

The Concept of Counselor of Tenth Grade (Lycee 2)
Girls in a Turkish School Compared with Their Concepts
of Teacher, Mother and Confidante

by

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ABSTRACT

The role and the function of the counselor is difficult to define, because counseling is a new profession. Studies in the American literature show that only some of the children in schools with established guidance programs have developed an idea of what the counselor should be doing. In Turkey the guidance counseling movement is comparatively new, therefore it is quite probable that the ideas of counseling and the role of the counselor in the school are quite vague in the minds of many people.

The present descriptive study tried to investigate the meaning of the concept of counselor of a small select group of Turkish female students who had been exposed to counseling, in comparison to the meaning of the concepts of mother, teacher and confidante of the same students.

It was felt that the individuals represented by the concepts of mother, teacher and confidante were all people whose functions and roles might conceivably overlap at times with the concept of the counselor, making it difficult for students to distinguish them and causing students to assign certain characteristics in common to several or all of them. Further it was felt that since some of the concepts were perhaps more familiar to the majority of the students than others, (e.g. concept of mother versus concept of counselor) that, sensing a relationship between concepts, they would perhaps assign

some of the attributes of the more well-known concepts to the counselor.

Subjects for the study were selected from among students of Üsküdar American College for Girls, Lycee 2 class (10th grade) who had been exposed to some counseling and who were at an age to be able to distinguish between counselor, mother, teacher and confidante. The students rated each of the above concepts, i.e. counselor, mother, teacher and confidante on a semantic differential scale of nine bipolar adjectives and the Wilcoxon test was applied to the data received.

The results showed that the students did not statistically differentiate among the four concepts in terms of the bipolar adjective check list. This was interpreted to mean that there was no significant difference in the rating intensities of adjectives for the four concepts. However, there was a tendency in student's responses to rate the mother and the confidante more favorably than either the counselor or the teacher, who was given the least favorable ratings among all four.

ÖZET

Danışmanlık yeni bir meslek olduğu için Rehber Danışmanın rol ve işlevinin kesin tanımını vermek zordur. Bu konu ile ilgili Amerikan literatüründeki incelemeler Amerika'da bile öğrencilerin çoğunun Danışmanın görevinin ne olduğunu bilmediğini göstermektedir. Türkiye'de ise Rehberlik ve Danışmanlık çok yeni bir meslek olduğundan Danışmanlık ve Danışmanın rolü kavramlarının açıklık kazanamamış olması mümkündür.

Bu betimsel çalışmada, rehberlik ve danışmaya aşina kız lise öğrencilerinde danışman kavramının anlamı ve bu kavramın anne, öğretmen ve sırdaş kavramlarıyla karşılaştırılması yapılmıştır.

Öğrencilerin, ortak özellikleri olan, anne, öğretmen ve sırdaş kavramlarını danışman kavramıyla karıştırabilecekleri ve öğrencilerin bu kavramlara danışman kavramından daha fazla aşina olmasının bu yanılgıya sebep olabileceği düşünülmüştür.

Denekler, Üsküdar Amerikan Kız Koléji'nin 22 kişilik bir Lise II sınıfı öğrencilerinden oluşmuştur.

Öğrenciler bu dört kavramı Semantic Differential Tekniğiyle değerlendirmişler ve sonuçlara Wilcoxon Testi uygulanmıştır.

Bulgular istatistiksel olarak bu kavramlar arasında öğrencilerin bir ayırım yapmadığını göstermişse de, bireysel cevaplarından öğrenilen, anneyi ve sırdaşı gerek rehber danışmandan

gerekse öđretmenden daha olumlu bir Őekilde algıladıkları izlenimi edinildi. Öđrencilerin anne kavramını en olumlu, öđretmen kavramını da en olumsuz Őekilde deđerlendirildiđi görüldü.

Böyle bir sonucun yorumu sıfatların sečilme yoğunluđunda önemli bir fark olmaması Őeklinde yapılabilir.

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CHAPTER I

INTRODUCTION

COUNSELING

Counseling denotes a professional relationship between a counselor and a client. This relationship is designed to help the client to understand and clarify his view of his life space, so that the individual can make meaningful choices consonant with his essential nature and his particular circumstances. Therefore, we can say that counseling is a teaching and learning process. The client learns about his life space, himself, about the people he is in contact with during his life (Van Hoose & Pietrofesa, 1970, p.258).

Counseling services are provided mainly for the normal individual to assist him in functioning optimally in developing his potentialities. The goal is to increase the individual's achievement and his contribution to society through the use of all his abilities. The term self-realization and self-actualization have been used by some to designate this goal (Patterson, 1962, p.16).

Self-realization requires the development of adequate relationships. The individual is autonomous and as such must be allowed self-determination of his behaviour. His freedom of choice must be recognized and respected. Counseling accepts the existence of individual differences and uniqueness of the individual and recognizes that these lead to diverse personalities and choices. The counselor has confidence in the individual's ability to make adequate choices. The counselor facilitates the solution of a problem and the making of adequate choices by providing a situation conducive to these results and in some cases by assisting the individual to obtain essential information (Ibid, p.17).

Counseling is concerned with voluntary behaviour change. It provides the condition which facilitates such voluntary change. Counseling is not:

- giving information;
- solving problems;
- influencing attitudes, beliefs or behaviour by means of persuading, leading or convincing no matter how indirect, subtle or painless it may be;
- influencing of behaviour by admonishing, warning or threatening without the use of physical force;
- the selection and assignment of individuals for various jobs or activities.

A professional counselor is not only expert in the area of

his specialization such as social adjustment or personal social adjustment, but he has cultivated skills in helping people understand their situation, clarify their values and make informed decisions for which they assume responsibility (Van Hoose & Pietrofesa, 1970, p.255).

Guidance during the last two decades has been interpreted as encouragement of youths' development in terms of a basic concern about individual differences and as active assistance to youth in making appropriate adjustment to personal, educational and vocational needs (Patterson, 1962, p.16).

COUNSELING IN THE SCHOOL

One area of specialization in counseling which is of particular interest is the area of school guidance counseling. School guidance services are usually considered to be those which are provided outside the classroom, which are non-instructional in nature and which are provided to the individual student on an individual basis. In the United States, where school guidance-counseling services originated and which provides a model of guidance services, followed to some degree in many countries including Turkey these services are usually provided by specialized personnel, professionally trained in various fields, rather than by the teacher. School guidance workers may give instructions in certain areas such as courses or units in health and safety or occupational information. They also engage in specialized or remedial instructions in many instances. They may engage in other activities such as extra-curricular clubs, or group counseling with groups of students. In American elementary or secondary schools the counseling staff is the center or the major part of a school guidance program. The services performed by the counseling and guidance staff are varied in nature and warrant separate consideration. Although counseling is or should be the main function of the counselor, he engages in many other activities including some specialized teaching, testing, placement and consulting with and assisting teachers in performing particular personnel services (Patterson, 1962, p.15).

In American schools counseling is not a means or method of control or discipline. It is not to be used by the school administration to impose its wishes and decisions upon students. It cannot be used to persuade students to do what someone else desires them to do. Of course, there are students who present problems of discipline. These students must be dealt with; however, the students, they cannot be given counseling as if it were a medicine. Counseling is effective only when it is accepted by the individual client (Patterson, 1962, p. 17).

GUIDANCE COUNSELING IN TURKEY

Kantarcıoğlu (1973) made a survey to see what the present state of the guidance services were like, and what could be done to improve the system.

Although the guidance movement started in the early 1950's in Turkey due to various barriers it was not widely implemented. Until 1970 the guidance hours were conducted by the classroom teacher in Turkey, then the establishment of guidance services was accepted to help the students better. In Turkey the head of the guidance service is the director of the school who is expected to be informed about guidance. The other members of the school guidance services are the specialists in the field. The system aims at working in cooperation with the parents of the students, other schools and other guidance services as well as the teachers (Kantarcıoğlu, 1973, p.25).

These descriptions of counseling imply certain duties, functions or roles appropriate to school guidance counselors. However, before discussing the role of the counselor some consideration of role theory per se is necessary.

ROLE THEORY

Role theory attempts to conceptualize human conduct at a relatively complex level. In a sense it is an interdisciplinary theory in that its variables are drawn from studies of culture, society and personality. The broad conceptual units of the theory are role (the unit of culture) position (the unit of society) and self, the unit of personality.

Role theory leans heavily on the concepts of George Herbert Mead (Sarbin, 1954, p.223). The general formula is; when A initiates an action to B, B's response to A serves as a stimulus for A. The unit of action is the person. Role theory regards human conduct as the product of the interaction of self and role. The positions are collections of rights and duties designated by a single term, e.g. mother, chief, teacher etc. The actions of persons then are organized around these positions and comprise the roles. Role and position are conjoined. Roles are defined in terms of the actions performed by the person to validate his occupancy of the position. In sum, all societies are organized around positions and the persons who occupy these positions perform specialized actions or roles. These roles are linked with the position and not with the person who is temporarily occupying the position, except for personal style.

In guidance we are interested in the roles of various school personnel, particularly in the role of the guidance counselor.

THE ROLE OF THE SCHOOL COUNSELOR

Theoretical and Legal Descriptions of Counselor Role:

In Other Countries

The definition of a school counselor's role and function is difficult, because the school counselor is a member of a new profession. He is currently experiencing what all new professions experience; lack of understanding as to his functions, lack of acceptance in some quarters, a seeming confusion which is both discouraging and hampering. Also, the school counselor belongs to a public service profession. When it comes to defining the counselor's function, teachers, supervisors, administrators, parents, students all get involved in it. The school counselor's work, however, as it is currently defined, ends up being a complicated, demanding job. The school counselor is in a position which requires that he help young people predict both their own futures and the general future of the society. The counselor is engaged in a profession built upon a comparatively new ideal in human society, the ideal of dignity, the worth and the independence of each person (Hill, 1965, p.97).

We can list the main functions of a school counselor in countries where the profession is well established as follows: The main responsibility of a school counselor is to assist an individual through the counseling relationship, to utilize

his own resources and his environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his developmental needs and to his educative and vocational abilities. The counselor also engages in related activities, e.g. he makes effective use of other professional workers through referrals and consultation if necessary. In all of these professional activities the counselor maintains a high level of ethical practice. The counselor expects that in the employment setting in which he works, conditions will be maintained that will enable him to work in a professional manner. Also, the counselor as a person should have a belief in the worth of each individual, a commitment to individual human values, alertness to the world, open mindedness, understanding of self, and professional commitment (Ibid, p.107).

IN TURKEY

The Turkish Ministry of National Education defines guidance and counseling as a systematized and professional helping procedure directed to the individual, and the functions of a guidance counselor are given as:

- preparing some course programs,
- organizing various tests,
- working with individual cases referred by the teachers,
- keeping in touch with graduate students,
- preparing questionnaires to get to know the students better,

- talking with teachers and parents for the developing of the students' abilities and potentialities,
- helping students with adjustment problems,
- helping with extra-curricular activities,
- helping students with vocational and personal problems and with school success (Decision 4043, Ministry National of Education, Talim ve Terbiye Dairesi - Genelgeler, 1970, p.1).

PUPILS' CONCEPTS OF COUNSELING AND COUNSELOR IN OTHER COUNTRIES

In a review of selected readings in Brown and Srebalus (1973, pp.4-5) studies by Gibson, Grant, Heilfron and Jenson were described. Gibson's study (1962) of guidance services of 12 secondary schools in U.S.A. showed that 56 % of the students reported they were not sure what constituted the activities of their school program. More than 1/4 of the students indicated counselors had not assisted them personally in any way. 1/3 of them reported that the program had not been described, explained or outlined to them during their 3 or 4 years in the high school.

Grant's 1954 study showed that counselors were preferred as the students' first source of help in educational and vocational planning, but not with personal, emotional problems. Therefore these students conceptualized the counselor as someone who is distant and professional.

Heilfron in 1960 found that pupils felt that those who were bright and performing well in school did not need counseling. Therefore, these students conceptualized counseling as a help only with intellectual abilities and with school success.

Jenson's 1955 study of pupil reactions showed that counselors were generally preferred to teachers and friends and parents as sources of help; students preferred to discuss personal problems with parents and peers.

These studies indicate that American students do not view the school counselor as being an effective source of help except in the area of educational and vocational-decision making.

IN TURKEY

In Turkey, since counseling is in its developing stage, there is not enough research made on the subject and we do not know what the Turkish students think about counseling. Kepçeoğlu (1978) did a study among school administrators, teachers and school counselors to see what they expected as the duties of the counselor, and the results showed that among school administrators, teachers and even counselors the concept of counselor was not sufficiently developed and thus this lack of information in the secondary schools prevented the guidance counseling services from functioning properly.

The present study tried to bring a partial answer to what the Turkish students think about or how they perceive counselor and counseling.

THE RELATIONSHIP OF THE CONCEPT OF COUNSELOR TO OTHER SIMILAR CONCEPTS

The Concept of Teacher

Role of the Teacher in the School

Social, cognitive and affective roles of teachers have been observed by different researches.

Morrish (1973, p.251) believes that in the process of socialization the teacher has an active role to play in helping the child with the social learning process. The teacher's generally expected role of providing cognitive information shifts to providing social information and preparing the child for social growth.

Gençel (1978, p.11) gives the sub roles of a Turkish teacher: mediator of learning, disciplinarian, parent substitute, authority figure, supporter of students.

Bradfors (1967, p.8) believes that a teacher should have the awareness that the teaching situation is not merely a presentation of material or knowledge, but more than this a delicate human transaction requiring skill and sensitivity in human relations.

Musgrave and Taylor (1972, p.171) say that "Pupils expect teachers to teach; personal qualities of kindness, sympathy

and patience are secondary".

A study done in a Turkish school gave the following rank order for the most frequent adjectives used by students to describe typical and ideal teachers (Gençel, 1978, App.C).

Typical Teacher

1. authoritarian
2. soft
3. nervous
4. offends students
5. brings personal problems to class
6. unfair
7. selfish

Ideal Teacher

1. understanding
2. fair
3. teaches well
4. knows about student psychology
5. friendly
6. patient
7. concerned about physical outlook

COUNSELOR VERSUS TEACHER ROLE AND FUNCTION IN SCHOOL

COUNSELING

There appears to be considerable difference of opinion concerning the teacher's role in guidance. One point of view sees the teacher as the central working person in guidance. Guidance, even counseling, is equated with education and teaching. The goal of education and of guidance are viewed as similar if not identical. It is emphasized that the teacher is the closest person to the student in school and thus knows the student better than does anyone else. Therefore, it is argued that the only person who can be continuously effective in guidance is the teacher.

Arbuckle on the other hand, (Patterson 1962, p.39) recognized that teachers are not trained for counseling, that the traditional teacher is unable to function as a counselor, and that to allow such teachers to perform counseling would have "calamitous" results.

There is also a practical limitation on the teacher functioning as a counselor. The teacher is working fulltime as a teacher and it is almost impossible for the teacher to enter into a continuing counseling relationship with a pupil. Besides, the student perceives him mainly as a teacher and often will not or cannot change this perception sufficiently to enter into a true counseling relationship (ibid, p.34).

Nevertheless the classroom teacher is responsible for provid-

ing a situation which is optimal for learning. This means that the teacher must be aware of the noncognitive factors in learning. The fact that the child's personality and emotions affect his learning means that teachers are concerned with the child as an individual, as a person (Ibid, p.39).

Further the teacher may perform important functions in the vocational and occupational areas. These include a recognition of and attention to the occupational significance of the courses which he teaches and often inclusion of a unit on occupational information (Ibid, p.39).

In addition the teacher is a source of assistance to the professional counselor in ways other than providing occupational information. The counselor depends upon the teacher to recognize and to refer those students needing specialized counseling help.

The teacher is a source of information and often a model for social habits and skills. The teacher is responsible for providing a classroom atmosphere conducive to good personal and social adjustment development in pupils. To a considerable extent the same conditions which promote learning in the classroom are those which promote good personal, social adjustment. Those include the recognition of individual differences in personality as well as in learning ability, an acceptance of and respect for pupils as individuals or persons and the absence of threat, all of which result in the freedom

of the student to express himself.

The teachers are also functioning in a non teaching or guidance role when they serve as sponsors or advisors of classes, extra curricular activities or clubs (Ibid, p.39).

MOTHER (PARENT) VERSUS COUNSELOR ROLE

Although all the counselors are not female, taking into consideration that most of them are female, a comparison of mother vs. counselor role may be useful.

His mother is the closest person in a child's life. If she is a good mother, she is loving caring, understanding, helpful and good. Sometimes she has to be severe and demanding for the child's benefit, but for most children the mother has a pleasant image and is a symbol of endless support and giving without taking. A mother gives her child a sense of security and comfort. So, it is very natural for the child to share his problems with the closest and the most giving person in his life. But, as the child grows he starts to have educational or vocational problems, too, next to his emotional ones. At this stage he needs professional help where the mother's instinctive logic will not suffice. At the school stage the professional helping person is usually the school counselor.

The school counselor, like the mother, is a grown up trying to help the child. She is understanding, helpful, good, pleasant and wants the child to feel comfortable and secure. So, the child starts to get similar things from the counselor as he is used to getting from his mother. This similarity may easily cause a misperception and the child may see the counselor as a mother substitute.

CONFIDANTE VERSUS COUNSELOR ROLE

A friend is one of the closest persons in one's life, but this is a different level of relationship than that of mother, teacher and counselor. First of all, a confidante is about the same age as the child. Their experience, abilities, and expectancies are similar. Therefore, they can share many things easily. A friendship is based mostly on sharing rather than seeking for help or advice (which is usually expected from relations with elder people and with grown ups). Among friends, exchanging of similar feelings and excitement and experience is satisfying in itself. But, again, as is the case with the mother, the child comes to a point when he needs professional assistance. This he should not get from his school mate. He can share his vocational, educational and even some serious emotional and personal problems and difficulties with the counselor. When the child shares his problems with the counselor he sees some similarities between the counselor and his confidante, as he sees with the mother and teacher. The counselor, like his friend, is good, understanding, helpful, giving and pleasant, so the child may easily start viewing the counselor as a substitute for his confidante.

STATEMENT OF THE PROBLEM

The confusion between the counselor-teacher, counselor-mother, and counselor-confidante is very important for this study. The concepts examined in our study represent people whose functions and roles might conceivably overlap for students, because they have common characteristics or because some concepts are more familiar to the students than others.

In Turkey especially, the role of the counselor is vague in the minds of many people and it seems most logical to conclude it may have similar connotations as teacher, since both work in schools.

This descriptive study attempted to determine what extent any overlapping takes place between the four concepts-counselor, teacher, mother and confidante in the minds of students.

How does the perception of the concept of counselor of tenth grade students in Istanbul who have been exposed to counseling compare with their perception of teacher, mother and confidante respectively?

HYPOTHESES

This study attempted to test the following hypotheses:

1. There is a significant difference between the meaning of the concept or the perception of counselor and the meaning of the concept of teacher of female high school tenth graders as defined by their semantic differential results.
2. There is a significant difference between the meaning of the concept or the perception of teacher and the meaning of the concept of mother of female high school tenth graders as defined by their semantic differential results.
3. There is a significant difference between the meaning of the concept or the perception of teacher and the meaning of the concept of confidante of female high school tenth graders as defined by their semantic differential results.
4. There is a significant difference between the meaning of the concept or the perception of counselor and the meaning of the concept of mother of female high school tenth graders as defined by their semantic differential results.
5. There is a significant difference between the meaning of the concept or the perception of counselor and the meaning of the concept of confidante of female high school tenth graders as defined by their semantic differential results.
6. There is a significant difference between the meaning of

the concept or the perception of mother and the meaning of the concept of confidante of female high school tenth graders as defined by their semantic differential scale results.

CHAPTER II

METHODOLOGY

SUBJECTS

Üsküdar American College for Girls was the school where this study was conducted. Üsküdar American College was particularly chosen because the author had her counseling practicum there and she was familiar with the counselor and the students.

One section of Lycee 2 girls from the tenth grade class totalling 22 in number were chosen from this school as sample for this study. These students had 2 years of experience with guidance hours and therefore had some notion about counseling.

INSTRUMENTATION

The semantic differential scale was used in the study. The semantic differential is a technique developed by Osgood (Bannister, Mair, 1968, p.121) in which subjects are asked to rate certain concepts. The semantic differential utilizes a seven point bipolar rating scale anchored on the extremes of

bipolar adjectives employing direct rating of the concepts. The main difference between it and other rating scale procedures is that the rating scales themselves are based on an extensive series of factor analytic studies. The instrument, offers the opportunity for cross comparison of (a) the meaning of two different words for one subject or (b) the meanings of the same words for a number of subjects, by enabling the experimenter to sum ratings in terms of three allegedly major dimensions of meaning: evaluation, potency and activity (Nunnally, 1967, p.535).

Three groups of bipolar adjectives were used in this study in compliance with Osgood's technique:

evaluative	:	good, bad pleasant, unpleasant understanding, not understanding
potency	:	hard, soft severe, lenient helpful, unhelpful
activity	:	active, passive tense, relaxed hot, cold.

The adjectives from all three groups were mixed to form the scale used for this study (see Appendix B) and special care was taken so that the scale did not begin with the evaluative couple "good-bad" to prevent any possible prejudgements.

PROCEDURE

General Methodology

For the purposes of the experiment two class hours were used one after the other on the same day (January 24, 1979). During the first class hour an introduction to the procedure of the semantic differential technique (Appendix A) typed in English was given to the students. After each student read her introduction sheet, some examples were done on the blackboard until it was made sure that everybody understood the procedure.

Then in the next class hour the students were given the sheets containing the semantic differential scales for counselor, teacher, mother and confidante (Appendix B). The order of the four concepts was varied for every 5 students, to prevent a possible order effect. Thus, the sheets were stapled in varying orders, consisting of a stimulus concept plus the semantic differential across all four stimulus concepts, but the order of adjective pairs remained the same.

The introduction to semantic differential and the questionnaires were given on the same day, so that the students' memory on the subject would be fresh.

The question sheets were given to those students who happened to be present on the particular day. The study was not announced in advance.

The students were given as much time as they needed in answering the sheets, but it did not take more than half an hour for all students to check the scales.

The scales were administered by the author in the presence of the counseling teacher in the class room. The students received the sheets from the author and returned them to her directly.

All the students were told not to write their names on the sheets they were to return, so they would feel comfortable in rating the scales frankly.

The students were also told that there were no right or wrong answers to the questions. They were further instructed that the study was an attempt to learn the meaning of each of the four concepts for students and that each answer by itself would be helpful.

CHAPTER III

RESULTS OF THE STUDY

ANALYSIS OF THE DATA

Computations

For each concept, the rating of each student for each adjective pair was assembled in tabular form. Then the sum of each adjective pair column was taken.

These totals were then studied two at a time in the following order:

counselor-teacher
teacher-mother
teacher-confidante
counselor-mother
counselor-confidante
mother-confidante.

The difference between the sums of each pair of concepts was calculated and the rank of differences of these sums was then

calculated using the Wilcoxon Matched Pairs Signed Ranks Test for small samples (Appendix C).

WILCOXON TEST ANALYSIS

The Wilcoxon Matched Pairs Signed Ranks Test was applied to differences between the total scores of each of the above listed adjective pairs.

The application of Wilcoxon Test provides information as to whether there was any difference in the magnitude of intensity in the way subjects rated adjective couples for each concept. Wilcoxon Test considers relative magnitudes as well as direction of differences. For example: If Wilcoxon Test results were significant, they would show a difference between the concepts. A difference in the frequency categories of adjectives as a whole would tend to result in a different rating intensity between the two concepts. Insignificant Wilcoxon Test results show no difference in the magnitude of the rating intensities of adjective pairs indicating same or similar frequency.

TEST RESULTS

Since the computed T-value of the Wilcoxon Test was greater than the critical value for probability levels of .05 or smaller the differences were not significant and all of the hypotheses were rejected (Table I).

TABLE I

Results* of the Wilcoxon Matched Pairs Signed Ranks Test for the Comparison of the Meaning of Concepts of Counselor, Teacher, Mother and Confidante.

	<u>Computed value of T</u>	<u>T critical alfa: 05</u>	<u>N</u>
counselor teacher	23.5	6	9
teacher mother	10.5	6	9
teacher confidante	22	6	9
counselor mother	9	6	9
counselor confidante	10.5	6	9
mother confidante	17	6	9

* For significant results, computed value of T must be smaller than T critical for the specific N. (Appendix C).

TABLE II

Distribution of the Means of the Rating Intensities of
 Adjective Pairs for the Concepts of
Counselor, Mother, Teacher and Confidante

<u>Adjectives</u>	<u>Rating Intensity Means</u>			
	<u>Counselor</u>	<u>Teacher</u>	<u>Mother</u>	<u>Confidante</u>
active	2.54	2.68	1.95	2.00
good	2.63	3.22	1.22	1.36
hard	4.04	3.13	4.77	5.09
tense	5.00	3.36	4.36	5.54
pleasant	2.95	3.54	1.72	1.45
severe	3.77	3.00	4.72	5.13
hot	3.72	4.00	1.81	1.90
understanding	2.72	3.81	1.90	1.18
helpful	<u>2.27</u>	<u>3.59</u>	<u>1.77</u>	<u>1.54</u>
Sum	29.64	30.33	24.22	25.19
Overall \bar{x}	3.29	3.37	2.69	2.79

In table II means of the ratings of the intensities of adjective pairs are given. It can be seen that the teacher has the highest overall mean (3.37) and the mother has the lowest (2.69). In between falls the mean for the counselor (3.29) and the confidante (2.79), respectively. The high rating generally indicates a negative standing on the adjective pairs. Thus the teacher has been given the least desirable standing among the four, and the mother best standing.

CHAPTER IV

DISCUSSION OF THE RESULTS

All of the hypotheses were rejected because the computed T value was greater than the critical value for significance, meaning that there was no significant difference in the rating intensities of the adjectives for the concepts.

The nature of the distribution of rating intensities of adjective pairs, however, (Appendix D) may be interpreted to mean that there was a difference or a tendency to rate differently the concepts of teacher vs. confidante, teacher vs. mother, counselor vs. confidante and counselor vs. mother, because the individual ratings for the four concepts are not similar to one another.

In terms of the way the students rated the four concepts certain things became apparent. Counselor, mother and confidante were marked as being "good" by all of the students. Mother and confidante were marked as "pleasant", "hot", "understanding" and "helpful" by most of the students. Mother is the concept which was considered as being "soft" by most of the students. There was an inconsistent rating of the teacher for

traits such as "tense-relaxed", "pleasant-unpleasant", "hot-cold", "understanding-notunderstanding" and "helpful-unhelpful", indicating that while some students perceived their teacher as "tense", "unpleasant", "cold", "not-understanding" and "not helpful" the others perceived her to be "relaxed", "pleasant", "hot", "understanding" and "helpful".

The students rated mother and confidante most favourably followed by counselor and teacher.

From the distribution of the individual ratings we see that mother and confidante were close to one another in the eyes of the students. In case of the teacher the students seemed to vacillate between values, although they have generally used negative remarks more than positive ones. For the counselor positive adjectives were used on the whole. So, we can say that the counselor stands somewhere in between the teacher and the mother-confidante concepts as far as the positive traits attributed to them are concerned.

In Table II and Appendix D we see that the students rated their mother and friends very favourably. What implications can this have for guidance? If a student sees her friend and her mother as the closest person, this shows that she needs somebody like a friend or a mother to talk to and to share experiences with rather than to take advice. She expects a warm friendly relationship to relax. If counselors choose to behave more like a teacher (authoritarian, severe) than like a

mother or a confidante (tolerant and friendly) then the student cannot feel relaxed and comfortable to benefit from the counseling services.

Here we can also think of another possibility. If the student prefers to turn to friends for help and for sharing of problems then how necessary is counseling? A counselor can behave warm, friendly and understanding but he cannot be the student's best friend. He has to function as a professional adult and some students may reject this. The fact that the students prefer their friends and mothers to counselors implies that, maybe group counseling would be a better means where the student will be with her friends as well as with the counselor, rather than being alone with the counselor.

When we look at the counselor and mother concepts (Table II and Appendix D) we see that the students rate the mother more favourably than the counselor. The least favored rating is given to the teacher. It may be because, in a counselor they find both motherly and teacherly functions. Since we see that friends and mothers are the favourite choices of the students, this might be a key in the training of the counselors where they will be reminded to develop friendly and motherly manners as means for effective interpersonal relationships. It is not very clear how the students felt as they marked the four concepts. We do not know if they really thought about it seriously, or if they really knew well enough what the con-

cepts meant, or if they merely guessed the answers. Although we do not know how the students came to a decision about the counselor, we know from the ratings that they granted the counselor many positive qualities. This is an important finding and it is encouraging for further guidance and counseling development in Turkey.

If the students felt positive about a counselor, this can be utilized for the benefit of the students. They will be more ready to accept help from and cooperate with somebody whom they think positively of. The results show that such a relationship would be difficult to attain with a teacher, since the students generally marked her on the negative side. So, they would feel comfortable with a teacher in a counseling relationship.

Actually what was expected when we started the study was a similarity between the teacher and the counselor since they were both members of the school personnel. But we found that the students gave more positive ratings to the counselor than the teacher.

Limitations of the Study

This study was carried out with a relatively small sample of 22 students.

Subjects were all Turkish girls from an American College in Istanbul. The study might give different results in another Lycee or in a co-educational school.

The findings of this study are limited to Lycee 2/B class of Üsküdar American College for Girls, in the 1978 - 1979 education year.

We cannot generalize these results to other classes in the same school or to Lycee 2 students in other schools.

Suggestions for Further Research Concerning Methodology

- a. The study could be done with other groups of students and different results might be obtained.
- b. A longer list of adjectives could be used.
- c. Another instrument than Semantic Differential could be used to measure the same concepts.
- d. The study could be conducted in Turkish and thus eliminate language limitations.

SUMMARY

The present study compared the concept of counselor in relation to concepts of mother, teacher and confidante in a descriptive manner, as the students perceived them.

Statistically no significant differences were obtained.

However, there was a tendency in student's responses to rate the mother and the confidante more favorably than either the counselor or the teacher, who was given the least favorable ratings among all four.

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APPENDIX A

INTRODUCTION TO SEMANTIC DIFFERENTIAL

"The purpose of this study is to measure the meanings of certain words to various people by having them judge each word against a series of descriptive scales. In taking this test please judge the words on the basis of what they mean to you. Each numbered item presents a concept. You are to rate the concept on a seven point scale.

If you feel the concept is very closely related to one end of the scale you can place your check mark as follows:

fair X X unfair OR
fair X unfair

If you feel the concept is quite closely related to one end you put your check mark as follows:

fair X X unfair OR
fair X unfair

If you feel the concept is slightly related to one side you put your check mark as follows:

fair X X unfair
fair X unfair

If you consider the concept is neutral or irrelevant you put your check mark as follows:

fair X unfair

Concept

X Y
 1 2 3 4 5 6 7

- 1 - extremely X
- 2 - quite X
- 3 - slightly X
- 4 - neither X nor Y, equally X and Y
- 5 - slightly Y
- 6 - quite Y
- 7 - extremely Y

Place your check marks in the middle of spaces, not on the boundaries. Make each item a separate and independent judgement.

Examples

Maths

extremely easy	easy	<u>X</u>	___	___	___	___	___	difficult
quite easy	easy	___	<u>X</u>	___	___	___	___	difficult
slightly easy	easy	___	___	<u>X</u>	___	___	___	difficult
neither	easy	___	___	___	<u>X</u>	___	___	difficult
slightly difficult	easy	___	___	___	___	<u>X</u>	___	difficult
quite difficult	easy	___	___	___	___	___	<u>X</u>	difficult
extremely difficult	easy	___	___	___	___	___	<u>X</u>	difficult

Ex: I don't think Chinese people are to be trusted

trustworthy	___	___	___	___	___	<u>X</u>	___	untrustworthy
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Ex: I don't trust them at all

trustworthy	___	___	___	___	___	___	<u>X</u>	untrustworthy
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Ex:

house	straight	___	<u>X</u>	___	___	___	___	crooked
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Ex

dictator	up	___	___	___	___	___	<u>X</u>	down
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Ex:

tree	idealistic	___	___	___	<u>X</u>	___	___	realistic
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Ex:

father	happy	___	___	<u>X</u>	___	___	___	sad
	hard	___	<u>X</u>	___	___	___	___	soft
	slow	___	___	___	___	<u>X</u>	___	fast

APPENDIX C

The Wilcoxon Matched Pairs Signed Ranks Test for small sample where $N \leq 25$ (Siegel pp.75-83):

1. For each matched pair, determine the signed difference (d_i) between the scores. Signed (d_i) between scores of adjectives of concept pairs were determined.
2. Rank these (d_i)s without respect to the sign. With tied (d_i)s assign the average of the tied ranks.
3. Affix to each rank the + / - sign of (d_i) it represents.
4. Determine the T-the smaller of the sums of the signed ranks.
5. Determine N: by counting the total number of (d_i)s having a sign.
6. Determine the significance of observed T value as follows:

If N is 25 or less, then a table* which shows the critical values of T for various sizes of N can be used. If the observed value of T is equal or less than that given in the table for a particular significance level and a particular N, H_0 may be rejected at that level of significance

* The table used in this study was taken from: Wilcoxon, F., Wilcoxon, R.A., Katte, S., Critical Values and Probability Levels for the Wilcoxon Rank Sum and the Wilcoxon Signed Rank Test. New York: American Cyanamid Co., 1963.

APPENDIX D

Distribution of the Rating Intensities of Adjective Pairs for the Concepts of Counselor, Mother, Teacher and Confidante.

Concepts

	COUNSELOR									TEACHER									MOTHER									CONFIDANTE								
	ac	gd	hd	tn	pl	se	ht	un	hl	ac	gd	hd	tn	pl	se	ht	un	hl	ac	gd	hd	tn	pl	se	ht	un	hl	ac	gd	hd	tn	pl	se	ht	un	hl
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
1	4	3	5	4	4	5	4	5	3	4	5	3	3	6	2	4	5	4	4	1	4	4	1	4	2	1	1	2	2	4	4	2	2	2	2	
2	1	1	7	6	3	4	3	1	1	1	4	3	2	4	1	6	6	3	1	1	2	3	5	4	4	6	3	3	1	4	4	1	3	2	1	4
3	2	1	3	6	1	3	2	1	1	2	1	3	6	1	3	3	1	1	2	1	3	6	1	3	2	1	1	2	1	3	6	1	5	2	1	1
4	1	2	5	6	2	6	2	1	1	2	1	4	4	2	4	2	1	2	2	1	4	4	2	4	2	1	1	3	1	5	6	1	6	1	1	1
5	2	3	4	5	3	4	2	1	1	4	2	4	4	3	4	2	4	3	3	2	7	6	2	5	1	3	3	3	1	5	4	2	4	1	1	1
6	1	3	2	2	4	2	3	1	1	3	6	1	1	7	1	4	5	5	3	1	7	5	1	6	1	1	1	3	1	6	7	2	6	1	1	1
7	1	3	4	7	1	4	4	1	2	2	4	3	2	4	1	5	5	4	1	1	3	4	2	4	2	1	1	2	1	4	4	2	4	4	1	2
8	2	1	3	5	1	5	1	1	1	3	1	4	6	1	7	1	1	1	2	1	6	6	1	7	1	1	1	2	1	6	6	1	7	1	1	1
9	4	2	5	6	2	6	3	1	1	1	2	6	7	1	6	2	1	1	1	1	7	7	1	7	1	1	1	1	1	5	6	1	7	2	1	1
10	2	4	5	7	4	4	2	2	3	2	4	4	3	5	2	5	3	2	2	2	5	3	2	4	2	3	3	5	2	6	4	2	5	2	2	4
11	7	4	2	4	6	2	7	5	4	1	4	1	3	4	1	5	4	4	1	1	4	3	1	4	3	1	1	1	6	6	1	6	2	1	1	
12	7	4	2	5	6	3	6	7	3	7	6	2	2	6	2	6	6	6	1	1	5	4	3	5	4	2	3	1	1	6	7	1	5	3	1	1
13	1	3	4	5	1	3	4	4	2	2	3	4	1	3	5	1	7	7	2	1	6	6	1	7	1	1	1	2	4	7	2	7	1	1	2	
14	4	3	3	5	4	3	5	7	7	3	4	1	3	5	1	7	7	4	1	1	6	6	1	7	1	1	1	2	4	7	2	7	1	1	2	
15	3	2	5	3	5	3	7	7	7	3	5	3	2	4	3	7	5	7	1	2	4	5	1	3	2	3	3	1	2	6	4	3	2	4	1	1
16	2	1	4	3	1	6	4	1	2	2	1	4	3	1	4	2	1	1	1	1	5	5	1	4	1	1	1	2	1	4	4	1	1	4	1	1
17	1	3	4	4	4	4	4	4	2	1	1	5	4	3	4	3	2	1	2	1	5	4	1	6	1	1	1	2	1	7	7	1	6	2	1	1
18	1	1	4	7	1	4	4	1	1	4	1	4	7	1	4	1	1	1	3	1	5	7	1	7	1	1	1	1	1	5	7	1	7	1	1	1
19	4	4	6	6	3	5	4	1	1	4	5	2	1	4	2	6	6	4	2	1	7	3	2	7	1	1	2	1	1	7	7	1	7	1	1	1
20	2	4	2	4	4	2	6	4	3	3	4	3	3	4	4	3	3	4	2	2	6	2	2	4	2	2	2	2	2	6	4	2	6	2	2	2
21	3	4	5	6	4	3	4	3	2	3	3	4	5	4	5	3	6	3	4	1	4	5	1	4	1	1	2	4	4	3	5	2	4	3	2	3
22	1	2	5	4	1	7	1	1	1	3	4	1	1	5	1	7	7	7	2	2	1	1	4	1	3	5	1	1	6	7	1	7	1	1	1	
Total	56	58	89	110	65	83	82	60	50	59	71	69	74	78	66	88	84	75	43	27	105	96	38	104	40	42	39	44	30	112	122	32	113	42	26	34