



An Organizational Analysis of Guidance and Research Centers *

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Abstract

This study aims to carry out an organizational analysis through investigating the aim, organizational structure and qualitative status of staff members working for Guidance and Research Centres (GRCs) which work under the Directorate General of Special Education Guidance and Counselling Services and function as one of the main service units of Ministry of Education. The study group consisted of 14 administrative, 14 guidance and psychological counselling services unit members and 36 special education services unit members working for 15 research centres located in 15 different townships of Ankara. A total of 64 GRC personnel were interviewed to conduct this study. The Interview Form, geared towards the functions of GRCs, was used as a data collection instrument. The data gathered from the study were analyzed through qualitative analysis method. The findings of this study revealed that educational institutions and guidance and research centres work collaboratively. However, the relationship between GRCs and higher educational institutions should be fortified.

Keywords

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Introduction

The source of the educational organizations is the individual. The individuals who make the society are processed and they return to the society. For this reason, the work completed with aspect to the future of the society begins at the organizations which offer primary education in a formal manner. The significance of guidance of individuals in making healthy decisions, solving problems, discovering themselves and their surroundings has been increasing in these organizations. Kuzgun (2008) emphasizes the fact that the function of recognizing the solution methods to the problems encountered in the physical and social life is not included in a specific lesson in schools. Children gain self-consciousness, become more aware of their feelings and thoughts and develop social relations and a sense of morality at the primary school period in which the importance of guidance has been stressed (Drefs, 2002). For that matter, it must be very well evaluated in terms of guidance services starting from the fundamental education process which constitutes the child's the majority of development period (Yeşilyaprak, 2003). Guidance is the sum of psychological support provided by the experts for the individuals in order to understand themselves, solve their problems, make realistic decisions, improve their capacities in line with their tendencies, adapt to the environment in a

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balanced and healthy way, recognize the opportunities so that they can realize themselves by making right decisions. (Kepçeoğlu, 2004; Kuzgun, 2008). Tan (2008) defines guidance as the service to the individual which has the role to help him to gain the useful skills and knowledge and to make decisions, plans, remarks and choices necessary for him to adapt to the environment and improve himself. The causes of the emergence of Guidance can be ordered as challenge of job selection, recognizing the individual differences in education, adopting the contemporary education understanding, freedom of choice in democratic communities, need for individuals who can make decisions for themselves in democratic life, the increased importance given to the affective side of the individuals in education and the high significance given to the mental well-being of the individuals. (Sargin, 2003). Guidance supports the individuals to gain perspective and independence which are required to be harmonious with the people in their surrounding such as school, home and society (Kağan, 2005). In other words, it is the professional help offered by the experts in the process of the individuals' getting to know their surrounding so as to realize themselves.

Services of guidance and Psychological Counseling function through the Guidance and Research Centers (GRC) and Psychological Counseling Services in Education Institutions. Especially Guidance and Research Centers offer widespread services in diagnosing the individuals who are in need of special education and conducting guidance and psychological counseling services in education institutions. Guidance and Research Centers conduct studies in order to boost the efficacy of counseling services by collaborating with the guidance and psychological services within the education institutions. When the literature regarding the Counseling and Research Centers is analyzed, it is identified that activities are majorly related to educational counseling and occupational and personal guidance are of a smaller place. In the work of Koç (1998), occupational problems encountered during performing their job, occupational seniority and the working variables are effective in the job satisfaction of psychological counselors working at Guidance and Research Centers. In the research of Akkoyun (2000), it has been figured that the counselors and administrators working at Guidance and Research Centers are competent regarding the integration education. In the work of Tatlıoğlu (1999), it has been identified that the psychological counselors working at Guidance and Research Centers are better at communication and cooperation than the counselors working at schools. Kağan (2005) stated that the level of job satisfaction is higher for the counselors who work at Guidance and Research Centers in comparison to the ones who work at state primary schools. In the study of Tiryakioğlu (2009), it has been identified that the number of the staff and the physical equipment in Special Education Services at Guidance and Research Centers. In the work of Topal (2010), psychological counselors have stated that the Guidance and Research Center Administrators exhibit their management skills and capacities.

It can be inferred that researches whose subjects are about Guidance and Research Centers which have very important functions such as diagnosing the individuals who are in need of special education and conducting counseling services effectively is very few in number. Some of these researches are about the states and the problems of the personnel who work at Guidance and Research Centers. Some other researches are about the problems which are experienced in the department of special education. There is no research regarding the general structure of the institutions. The most common service area of guidance services which have a great significance in terms of full improvement of one's development is Guidance and Research Centers. Identifying the existing state of these centers may lead to more effective and functional services. Therefore, it can be expected that the importance of these centers would be noticed and become indispensable for the society. For this reason, the aim of this research study, is to make an organizational analysis of aim and the structure of Guidance and Research Centers which are responsible for the implementation of guidance and counseling services in all educational institutions until Higher Education within the capacity of General Directorate of Special Education Guidance and Counseling Services which is one of the units of Ministry of Education Central Organization by examining the quality state of the staff.

Method

Research Method

In this research, qualitative research method will be used. Qualitative research methods are procedures in which a qualitative process is undertaken methodologies in an authentic context within a realistic and united data collection such as observation, interview and document analysis. While collecting data for a qualitative research, data is simultaneously analyzed and interpreted. New concepts and theoretical information are analyzed in qualitative research (Neuman, 2008).

Participants

The subjects of this study are 15 Guidance and Research Centers from 15 different provinces of Ankara City. For this research, 64 GRC staff, 14 of whom are administrators, 14 of whom are from the department of Guidance and Psychological Counseling Services and 36 of whom are from department of Special Education Services, were interviewed. All the experts who participated in the study were given code names by the researcher. 14 administrators were given code names such as Admin 1, Admin 2, etc. in completely random manner. In the same manner, 50 experts were given code names such as Expert 1 and Expert 2.

Data Collection Tool

In this research, an interview form with aspect to Regulations of Guidance and Psychological Counseling Services has been used as a tool for data collection. This form possesses two parts. There are eleven questions about personal information in the first part. And in the second part, there are twenty one questions with aspect to guidance and psychological counseling services, special education services, the services offered in the schools with no counselors, the visits to the educational institutions, institutional functions, budgets and equipment, following the advancements in the field of guidance, family related activities, in-service training and cooperation with other institutions in order to make an organizational analysis of Guidance and Research Centers.

Procedure

In this research, an appointment has been made and the aim of the study is explained to the director of the GRC in advance. At the predetermined date and time, the centers have been visited with the permit taken from the Ankara City Directorate of National Education and the aim of the study is explained to all administrators and experts in the centers. After this explanation, interviews with the volunteer experts and administrators have been conducted by using a voice recorder.

Analysis of Data

The analysis of the research is made through a quantitative analysis computer program MAXQDA. After the interviews are completed in the Guidance and Research Centers, the audio files have been transcribed without making any changes. The texts of the interviews have been filed separately under the code names given to the participants. The twenty one questions which were asked to the subjects have been regarded as the theme. A code lists have been constituted roughly by reading the data. All these codes have been categorized one by one under the shared headings. After the classification process is completed, these codes were named as sub- themes of the main themes. Then, the data have been organized by quoting from the interviews conducted with the experts and the administrators regarding these sub-themes.

Findings and Discussion

The findings of this research are categorized under 21 main theme and 217 sub- themes.

The Opinions about the Work to Conduct Guidance Services at Educational Institutions in an Effective and Efficient Manner

5 administrators and 7 experts who participated in the study stated that they helped to prepare the framework plans of annual Guidance Services implemented in the educational institutions. However, these programs are now prepared by the GRCs as the staff stated. These programs are organized by school guidance services according to the annual and daily framework plans issued considering the features, levels and types of the Special Education Guidance and Psychological Counseling Services General Directorate. In this organization, it is identified that GRCs are of the function of support only; however, GRCs create the annual framework plans for the schools which do not have psychological counselors and send them to these schools. It cannot be expected to function fully from the GRCs under the circumstance that the departments of guidance and psychological counseling in the GRCs do not have the adequate number of staff. 2 of the administrators and 5 of the experts who have participated in the interviews have stated that cases directed by the schools to the GRCs have been analyzed; however, some of the psychological counselors think that the counselors in the schools and the GRCs are not very different in terms of competence. In order to overcome the problems which cannot be solved at the schools, it may be expected more specialized school counselors should work there rather than the school counselors in the schools. One of the experts has stated that researches have been conducted to implement guidance and counseling service activities efficiently in educational institutions by an expert. Nevertheless, his stating that only one expert has done research can be interpreted as there is a need for efficient implementation. 4 of the administrators and 6 of the experts told that they collaborate with educational institutions. Besides, 1 administrator and 8 experts stated that GRCs help educational institutions when needed. 7 experts who participated in the study remarked that they visit these institutions so as to conduct guidance services at educational institutions effectively.

3 administrators and 3 experts indicated that the end-of-year evaluations which come from schools are collected in GRCs and redirected to a head office. 6 administrators and 19 experts stated that they organize seminars for schools in order to conduct these activities in an effective and efficient way. It can be said that GRCs work adequately for that matter. 4 administrators and 9 experts indicated that meetings with school counselors are held. 2 administrators and 3 experts stated that their needs have been met. 2 administrators and 2 experts stated that schools have been supplied with documents so as to conduct guidance and psychological counseling activities in educational institutions. An administrator and 4 experts who participated in the research indicated that schools which do not possess counselors have been supported so that they can hold guidance activities. 2 administrators and 6 expert who have been interviewed stated that the guidance and psychological counseling services unit at GRCs is not functional. Only 14 of the experts who participated in the research work at the department of guidance and psychological counseling services. The inadequacy of the number of the staff at the department of guidance and psychological counseling services can be related to the lightness of the work load in this department. An administrator and 6 experts support this assumption by stating that this department focuses on special education. GRCs increased their work load at the department of special education services with the support to the special education by the government with reference to the Regulations of Special Education Services issued in 2006.

The Opinions Regarding Collaboration Level between Higher Education Institutions and GRCs

2 experts who participated in the interviews stated that GRCs and Higher Education Institutions do not know how they should mutually benefit from each other. 6 administrators and 4 experts have indicated that this interaction is related to the affiliation between the GRCs and the Higher Education Institutions. 3 administrators and 5 experts have indicated that there is cooperation between Higher Education Institutions and GRCs. 8 of the participants have stated that academics give lectures in the seminars organized by GRCs, they work with crisis intervention teams, the opinions of the universities are taken and some students from the relevant departments of the university are sent to GRCs for internship. 3 administrators and 3 experts who participated in the interviews have indicated that there is a better relationship between Higher education institutions and GRCs in the previous years. However; it has been pointed out that the necessary cooperation with Higher Education Institutions could not be realized because of the inadequacy of the number of the staff and the increased work load of GRCs with Special Education Services Regulations which were issued in 2006. An administrator and 5 experts have indicated that the cooperation between the Higher Education Institutions and GRC Staff is realized by their own personal efforts. 4 experts have touched upon the fact that universities cannot allocate time for GRCs because of the intensity. Moreover, 2 administrators and an expert have stated that the quantity of the budget for cooperation with universities must be increased. 4 administrators and 13 experts stated that there is no cooperation between Higher Education and GRCs. 4 administrators and 11 experts stated that there is not much cooperation between Higher Education and GRCs. 2 administrators and 9 experts stated that existing cooperation between Higher Education and GRCs is not adequate. In the light of these findings, it can be deduced that the cooperation between Higher Education Institutions and GRCs is not at the expected level. Besides, GRCs can be important application fields for Higher Education Institutions.

The Opinions Regarding the Procedures when there is a Need for an Applying Expert who has Appropriate Occupational Formation for Guidance and Psychological Counseling Services

It has been stated that 6 administrators and 23 experts who were interviewed were redirected to the relevant units in hospitals, 2 administrators and 11 experts were redirected to relevant institutions, 4 experts were redirected to the relevant departments of universities and hospitals, 3 experts were redirected to Alcohol and Substance Addiction Treatment and Training Centers (AMATEM) and 2 experts were redirected to Social Services and Child Protection Organization. It can be inferred that GRCs can actualize the function of redirection.

Opinions Regarding the Problems Encountered during the Visits to the Educational Institutions

14 interviewed experts have stated that they did not visit educational institutions, 3 experts did not visit them as an institution, and an expert has stated that they arranged visits only for emergence of crisis. The reasons of crisis can be listed as the shortage of staff at GRCs, work load and the lack of transportation sponsors. 6 administrators and 6 experts indicated that not many difficulties were encountered during these visits and 2 administrators and 4 experts have indicated that they did not encounter any problems at all during these visits. In total, 19 experts and 5 administrators have indicated that they experienced problems in different areas; 9 experts in Special education, 2 administrators and 2 experts in the resistance of teachers and school heads, 2 administrators and 2 experts in lack of knowledge regarding the functions of GRCs, 3 experts in transportation problems, an administrator and an expert in personal problems and 2 experts in time issues. It can be said that GRCs cannot introduce themselves because of staff shortage, they have timing problems and they cannot reflect the functions of guidance to the teachers and administrators. 2 administrators who participated in the interviews have indicated that GRCs should have a mobile unit. In 1985 Regulations of Guidance and Research Centers, setting up mobile teams and organizing regular visits were among the duties of School Group Guidance and Career Counseling in order to meet the guidance-related needs in the area. In the same Regulations, one of the GRC Staff was a mobile Special Education Teacher. This teacher's role was to support the students who are in need of special

education and stationed at normal classrooms and offer technical help to the teachers of these students (MEB, 1985). However, mobile teaching staff were abolished in the Regulation Change in 2001.

The Opinions Regarding the Process of Diagnosing the Individuals who must receive Special Education

10 administrators and 33 experts who were interviewed have pointed that the individuals who must receive Special Education are discovered by the teachers. An administrator and an expert have indicated that the teachers are provided with educational seminars in order to raise their awareness. Therefore, it can be deduced that the teachers need such kind of educational activities in order to raise their awareness. 8 administrators and 22 experts have indicated that the individuals who need special education are discovered within their families. What is more, 2 administrators and 5 experts have pointed that rehabilitation centers discover these individuals; however, there are only 3 experts and an administrator who have stated GRCs are effective in this process of diagnosing these individuals. Akkoyun (2007) concluded in his work that the scans which aim at diagnosing the individuals in need of Special Education are conducted by GRCs but they are not efficient enough in this field. Tiryakioğlu (2009) stated that there is a shortcoming in diagnosing these individuals in the same direction as Akkoyunlu. In parallel with the work of Akkoyunlu and Tiryakioğlu, GRCs's impact is not adequate in the subject of diagnosis of the individuals in need of Special Education which is now a part of private sector. An administrator who participated in the interview has pointed that the other institutions are not effective in the process of diagnosis and stated that especially hospitals can join this process with an early diagnosis. Tiryakioğlu (2009) stated in his study that individuals were not referred to GRCs by the hospitals at the pre-school period. This conclusion is in line with the findings of this study.

The Opinions Regarding Informing the Parents of the Individuals in Need of Special Education about the Studies

10 administrators and 36 experts have indicated that parents were informed one by one during the diagnosis of the individuals who need special education. Akkoyun (2007) pointed that when the GRCs were examined regarding blended education, it was stated that the parents had been interviewed individually to inform them by the GRC staff. 4 administrators and 13 experts have indicated that these parents were well informed with some training sessions. GRC staff relates the inadequate number of informative social activities for the parent to the staff shortage. For this respect, there are 2 experts and an administrator who have indicated that there are informative sessions conducted with schools. Besides, GRCs have the duty to publish informative texts and send them to relevant people in order to inform the parents who requires special education; however, an administrator and 2 experts have stated that it was done with some informative brochures. Taking these findings into consideration, it can be inferred that there are no systematic programs to conduct special education sessions with the parents who are in need of special education, no cooperation with relevant institutions, and no support for improvement via published texts. The causes of this can be considered as staff shortage, work load and lack of financial source.

The Opinions Regarding the Discrepancy between the Number of Individuals Applying for Guidance Services and the Individuals Applying for Special Education

According to this main theme, 11 administrators and 46 experts have pointed out that the number of people who apply for special education services are much more than the ones for guidance and psychological counseling. With this finding, it can be said that special education services constitute the majority of the work done by GRCs. After the Regulations of Special Education Services issued in 2006, GRCs became institutions where individuals in need of special education are diagnosed and kept the reports for this matter. What is more, as 3 experts have indicated, there is a circulation in the special education services. The reports of the individuals in need of special education have to be renewed by GRCs yearly. For this reason, a circulation comes to an existence every year since special education services departments are responsible for that. On the other hand, 3 experts have pointed that the parents' awareness has been raised in the area of special education. The

increased number of rehabilitation centers with government support can also be counted as another reason. An administrator and 13 experts have stated that the need for guidance services in schools is fulfilled. The most important reason for this situation can be the fact that there is not much difference in terms of competence between school counselors and the counselors working at GRCs because the criteria for the appointments are the same in both contexts. However, an administrator and 2 experts have stated that people prefer hospitals for psychological counseling. Another reason why the number of individuals benefitting from guidance services is small can be the fact that the culture of guidance and psychological counseling is internalized in our country as 2 administrators and 4 experts have pointed out. Apart from this, an administrator and 4 experts have stated that GRCs have not been able to introduce themselves in the area of guidance and psychological counseling services and people are not aware of the existence of such institutions. In conclusion, it can be deduced that GRCs provide service more in the area of special education and the parents are more aware in the area of special education and they do not primarily prefer GRCs so as to meet their needs for guidance and psychological counseling.

The Opinions Regarding the Individuals' Spotting their Interests, Talents and Professional Values, Getting Informed about Occupations, Recognizing the Occupations which are suitable for their Personalities

9 interviewed administrators and 15 experts have pointed that occupational activities are organized by the school guidance services. 11 experts have stated that they are at the department of special education services, therefore they have no idea about this and this function belongs to the guidance services. However, GRCs are expected to perform in the area of occupational counseling for the individual who apply for special education. 3 administrators and 5 experts have stated that they organize this kind of activities and events in the school which do not have school counselors. With respect to these activities, it has been stated that 4 administrators and 9 experts were informed via individual interviews with the applicants, 3 administrators and 3 experts have pointed cooperation with Turkish Labor Agency (ISKUR) was performed, and 2 administrators and 3 experts stated that various tests and inventories were used in order to get to know the individual. Besides, 2 administrators and 5 experts have pointed out that they were given documentation support. In GRCs, it can be inferred that there are not enough activities for the individuals to know themselves and realize the appropriate occupations and the documentation support is not provided systematically. To sum up, the activities of GRCs remain inadequate.

The Opinions Regarding the Activities done for the Schools which do not have School Counselors

According to the findings of the research, 6 administrators and 15 experts have stated that there were visits to the schools with no counselors. 4 administrators and 17 experts have pointed that these schools were provided with teacher, student, and parent education by GRCs. 3 administrators and 8 experts have told that an administrator or a teacher who is closer to the area was assigned or 1 administrator and 6 experts have told that a school counselor from other schools within the area was assigned and interacted. 2 administrators and 7 experts have stated that framework plans were prepared and sent to these schools. An administrator and 5 experts have indicated that there are not any schools which do not have school counselors within their duty zone. What is more, 6 experts have stated that since they work at the departments of Special Education Services, they do not have the information regarding the activities conducted for the schools without counselors within the capacity of GRCs. In the light of these findings, it can be concluded that GRCs perform their responsibilities for the schools with no counselors.

The Opinions Regarding the Field Research in Schools and in the Surrounding

In this main theme, 3 administrators and 23 experts have stated that there is no research conducted within the capacity of GRCs. In the other findings, 8 experts have stated that there are projects under GRCs. 4 administrators and an expert have pointed that there are researches but not in a scientific manner. 4 experts have stated that they do not know whether there are scientific researches or not. 2 experts have indicated that they do research individually not within the capacity of GRCs. An administrator and 2 experts have stated that 2 researches were conducted and published with respect to this main theme. It can be said that GRCs are not sufficient to diagnose the needs of the circle, improve the services, do research in order to boost the quality and efficacy of the services. In the event of not doing researches related to the topic, it can be inferred that the needs of the circle cannot be identified and no regulations to meet these needs can be passed.

The Opinions Regarding Informing the Individuals Applying to GRCs about Educational and Social Service Opportunities

GRC Staff are of the duty to do research on educational and social opportunities that they can benefit from considering the economic status of students or individuals who apply to the center and to inform them accordingly. For this reason, GRC staff must be informed regarding the social and educational institutions within their environment. What is more, the individuals must be guided according to their financial status. 10 administrators and 42 experts have indicated that the applying individuals were guided towards educational and social opportunities within their economic capacity. 4 administrators and 7 experts have stated that such guidance was not provided. The reason for this lack of provision has been stated as the lack of the institutions which organize such event in the working areas. On the other hand, it has been stated that guidance is not provided in the special education and rehabilitation centers. It has been pointed out that GRCs put the list of institutions which can provide guidance on the notice boards. It can be concluded that GRCs perform their duties regarding informing people about educational and social opportunities. However, this dissemination should be done more systematically. It has been diagnosed that there is a lack of cooperation with the guiding institutions. It has been discovered that guidance for applying individuals is actualized by presenting the information individually.

The Opinions Regarding the Problems whole Observing the Training and Improvement of the Clients

4 administrators and 16 experts have stated that they observed their clients' improvements in a limited time when they came to renew their reports. 3 administrators 10 experts have indicated that the improvement of the clients could not be observed. In the GRCs, since the clients have to come to the department of special education services, they can be observed once a year. However, there are problems about lack of time and the certainty of the information provided by special education and rehabilitation centers. In the department of guidance and psychological counseling services, 3 administrators and 7 experts have stated that it causes some problems to take volunteerism as the principle, as a result the continuum of observations is prevented since the clients do not come in regularly. Moreover, 4 experts emphasize that they can observe the outcomes of the guidance and studies which they conducted by accessing the information of the clients' improvement and training online. Thus, it can be inferred that observations are not handled effectively.

Opinions Regarding the Frequency of Activities for Teachers and Families such as Conferences and Seminars

4 administrators and 23 experts have indicated that activities such as conferences, seminars were held only for school counselors. It has been discovered that such activities for school admin, teachers and families were never conducted. 2 administrators 8 experts have stated these activities were never held. 3 administrators and 2 experts have stated that they were organized very frequently. The conclusion that such activities for school conselors, school administrative staff, teachers and families are not held by GRCs regularly can be drawn. 10 GRC staff has shown some reasons for not

holding these necessary events and these are work load in the GRCs, staff shortage, the challenge to find a venue for the events and lack of demand from the targeted individuals.

The Opinions Regarding following the New Advancements in Guidance and Psychological Counseling at the GRCs

3 administrators and 16 experts who participated in the research have stated that there is not an organized system to inform and they follow the developments with their own efforts. 3 administrators and 11 experts have stated that following the new developments are realized through the communication among the school counselors. GRC staff has indicated that they share information from their experiences such as trainings that they take part in, implemented projects, and the literature they read. There are 4 administrators and 10 experts who have stated that General Directorate of Guidance and Psychological Counseling Services inform its staff about the advancements with activities such as seminars, meetings. Moreover, 3 administrators and 9 experts have stated that new developments are followed via the internet website of the General Directorate. It has been discovered that General Directorate of Special Education Guidance and Psychological Counseling support its staff about the new development. There are also 2 administrators and 6 experts who have stated that they follow the scientific journals. In the light of these findings, from the researches about guidance psychological counseling and special education, it can be concluded the staff is not well aware. 2 administrators and 2 experts have stated that they are in contact with the universities about the subject. With this finding, it may be thought that the researches and studies conducted by the relevant universities are not directly related to GRCs. An administrator and 4 experts have indicated that they follow the advancements prepared within the GRCs; however, it can be inferred that following the new advancements cannot be realized fully since the projects are not conducted separately at each GRC. 6 experts have stated that they do not have any ideas about this subject and 2 experts have stated that the new developments are not followed under this main theme. Although GRC staff has difficulties in following the developments, it can be assumed that the shortcomings in the area are eliminated with the support from General Directorate of Special Education and Psychological Counseling Services.

The Opinions Regarding the Staff's Frequency of Participation of in In-Service Training

2 experts and 9 administrators have stated that they do not participate in in-service training much and the participation is not enough. 5 administrators and 6 experts have indicated that they participate very frequently. On the other hand, 4 experts have stated that they have never participated in in-service training. Tiryakioğlu (2009) discovered that in-service training could not be regularly arranged for GRC staff in his study. 4 GRC staff has pointed out that the reasons for not participating in in-service trainings were the limited quota, seminars` being in a different city and the small number of the trainings.

The Opinions Regarding Areas that GRC Staff Needs In-service Training

8 administrators and 18 experts of GRC staff have stated that the most needed in-service training for GRC staff is about psychological tests. GRCs have to receive the certificates of psychological tests in order to diagnose the individual who are in need of special education, which is one of the most important functions of them, and to conduct guidance and psychological counseling services for these individuals. In the Educational Evaluation and Diagnosis Notice, it has been stated that the school counselors who are graduates of the university department of psychological counseling and guidance, psychological services in education or psychology, and if possible the counselor with the certificate of test application should be assigned to the duty of test implementation. For this reason, when there are no counselors with these qualities, other provinces are checked. Ülküsel (1993) identified that tests and technics which are used in Guidance are the subject areas that the school counselors wanted as in- service training topics and it is parallel with the findings of this study.

The Opinions Regarding Whether In-service Trainings Meet the Needs of the GRC Staff

6 administrators and 11 experts have stated that the in-service training that they participated have met their needs. Moreover, 3 administrators and 9 experts have indicated that their needs were met when the trainer is an expert. 3 experts have stated that their needs were met when they are one of the first participants. 2 administrators and an expert have stated that their needs were met if the participation was voluntary. 2 experts have pointed out that the recent in-service trainings have met the needs. With this finding, it can be deduced that when the in-service trainers are especially academics who are specialized their areas, the level of supplying the demands will increase. 4 administrators and 9 experts have stated that the in-service training sessions' condition of meeting the needs depend on the psychological state of the participants, their backgrounds, the content of in-service training, the competence of the trainer. 2 administrators and an expert have pointed that in-service trainings are not practical and there is a discrepancy between the practice and theory. On the other hand, there are 3 experts and an administrator who have suggested that the demands are not taken into consideration while organizing in-service trainings. According to 2 experts, another problem about in-service training is the fact that the trainings are given stage by stage. The staff who thinks it is an advantage to participate in the trainings first has stated that it is not efficient enough to receive the trainings in a deteriorating way. When 205 different GRCs are considered, it can be deduced that it may be hard to reach every expert and provide the first training for every city. In this situation, selecting and evaluating the experts who are to give these trainings. Therefore, it is possible for to get the desired quality trainings.

The Opinions Regarding the Relations between the GRC Administrators and the Experts

The relations within an organization constitute the action of having the people work in harmony in a more efficient way and cooperation (Bursalioglu, 2008). When this relation between the administrators and experts is examined in GRCs, 2 experts have stated that it is not good in this main theme. 2 experts pointed out that this is because GRC administrator is from a different study field. 4 administrators and 21 experts have indicated that their needs with respect to relations is well met, that they do not have any problems, that they are sincere but distant and that they try to find a common interest area. 2 administrators and 9 experts have stated that there are no problems when the staff behaves within the framework of the regulations and everyone is well aware of their duties and responsibilities. Another finding is that 6 administrators and 4 experts think that there is no hierarchical difference between the administrators and the experts. According to Bursalioglu (2008), hierarchy is the system of roles emerging from the relationship of the staff with high and the low status. Therefore, when there isn't any hierarchical difference, there may be problems of performing their jobs fully among the institution staff. It can be inferred that forming a relationship between low and high ranked staff without problems in the GRCs can lead to more efficient and organized works.

The Opinions Regarding How the Environment of the Institutions Affects the Mechanism

In the code of starting a GRC, there is an article which declares GRCs should be at an accessible area where students, parent, and other individuals can easily reach (MEB, 2008). 6 administrators and 14 experts have indicated that GRC 1-in which they work are not at an accessible area and transportation is challenging. However, an administrator and 10 experts have pointed that the GRC they work at is at an accessible area.

The Opinions Regarding the Physical Condition and the Adequacy of Equipments

5 administrators and 17 experts have stated that the institution is sufficient in terms of physical condition and equipments and they do not experience any problems with the mechanism. Nevertheless, there are 4 administrators and 27 experts who think that they are not sufficient. Besides, 5 administrators and 6 experts have stated that they experience problems with the physical conditions but they do not have any problems with the materials. 2 experts have pointed that the waiting rooms for special education services and guidance services should be separate. It is very important for the clients who come to the GRC for special education or guidance services are not influenced from each other in case they would like to continue having the services.

The Opinions Regarding the Adequacy of the Budget Allocated for the Center

5 experts and 7 administrators have stated that the budget of Centre is sufficient. 7 administrators and 30 experts have stated that it is insufficient so as to conduct studies and works at the centre. On the other hand, 4 experts have pointed that they do not have any ideas regarding the budget matter. 4 experts have suggested that the administrators can give information about the budget. An expert and an administrator have stated that since the centre is under another institution, they do not have financial problems. It has been concluded that the budgeting at GRCs should be reconsidered.

Conclusion and Suggestions

It has been identified in this research that that the cooperation between Guidance and Research Centers and Higher Education Institution is not at the expected level. It can be inferred that Guidance and Research Centers cannot fulfill its role to refer. Moreover, it can be said that systematic activities for the families of the individuals who are in need of special education are not conducted and there is no collaboration with relevant institutions.

Practical Suggestions

- 1) GRCs should improve their relationships with the relevant departments of Higher Education Institutions. GRCs should benefit from Higher Education Institutions and Higher education Institutions should use them as application fields by supporting them.
- 2) The activities of the departments of Guidance and Psychological Counseling Services should be more active.
- 3) GRCs should conduct studies regarding informing the individuals and educational institutions about occupational guidance and should publish.
- 4) GRCs should do research considering the needs and the problems of the surrounding and schools and share the outcomes of the research with the relevant institutions.
- 5) The follow-up of the clients whose development and educational state must be observed should be regular and they should be provided with more time. What is more, the educational institutions should be visited and observed.
- 6) The feedback given by the school during the follow-up of the clients' educational, personal and occupational guidance should be accessed from database to be prepared by Ministry of Education should be provided

The problems of departments of Guidance and Psychological Counseling Services and Special Education Services of Guidance and Research Centers can be identified separately in detail with further research. Necessary qualities of the staff can be determined in order make reforms regarding the competence of the staff that are to work at Guidance and Research Centers.

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