members of the disciplinary committee which can punish students (refer back to pp. 4,7).

It is legitimate that this particular respondent holds the two responsibilities. However, she was also a member of the disciplinary committee, which is against the condition cited in the Ministry statement number 235. This particular school, with a population of 100 students, can be considered to be fairly small and there seemed to be a small number of administrators taking over more than one responsibility. The responses indicated that guidance activities, including follow-up of students, were run quite smoothly, although having to warn or punish a student or a teacher once in a while became bothersome for this respondent. One possible explanation for the effectiveness of guidance services in this school seems to lie in its small and compact nature.

Generally speaking, the survey revealed that having more than one duty in the school was both advantageous and disadvantageous. Persons who had more than one responsibility often stated that they knew more of the students and interacted more often with the teachers, but this interaction may not have been for guidance purposes and the students and faculty may not have viewed the respondents primarily as guidance counselors.

Counselor/student ratio. When it is indicated in the Journal of Announcements, 1974, that one "group guidance teacher" should be assigned for about 250 to 500 pupils, we interpreted the term "group guidance teacher" to mean "a person who was one of the guidance personnel responsible for group work in the school, but carrying the title which the school or the person found appropriate". On the basis of this interpretation, when we calculated the ratios of guidance personnel to students in the sample schools, the ratio varied between 1/33 and 1/833. For most productive

contact with pupils, it would be best to keep the counselor/student ratio small. As a norm, it was suggested that the ratio be equal to or smaller than 1/500. Seven of the sample schools had ratios equal to or smaller than 1/600, while in the remaining five the ratios were quite big such as 1/833 in one case. Here, the two schools without guidance offices were not considered.

Counselor/student rapport. During the examination of the findings, however, it was noticed that this factor of counselor/student ratios alone did not play the most significant role by improving the relationship of guidance personnel with the student body. Gaining acceptance of students or establishing rapport with them was seen as a more fundamental process in the long run. It was observed in the responses that when the student body was not receptive to guidance, the services were bound to stay limited. In one of the sample schools, it was observed that the respondent had established rapport with most of the students and was rendering guidance services efficiently, even though the counselor/student ratio was big. In another school where the guidance office was established in the beginning of the 1978 - 79 school year, the students were reported not to have developed confidence in the guidance personnel yet. Neither had they gained a real perception of guidance services. Therefore, contacts with the student body were limited.

Number of years guidance had been practiced and attitude of the principal. The respondents' perception of how well the school guidance services were accepted was more positive in schools which had established guidance services for some period of time. This seemed to indicate that either

- 1) General school opinion was more favorable in the

first place in that guidance was started in these schools before the others, and continued to be generally favorable, or

2) Student opinion had actually become more positive since the initiation of the program and the longer period of time made this change more noticeable, or that

3) The respondents' perception of their acceptance had become more positive over the years. It of course is also feasible that the services themselves may have improved in these longer established programs, leading both to more positive student and counselor attitudes toward guidance. The respondents stated that every passing year, the number of students coming and referral made by their friends increased. This may mean an increasing confidence in the guidance institution.

In the two schools, for instance, where the counselor/student ratios were big while the number of years spent in the position were high, the respondents had psychological background and were reportedly acquainted with "most" of the pupils. In these cases, the attitudes of the principals had become secondary in importance because the high number of years in the position and consequent experience gained in the field helped carry out guidance activities as much as possible.

In the two schools where the respondents were in the office for less than three years, the ratios of guidance counselors to students were big. The vocational and educational backgrounds of these respondents were the same. The major difference between these two schools was the attitude of the principals: supportive versus negative. In one school, teamwork, with the student body and among guidance

personnel had just started. It was expected that as the number of years increased, the confidence of students would be fully gained; thus, their perception of the guidance office would change toward being more positive and accepting. In the other school, however, the principal was reported as not granting importance to the guidance program at all. Contacts of the guidance personnel with the student body and the faculty were kept to a minimum, causing the guidance office to be separated, in functioning, from the rest of the school system.

In seven of the sample schools there were a) a small ratio of guidance counselors to students, and b) a high number of years in the office. Both of these characteristics are atypical of most schools in Turkey. The degree of the counselors' familiarity or closeness to the student body varied between "all-most" of the students to "some" of the students. In reference to those claiming to know all or most of the students, this can possibly be interpreted as a socially desirable answer. However, it seemed to the author that the respondents giving these answers were indeed well acquainted with their students. In these seven schools, all but one of the principals were supportive of guidance.

The guidance counselor of this one school where the principal was not favorable, expressed that she also knew "most" of the pupils. In this school, however, it was presumed that the respondent's acquaintance with most of the pupils, resulted from a) the two responsibilities she held; namely, teaching and guidance counseling, and b) the high number of years she had spent in the school. The particular respondent had remarked that the rest of the guidance personnel, namely, educational assistant-specialists knew "some" of the students, and that her teaching in

school caused this difference.

The findings of this survey clearly suggest that the positive attitude of the principal is basically necessary for the successful running of guidance services. Kepçeoğlu (1976), in his research on the professional problems of guidance counselors, had also found that the attitude of the school principal was the most crucial one in creating the necessary cooperation among school personnel. His main proposition was that the success of guidance services was higher in those schools with a principal who was supportive of guidance; and, on the contrary, efficiency was very low when he was not supportive.

There also seemed to be a relationship between the ratio of guidance counselors to students and the positive attitude of the principal; that is, the smaller ratios (i.e. more counselors) seemed to be in the school with a supportive principal. This may be interpreted as, the more the principal is supportive of guidance, the higher the number of guidance personnel he will appoint (refer back to p. statement number 234) for the guidance office, thus decreasing the counselor/student ratio.

All of the respondents defended the crucial role the principal played in bringing together the faculty members and the guidance personnel. Since the principal has the primary responsibility over the guidance office, he can, although it is not legal, misuse his authority by deciding not to invite the guidance personnel to faculty meetings, not to inform them of a student who needs to be referred to a clinician, or not to use the program of "Guidance Periods" that the guidance office personnel had prepared, etc. The above were examples of complaints made by some of the respondents who did not receive support from the

principal. These factors hindered professional relations of the teachers with the guidance counselors and the effective functioning of the guidance offices.

In the Ministry orders, it is stated that all members of the school system are responsible for taking part in guidance activities (1974, statement number 231). It goes on to say that "guidance is an activity that can be run with all the school personnel, including the staff and administration, carrying equal responsibility. Measures should be taken to supply contribution and cooperation of all these persons" (1974, statement number 246).

In order to elicit cooperation among the faculty, administrators and the guidance personnel in rendering services there must be a certain degree of psychological satisfaction, a feeling of belonging to the rest of the educational system. So, it follows that positive relations with other members of the school system equally influence and increase the performance of the guidance office personnel.

Teachers are one of the most significant persons in the students' educational and psychological development in the school. They are always together with the students and may have keen observations about them that would be helpful during cooperation with the guidance personnel in reaching particular students, individually or in groups. But these relations could improve only if everybody involved believes in guidance and is supportive of guidance activities. In the present survey, most of the respondents stated that they had the opportunity to meet the teachers and that they were invited regularly to the faculty meetings. In terms of attitudes in nine of the sample schools the teachers were reported to be positive toward guidance.

Recommendations of the Respondents

Almost all of the respondents emphasized, for the future professionals, the inclusion of "practice programs" in the curriculum of the in-service training, the university or other higher education programs in guidance and counseling. It was repeatedly pointed out that theory alone was insufficient for training in such a field, and in this way, theory and practice would complement each other.

Standardization of the respondents' (and of all the professionals in the field) titles or role definitions, and specification of their financial conditions were also among the most frequently expressed wishes and recommendations during the interviews. An overlapping of titles, functions and responsibilities needs to be abandoned in favor of operationally defined statements if the guidance services are to be improved.

There is also a need for more literature and research in the area of guidance and counseling in Turkey. Some of this research may be in the form of follow-up studies, determining up-to-date conditions of guidance offices established earlier. Others may be in the form of publications for the future professionals, explaining applications of the theory.

These recommendations are in accordance with the findings of the present survey. As it was presented in the introduction section, Kepçeoğlu (1975, 1976) and Öner (1977) have also reached conclusions and made suggestions in line with those stated above. Some of these issues were also discussed in the Seminar organized in 1977 by the Education Department of Boğaziçi University, Istanbul, on "Services of Guidance and Psychological Counseling".

Limitations of the Study

Certain limitations of this study need to be mentioned. First, criteria (b) and (c) for selection of the sample were not controlled for reasons explained before. Second, the persons who were interviewed had various titles and responsibilities within the school system. This non-standardization among respondents played an important role in hindering the writer from formulating exhaustive categories of responses. In addition, some inconsistent answers of several respondents during the interview sessions leads one to think that the answers they produced were exaggerated in favor of their position. That is, they appeared either as close to ideal as possible, or, going to the other extreme, they admitted that the guidance office did not function properly, but blamed the rest of the school system, especially the school principal, for lack of support and cooperation. The impression that, in some cases, the real conditions were not reflected made it difficult to form an equal basis to categorize information. Yet it should be noted that all of the respondents were very enthusiastic about the interview and, at the end of the questionnaire, most of them made detailed suggestions on the improvement of the profession and services of guidance, based on their personal experiences.

This survey, as far as we know, was the first done in metropolitan Istanbul area on the subject. Its intention was to obtain detailed information about the current status of guidance offices in Istanbul secondary schools only, therefore generalization is limited.

Recommendations for Further Research

It is recommended that the survey be repeated with a more representative sample. Perhaps the inclusion of secondary schools outside the metropolitan Istanbul area would be interesting. Instead of interviewing one person in each sample school, more information may be obtained about the school's guidance services if several persons are consulted, such as a member of the guidance office, a member of the faculty and a member of the staff.

Summary

A survey was done to explore the present status of guidance services in the secondary schools of Metropolitan Istanbul area.

The results highlighted certain strengths and weaknesses of school guidance services which were discussed and evaluated with recommendations for further research.

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T.C.Milli Eğitim Bakanlığı, Tebliğler Dergisi, IX.Şûra Özel Sayısı ön taslak, May 6, 1974, number 1788.

APPENDIX A

METROPOLİTAN İSTANBUL OKULLARINDA REHBERLİK SERVİSLERİNİN GÜNCEL DURUMUNU SAPTAMAK AMACIYLA HAZIRLANAN BİR ANKET FORMU

"Sizin doğrudan doğruya şahsınızla ilgili değiliz. Yani adınız, soyadınız... Araştırmamız için bulunduğunuz konum ve bu konumun işlevleri söz konusu. Her şeyden önce okulunuzun yapısını öğrenelim".

1. Okulun yapısı: Orta _____, Lise _____, Orta ve Lise _____
1a. Tek tedrisat _____
Çift tedrisat _____
2. Yanıtlayıcının resmi sıfatı _____
3. Ne kadar süredir bu pozisyonda olduğu _____
4. Yanıtlayıcının cinsiyeti: Kadın _____, Erkek _____
Yaşı: 22-30 _____, 31-40 _____, 41-50 _____
Medeni durumu: _____
(Varsa) çocukları: kaç tane _____
yaşları _____
cinsiyetleri _____
5. Yanıtlayıcının mezun olduğu üniversite/fakülte _____
6. Bu okula Danışman Rehber olarak nasıl atandınız?
7. Daha önce çalıştığınız işler ve mahiyetleri (probe if they were related to teaching or G.Counseling or not)

"Şimdi de öğrenci kitlesi hakkında birkaç sorumuz var"

8. Okuldaki öğrenci sayısı (okulun kayıt işlerinden)
9. Kız _____, Erkek _____, Karışık _____

9a. Karışık ise: Kız ve Erkek oranı:

_____ % 0 ilâ 25 kız
 _____ % 26 ilâ % 50 kız
 _____ % 51 ilâ % 75 kız
 _____ % 76 ilâ % 100 kız

10. Yatılı var mı? Evet _____, Hayır _____

10a. Yatılı varsa, yatılı-gündüzlü oranı:

_____ 0 ilâ % 25 yatılı
 _____ % 26 ilâ % 50 yatılı
 _____ % 51 ilâ % 75 yatılı
 _____ % 76 ilâ % 100 yatılı

"Şimdi okulunuzdaki Rehberlik Servisinin çalışmaları, hizmetleri hakkında bilgi edinmek isteriz. Herşeyden önce bulunduğunuz ortamı öğrenelim".

11. Rehberlik hizmetlerinizi nerede yürütüyorsunuz? _____
 Size ayrılmış bir özel odanız var mı? Evet _____, Hayır _____.

12. Rehberlik Servisinde sizden başka uzmanlar var mı?
 Evet _____, Hayır _____.
 Cinsiyet: Kadın _____, Erkek _____
 Yaş: _____
 Medeni durum: _____
 Mezun olduğu fakülte _____
 Resmi sıfatı _____

12b. Onların da Rehberlik Servisi içinde özel odaları var mıdır? Evet _____, Hayır _____.

13. Okulunuzda bir Rehberlik Programı var mıdır? Evet _____, Hayır _____.

13a.a) Bu, sizin ders öğretmeni olduğunuz anlamına mı gelmektedir?
 Evet _____, Hayır _____.

b) Okul içi başka sorumluluklarınız olduğu (sınıf öğretmenliği gibi) anlamına mı gelmektedir?
 Evet _____, Hayır _____.

c) Öğrenci kitlesi hakkında Kişisel Gelişim Dosyaları tutmakta mısınız?
 Evet _____, Hayır _____.

14. Rehberlik Servisiniz kaç odadan oluşmaktadır?
15. Çalışmalarınız sırasında ne gibi materyaller kullanmaktasınız?

16. Öğrencilere grup halinde veya bireysel olarak ne gibi anket ve testler uygulamaktasınız?

17. Öğrencilerinize rehberlik hizmetlerini tanıtan herhangi bir program var mıdır? Evet _____, Hayır _____.

Bu program ne şekilde tanıtılır?

- 17a. Öğrenciler genellikle:

- _____ Kendileri gelirler.
- _____ Öğretmenleri gönderir.
- _____ Aileleri gönderir.
- _____ Servis uzmanlarınca gerek görülür, çağrılır.
- _____ Diğer, veya üsttekilerin birden fazlası ise belirtin.

- 17b. Varsa, bu program hakkında kısaca bilgi verir misiniz?

- 17c. Bu programın yürütülmesinden kim sorumludur?

- _____ Rehber uzmanlar.
- _____ Müdür yardımcısı
- _____ Grup rehberleri
- _____ Sınıf rehber öğretmenleri
- _____ M.E.B. Rehberlik büroları uzmanları
- _____ Diğer, yazınız.

18. Daha çok kaçınıcı sınıf öğrencileri gelir? _____
Yani bunlar hangi yaş grubu oluyor? _____

- 18a. (EĞER KARIŞIK OKULSA SORULACAK)
Kızlar mı, erkekler mi daha sık gelir?
Kızlar _____, Erkekler _____.

19. Bir kereden fazla görüştüğünüz öğrenciler oluyor mu?

- _____ hepsiyle
- _____ çoğuyla
- _____ bazılarıyla
- _____ hiçbirleriyle

20. Daha çok ne tip sorunlar gelmektedir?

- ☐ akademik
- ☐ ailevi
- ☐ ekonomik
- ☐ fizyolojik (gelişimleriyle ilgili)
- ☐ karşı cinsle ilgili sorunlar
- ☐ kendi cinslerinden arkadaşlarla
- ☐ politik
- ☐ diğer, belirtiniz.

21. Sorunları en çok görüldenden en az görülene doğru sıralayın. _____

22. Sorunların yoğunluğu sene içinde değişiyor mu?
Evet _____, Hayır _____.

23. (Özellikle ders yılı içinde) belirli zamanlarda işleriniz yoğunlaşıyorsa, aşağıdaki dönemlerde en belli başlı işiniz ne olmaktadır?

- Sonbaharda _____
- Kışın _____
- İlkbaharda _____
- Yazın _____

24. Öğrencilerle sık sık bir arada olabiliyor musunuz?
☐ Evet
☐ Hayır
☐

25. Tüm öğrenci gurubunun ne kadarını tanımaktasınız?
☐ tümünü
☐ çoğunu
☐ bazılarını
☐ öğrencilerle doğrudan ilişkim yoktur.

26. Öğrencilerin aileleriyle karşılaşma, görüşme olanağınız var mıdır?

- ☐ Evet ----- VARSA, 26a'ya geç.
- ☐ Hayır ----- YOKSA, 27'ye geç.

26a. VARSA:

- ☐ sık sık
- ☐ ara sıra
- ☐ nadiren

26b. Ne yolla?

- ☐ kendileri gelirler
- ☐ çağırılırlar

27. Öğrenciler için aileleriyle işbirliğinde bulunmanız beklendiği zamanlar olur mu?

- ☐ Ever
☐ Hayır
☐ Bazı özel durumlarda.

28. Sizce öğrenciler rehberlik ve danışmaya yatkın mıdır-
 lar? Kendi gözlem ve deneyimlerinizden örnek verebi-
 lir misiniz? _____

29. Okuldaki öğretmenlerle toplantı yapma olanağınız var mıdır?

- ☐ sık sık
☐ ara sıra
☐ nadiren
☐ hiç

29a. Bunlar işbirliği şeklinde de oluyor mu?

- ☐ Evet
☐ Hayır
☐ Bazı özel durumlarda

29a. EVET İSE, 30'a geç

29a. HAYIR İSE, 31'e geç

30. Öğretmenler genellikle ne tip sorunlar getirmektedir-
 ler? Lütfen yazınız.

31. Sizce okul idaresi ve öğretmenlerin rehberliğe karşı tutumları destekleyici midir? Kendi gözlem ve deneyim-
 lerinizden örnek verebilir misiniz?

32. Rehberlik saatleri programını kimler düzenlemektedir?

32a. İçeriği hakkında genel bir bilgi verebilir misiniz?

33. Sizce aileler rehberliğe karşı olumlu bir tutum içinde midirler? Kendi gözlem ve deneyimlerinizden örnek ve-
 rebilir misiniz? _____

34. Okulunuzda belirli aralıklarla öğretmenler toplantısı yapılır mı?

- ☐ Evet
☐ Hayır

34 EVET İSE,

34a. Siz bu toplantılara davet edilir misiniz?

- ☐ Evet, daima
☐ Evet, bazen
☐ Hayır, hiçbir zaman

34b. (34a Evet İSE) Siz bu toplantılarda ne yaparsınız?

- ☐ Dinler ve not alırım
☐ Bazı vakaları takdim ederim
☐ Gerekli gördüğümde önerilerde bulunurum

35. Okulunuzda klinik yardım için bir uzmana sevk edilen öğrenciler olmuş mudur?

- ☐ Evet
☐ Hayır

35 EVET İSE 35a'ya geç

35a. Bu sevk hangi yolla olmuştur?

- ☐ Müdür
☐ Okul doktoru
☐ Rehberlik servisi uzmanları
☐ Aile
☐ Öğretmeni
☐ Arkadaşları
☐ Diğer, belirtiniz.

36. Rehberlik Servisinin konularıyla ilgili olarak müdür - le ilişkileriniz nasıldır?

- ☐ Resmi ilişkiler düzeyindedir
☐ Özel vakalarda ilişki kurulur
☐ Resmi yanında gayriresmi yakın bir ilişki ve işbirliği vardır
☐ Müdürün daima denetimi altında çalışırız

37. Lütfen günlük ve senelik rehberlik çalışma programınızı ana hatlarıyla çizer misiniz? (veya belirtir misiniz)

38. Her öğrenci için ayrıca bir kişisel dosya sizde mevcut mudur?

- ☐ Evet
☐ Hayır

38a. (38 EVET İSE) Bu dosya ne kadar süre serviste bulundurulur?

- ☐ Öğrenci mezun oluncaya kadar
☐ Mezun olduktan 1-2 sene sonraya kadar
☐ Mezun olduktan 7-8 sene sonraya kadar

38b. Öğrencilere verilen anket ve testler bu dosyada bulundurulur mu?

_____ Evet
_____ Hayır

39. Test ve anket sonuçları hakkında kimlere bilgi verilir?

_____ Kimseye bilgi verilmez, uzman kendisi için saklar
_____ Ailelerine
_____ Öğretmenlerine
_____ Okul idaresine ve müdüre
_____ Sadece öğrencinin kendisine
_____ Diğer, belirtiniz.

40. Günlük yapılması gereken işler arasında rehberliğin yanında başka görevleriniz var mıdır?

_____ Evet
_____ Hayır

40a. VARSA, nelerdir? _____

41. Okulunuzda ders dışı faaliyetler var mıdır?

_____ Evet
_____ Hayır

41a. VARSA, bu tip faaliyetler bulunan okulların bazılarında Rehberlik Servisinin bu faaliyetlerin kolları veya kulüpleri ile işbirliğinde bulunması teklif edilir; bazı okullarda ise Rehberlik Servisi ile bu kollar tamamen birbirinden farklı işler. Sizin okulunuzda ne tip bir düzenleme görülmektedir?

42. Gün içinde daha çok (veya en çok) nasıl işlerle uğraşırsınız?

43. Okuldaki en önemli göreviniz nedir? _____

44. İşinizin en zevk aldığınızı, hoşlandığınızı yönü nedir?

45. İşinizin en zevk almadığınızı (sevmediğiniz) yönü nedir?

46. Bir okulda böyle bir görev almak için sizce nasıl bir eğitim görmüş olmak gerekir?

47. Bizim sormayı ihmal ettiğimiz ve sizin belirtmek istediğiniz genel veya özel bir nokta var mı? Teşekkür ederim.