



Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance *

Meryem Demir ¹, Gürhan Can ²

Abstract

In this study, it was aimed to study the relationships between counseling and guidance understanding of guidance teachers, who are in charge of giving counseling and guidance service to a class, and their attitudes towards counseling and guidance, and how their understanding of counseling and guidance and their attitudes towards counseling and guidance differentiate in terms of various variables. Within the framework of relational screening model, the Counseling and Guidance Inventory (Kepçeoğlu, 1975) and the Guidance Counselor Attitude Scale (Demir, 2010) were used in the study, which was conducted with 595 guidance teachers working in primary and secondary education institutions in Eskişehir. As a result of the study, it was determined that there was a moderate level relationship ($r = .44$) between guidance teachers' understanding level of counseling and guidance and their attitude levels towards counseling and guidance. The female guidance teachers were found to have higher understanding of counseling and guidance and attitudes towards counseling and guidance than those of the male teachers. It was also determined that the guidance teachers' understanding of counseling and guidance and their attitudes towards counseling and guidance did not differentiate in terms of branch. On the other hand, the guidance teachers who attended the in-service training about counseling and guidance were found to have more positive attitudes only towards counseling and guidance than the ones who didn't attend the in-service training, whereas the guidance teachers working in primary education were found to have higher levels of both counseling and guidance understanding and attitudes towards counseling and guidance than the ones working in secondary education in terms of the stage of education the teachers work in. Similarly, the counselors who had 1-9 and 10-19 years of seniority had higher counseling and guidance understandings than the ones who had 20 and more years of seniority. The findings obtained as a result of the study were discussed in the light of relevant literature.

Keywords

Understanding of counseling and guidance
Attitude towards counseling and guidance
Guidance counselor
Counseling and guidance services in schools

Article Info

Received: 08.13.2014
Accepted: 12.26.2014
Online Published: 05.20.2015

DOI: 10.15390/EB.2015.3864

* This study was presented as oral paper at the 3rd International Conference on Education and New Learning Technologies, 4-6 July 2011, Barcelona, Spain.

* This article was generated from the master's thesis completed by Meryem Demir under the supervision of Prof. Dr. Gürhan Can in Anadolu University Institute of Education Sciences (2010).

* The present study was supported within the scope of Anadolu University Scientific Research projects as well (Project No. 1001E11).

¹ Anadolu University, Faculty of Education, Psychological Counseling and Guidance, Turkey, meryem.d@anadolu.edu.tr

² Yeditepe University, Faculty of Education, Psychological Counseling and Guidance, Turkey, gurhancan49@gmail.com

Introduction

It is observed that remarkable progress has been achieved so far both in quantitative and qualitative terms in practices of counseling and guidance, which was started in secondary education institutions in Turkey in the early 1970s. Counseling and guidance services, which were considered to be only an assistance service to facilitate individuals' choice of profession at the beginning, is now regarded as an integral part of contemporary education, which aims the development of students as a whole, which highlights individuality, and which focuses on learning through collaboration, interaction and experiences (Can, 1989). The movement of counseling and guidance, which has reached at its current position by having various alterations in Turkey as in the west, is now extended to all of the education stages and expanded its functions from guidance to preventiveness (Bakırcıoğlu, 2000; Tan, 2000; Yeşilyaprak, 2003). Today counseling and guidance is accepted as not only an assistance service limited to only helping students choose their profession or deal with their personal problems but also a service aiming to help each student improve himself at optimal levels in his period of development within his capacity. This understanding, which is based on developmental guidance approach, aims to provide all students with appropriate qualifications for their developmental characteristics because developmental guidance is seen as a planned and programmed assistance, integrated with education and as an integral part of education and services supporting education. Unlike the preceding approaches, in this approach anyone connected with students at school is expected to participate in counseling and guidance services and act in cooperation. Similarly, in Counseling and Guidance Program of Primary and Secondary Education Institutions (Ministry of National Education, 2007, p. 12), which was prepared according to the Regulation of Counseling and Guidance Services (Ministry of Education, 2001), based on developmental guidance approach and which was implemented in all primary and secondary education institutions starting from 2006-2007 academic year, it is emphasized that the participation of all staff connected with students at school to the counseling and guidance services is an important requirement and the duties of all members of the team of the counseling and guidance services including the guidance counselors related to counseling and guidance services are clarified in detail. As it is stated in the mentioned program (MNE, 2007, p. 12), a guidance teacher is obliged to fulfill fairly comprehensive duties such as being prepared for the class practices by researching about the topics in the program, coordinate with the school counselor, think that the program is a process to provide the students with experiences, attitudes, values and skills rather than perceive the program as a lesson, create a class environment in which the students can express themselves easily, follow the students' development by coordinating with the teachers and the parents, and organize the necessary works for the parents to participate in the process of the program.

The duties of guidance teachers are of critical importance in effectively applying the counseling and guidance program at a school, from preparing for counseling and guidance practices in classes to being a model for the students and to developing a cooperation with parents. Thus, some authorities on counseling and guidance services (Gibson and Mitchell, 2003; Schmidt, 1993) have overemphasized that counseling and guidance services cannot be successful and effective without having the teachers' support, that the success and the effectiveness of a psychological counseling and guidance program depends on its being supported at school, and that it is the class teachers who have the most critical element in this support group. Guidance counselors, who are the the most appropriate sources in providing feedback to the psychological counseling and guidance service, spend much more time with students than psychological counselors of schools do and therefore have a chance to know them better (Aluede and Egbochuku, 2009 cited in Beesley, 2004). A guidance teacher, who is obliged to perform the activities of counseling and guidance in the counseling and guidance program of the class which s/he is in charge of, has taken an important responsibility such as helping each of his/her students develop his/her intellectual progress as well as the other dimensions of his/her personality at the most appropriate level.

The fact that the efficiency to be obtained from the counseling and guidance services depends primarily on the idea that the staff in the counseling and guidance team meet at an adequate and common understanding of counseling and guidance and have positive attitudes towards counseling and guidance (Kepçeoğlu, 1995) is a particular concern to guidance teachers who are considered to be the key element of a counseling and guidance team. When it is considered that attitudes have positive or negative leading effects on individuals' reactions to all objects and situations they are related to (Allport, 1935; Can, 1989 cited in Ballachet, 1962), it is clear that a guidance teacher who has developed negative attitudes towards psychological counseling and guidance services cannot be eager at all to fulfill his/her duties related to counseling and guidance. On the other hand, guidance teachers are expected to have developed an adequate understanding of counseling and guidance, which means that they have understood the basic concepts related to counseling and guidance and principles of counseling and guidance, constituting the conceptual dimension of psychological counseling and guidance services because like every psychological counselor, a class teacher will also be able to have a good grasp of what psychological counseling and guidance services are, how they can be fulfilled, and what principles s/he must adhere to while offering this service only when s/he can be able to develop an understanding of counseling and guidance at an adequate level (Kepçeoğlu, 1995). Being inadequate about the understanding of counseling and guidance may lead each of the staff in the counseling and guidance team to assign a different meaning to counseling and guidance. Such a situation will prevent the staff constituting the counseling and guidance team including the guidance teachers from being able to work in cooperation and harmony in their fulfilling their duties about counseling and guidance, and thus it will not be possible to be able to get efficiency expected from the counseling and guidance services.

Although no study that was directly related to guidance teachers' attitudes towards counseling and guidance was conducted in Turkey in the past, a few studies that examine the counseling and guidance understandings of counseling and guidance teams and teachers are found in literature (Bülbül, 2009; Kaya 1994; Kepçeoğlu, 1975; Onur, 1997; Öztemel, 2000; Tokgöz Gülsoy, 2004). Kepçeoğlu (1975), who performed the first study in Turkey about the counseling and guidance understandings of the staff working in secondary schools, concluded at the end of the study that the staff working in secondary schools did not have an adequate level of counseling and guidance understanding to be successful in the practices. In another study conducted with teachers, Öztemel (2000) studied the relationship between self-control level and counseling and guidance understanding and found that teachers with high perception levels about self-control skills had higher levels of counseling and guidance understanding than the ones with low perception levels. In addition, it was also reported in this study that levels of counseling and guidance understanding of teachers did not show any significant differences according to their gender, age, seniority in teaching profession, duration of the school they graduated from, marital status and the education stage they were in.

In their studies reflecting the opinions and perceptions of teachers about counseling and guidance services, although they are not directly related to teachers' counseling and guidance understandings, some researchers (Nazlı, 2003, 2008; Yumrutaş, 2006) obtained findings indicating that teachers shared the opinion that counseling and guidance is an integral part of school and they adopted their own roles and responsibilities in understanding of developmental counseling and guidance and in counseling and guidance services (Nazlı, 2003, 2008; Yumrutaş, 2006). However, there are findings of some studies in literature indicating that teachers cannot fully perform counseling and guidance activities and they need in-service trainings (Dilci and Kaya, 2012; Nazlı, 2008; Yumrutaş 2006), or findings implying that they are not at an adequate level in terms of counseling and guidance understanding that is related to principles and conceptual dimensions of counseling and guidance. Some findings were obtained about the effectiveness of counseling and guidance services at schools in studies conducted with psychological counselors at schools (Hamamcı, Murat and Esen Çoban, 2004; Karakuş, 2008; Kızıl, 2007). The findings of these studies indicate that psychological counselors attribute the ineffectiveness of counseling and guidance services at schools to the fact that teachers do not have enough knowledge on this subject and they think that it is necessary to give teachers in-

service training about counseling and guidance services. In brief, it is seen that there are quite a few studies on determining the teachers' understanding of counseling, and that there are not sufficient research findings about to which extent the teachers understand and adopt the counseling principles.

One of the factors affecting the participation of teachers to counseling and guidance services most is their attitudes towards psychological counseling and guidance services (Stewart, 1961). In some of the studies in foreign literature examining how teachers' attitudes are towards psychological counseling and guidance services, there were findings to indicate that even though teachers generally have positive attitudes towards counseling and guidance (Cooper, Hough and Loynd, 2005; Masibi, 1995), it was found in some studies that teachers' attitudes towards counseling and guidance were inadequate (Axelberg, 1969; Cooper, Hough and Loynd, 2005; Lyton, Kline and Webster, 1970). In some studies examining teacher attitudes towards counseling and guidance in terms of gender and seniority variables, the attitudes of male teachers were found to be more positive (McPhee, 1985; Pershing and Demetropoulos, 1981), while in some others, the attitudes of female teachers were found to be more positive (Stewart, 1961). On the other hand, in studies comparing teacher attitudes towards counseling and guidance in terms of years of seniority (McPhee, 1985; Pershing and Demetropoulos, 1981) findings were obtained about the fact that as the year of seniority increases, teachers' attitudes towards counseling and guidance increase as well. Additionally, there are also some research results in literature indicating that having psychological counselors at schools positively affects teachers' attitudes towards psychological counseling and guidance services and teachers support the employment of psychological counselors at schools (Axelberg, 1969; Pershing and Demetropoulos, 1981).

In conclusion, this matter which could not take much place either in the foreign, or domestic literature maintains its importance as a problem that cannot be sufficiently clarified, and is still required to be studied because, as was previously highlighted, the performance of an efficient counseling service by the guidance teachers who are the most critical member of the school counseling team obliged to perform psychological counseling and guidance services at the schools is principally relied on their attitude to the counseling and their sense of counseling. So, this matter which could not be sufficiently clarified from past to present needs to be finalized at first. This is because determining whether the guidance counselor perceive the counseling properly, and whether they develop positive attitude to the counseling will shed light on the measures for the guidance teachers to develop right understanding of counseling and positive attitude towards counseling. The positive results they may be achieved in this respect will be able to contribute to enhancing the quality of psychological counseling and guidance services at schools.

In this study, it was aimed to examine how guidance teachers' attitudes are towards psychological counseling and guidance services, what kind of relationship there is between their attitudes toward psychological counseling and guidance services and their counseling and guidance understandings, and whether their counseling and guidance understandings differ according to gender, seniority, branch, participation into courses or seminars related to counseling and guidance and the education stage they still work in. For the solution of the problem mentioned in the study, it was aimed to answer the following questions:

1. How are guidance teachers' counseling and guidance understandings and attitudes towards counseling and guidance?
2. What kind of relationship is there between guidance teachers' counseling and guidance understandings and attitudes towards counseling and guidance?
3. Do guidance teachers' counseling and guidance understandings and attitudes towards counseling and guidance differ significantly according to their gender, branch, participation in in-service training related to counseling and guidance, education stages they work in, and seniority?

Method

Population and sample

The population of this study was composed of total 5125 guidance teachers, including 3101 in 125 primary school institutions and 2024 in 41 secondary school institutions in Eskişehir city center in 2009-2010 education year. The sample of the study was composed of 739 guidance teachers, chosen among primary and secondary schools with the cluster sampling method, who participated in the study voluntarily among 874 guidance teachers at primary school stage in 33 primary schools and 318 guidance teachers at secondary school stage in 9 secondary schools. Because 144 of 739 guidance teachers, who constituted the sample of the study, did not answer a large part of the personal information form, statistical calculations to test the research questions were conducted with the data obtained from remaining 595 participants. Since the personal information forms were not required for validity and reliability studies of the Guidance Counselor Attitude Scale, the validity and reliability analyses of this scale were conducted through answers of 739 guidance teachers. 457 of the participants (%76.8) were working in primary schools, whereas 138 (%23.2) were working in secondary schools. 378 of the participants (%63.5) were female, while 217 of the participants (%36.5) were male teachers. 480 of the participants (%80.7) were social sciences teachers, whereas 115 of the participants (%19.3) were science teachers and 449 of the participants (%75.5) participated in an in-service training related to counseling and guidance, while 146 of the participants (%24.5) didn't participate any in-service trainings. 161 of the participants (%27,1) had 1-9 years of seniority, 293 of the participants (%49.2) had 10-19 years of seniority, and 141 of the participants (%23.7) had 20 and more years of seniority.

Data Collection Tool

The Counseling and Guidance Inventory (CGI): In order to collect the participants' data about counseling and guidance understandings, the Counseling and Guidance Inventory, which was developed by Kepçeoğlu (1975), which was updated by Kaya (1994) and then validity and reliability studies of which was conducted by Öztemel (2000), was used in the study. There are total 40 items in the Counseling and Guidance Inventory including 31 positive and 9 negative items about the basic principles and concepts of counseling and guidance. Öztemel (2000), who conducted the validity and reliability studies of the inventory, reduced the original four-scale inventory consisting of "I agree", "I partly agree", "I have no idea" and "I disagree" to a three-scale inventory consisting of "I agree", "I partly agree", and "I completely disagree". The lowest score to be taken from the inventory is 40, while the highest score is 120. An individual's getting high scores from the Counseling and Guidance Inventory means that the individual has high level of counseling and guidance understanding. As a result of the exploratory factor analysis conducted to determine the construct validity of the inventory, it was reported that the items in the inventory grouped at a single factor. This single factor explains 22% of the total variance (Öztemel, 2000). In the reliability study conducted by Öztemel (2000), the Cronbach alpha coefficient was found to be .87. Additionally, in another reliability study conducted with split-half method by Kaya (1994), the correlation coefficient between two halves of the test was found to be .71. This value was converted to the reliability coefficient belonging to the entire test with the Spearman-Brown formula and the reliability coefficient was determined to be .83.

Teacher Counselling and Guidance Attitude Scale (TCGAS): This scale, which was developed by Demir (2010), aims to measure guidance teachers' attitudes towards counseling and guidance services. This scale, consisting of 22 items, is in the form of 5-point Likert scale. While the highest score to be taken from the scale is 110, the lowest score is 22. Getting high scores from the Guidance Counselor Attitude Scale shows that the positive attitude towards counseling and guidance is high. As a result of the exploratory factor analysis conducted with the data obtained from 739 guidance teachers to determine the construct validity of the scale, the scale items were grouped under three factors and these factors were called as attitudes towards the principles and concepts, attitudes towards the duties of counseling and guidance, and attitudes towards the needs of development in counseling and guidance. It was seen that these three factors explain 51.39% of the total variance. In order to

determine the reliability of the *TCGAS*, the internal consistency coefficient was calculated and the Cronbach alpha value belonging to the entire scale was determined to be .86. The alpha values belonging to subscales were calculated as .86, .86 and .79 respectively. It was determined that corrected item-total correlation coefficients of the scale ranged between .61 and .29. On the basis of these findings, it was determined that the scale has a quite high internal consistency both with its entirety and subscales and there is a relationship at a satisfactory level between the scores related to each item of the scale and the scores related to the entire scale.

Personal Information Form: In this form, which was developed to obtain information about the independent variables of the study, there are questions about the participants' gender, the education stage they work in, year of seniority, branch, and whether they participated in any in-service trainings, seminars or courses about counseling and guidance.

Process

The data collection tools used in the study were applied to total 739 voluntary guidance teachers by visiting the schools in the sample after taking permission from the Directorate of National Education in Eskişehir in the spring semester of 2009-2010 academic year.

Analysis of Data

By using "Statistical Methods for the Social Sciences" (SPSS) 11.5 package program, the analysis of the data were performed. After the prerequisites of normality, homogeneity and linearity were tested, the relationships between guidance teachers' counseling and guidance understanding and their attitudes towards counseling and guidance were calculated with the Pearson Product Moment Correlation Coefficient. In order to obtain more detailed information about the relationship between the variables, the relationship between the counseling and guidance understanding and the attitudes towards counseling and guidance was examined for all independent variables. In order to determine in which groups of the independent variables the relationship between the counseling and guidance understanding and the attitudes towards counseling and guidance was significantly higher, the z values observed in the study were calculated. Whether the counseling and guidance understanding and the attitudes towards counseling and guidance change according to gender, branch, the stage they work in, and whether they participated in any in-service trainings about counseling and guidance was determined with one way MANOVA test. Before these analyses were conducted, sample size, normality, linearity, extreme values, multicollinearity, singularity, and homogeneity of variance and covariance matrices were tested separately for each variable in order to determine whether the assumptions of MANOVA were met. Then, the analyses were initiated by examining the group averages. Whether the differences seen in group averages were significant was determined by examining the significance level of MANOVA statistics. In the event that the MANOVA statistics was significant, tests of between-subject effect following the statistics were examined and at which dependent variable level it had the difference between the groups was determined. In order to reduce type 1 error during this examination, significance level was taken as Bonferroni correction alpha value .025 (Palant, 2005). In order to determine the effect size of the difference between group averages, η^2 values were examined.

Results

Before the research questions were tested, whether the distributions related to dependent variables had normal distribution according to independent variable levels (gender, branch, participation in in-service training, the education stage they work in) was examined and the values of standart deviation, skewness, and kurtosis belonging to distributions were analysed together with histogram graphics and it was determined that the distributions of both of the dependent variables provided the conditions of normality according to the levels of the independent variables. Whether the distributions were linear was examined with scatter plots, and it was observed that dependent variables showed a linear distribution for each independent variable. Additionally, in order to determine the homogeneity of the variances, the Levene test was performed, and it was determined that the test results met the homogeneity in the independent variables.

Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance

The descriptive statistics related to determining how counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance are, which is the first sub-purpose, are presented in Table 1.

Table 1. The Descriptive Statistics Related to The Scores Obtained from The Counseling and Guidance Inventory (CGI) and the Teacher Counselling and Guidance Attitude Scale (TCGAS)

| | N | The lowest score | The highest score | Average | Standard Deviation | Percentages | | |
|------|-----|------------------|-------------------|---------|--------------------|-------------|--------|-----|
| | | | | | | %25 | %50 | %75 |
| CGI | 595 | 89.85 | 116.00 | 105.74 | 4.8 | 103 | 106.66 | 109 |
| GCAS | 595 | 66 | 108.00 | 86.14 | 9.16 | 79 | 86 | 93 |

As seen in Table 1, the average of the scores of the participants obtained from the Counseling and Guidance Inventory (CGI) is 105.74, and the standard deviation is 4.8. The lowest score obtained from the CGI is 89.95, whereas the highest is 116. While the average scores of the participants in the first percentage is lower than 103, the CGI score averages of the participants in the fourth percentage is higher than 109. While the highest score to be obtained from the CGI is 120, the highest score obtained in this study is 116. When the participants' score distributions obtained from the CGI are examined in terms of percentages, it is observed that while the scores of the 25% group in the fourth quarter, who obtained the highest scores among the participants vary between 109 and 116, the scores of the 25% group in the first quarter, who obtained the lowest scores of the participants vary between 103 and 89. It is also observed that the scores of the middle group, which the second and the third quarters of the sample form, vary between 103 and 109. When these data are analyzed, it is observed that approximately more than 50% of the teachers in the sample obtained a score higher than the average score obtained from the CGI. This situation indicates that counseling and guidance understandings of guidance teachers in the sample are generally high. Similarly, the average of the scores the participants obtained from the *Teacher Counselling and Guidance Attitude Scale (TCGAS)* is 86.14, while the standard deviation is 9.16. The lowest of the scores obtained from the scale is 66, whereas the highest is 108. While the average scores of the participants in the first quarter is lower than 79, the average scores of the participants in the fourth quarter is higher than 79. While the highest score to be obtained from the GCAS is 110, the highest score obtained in this study is 108. When the participants' score distributions obtained from the GCAS are examined in terms of percentages, it is observed that while the scores of the last 25% group, who obtained the highest scores among the participants, vary between 93 and 108, the scores of the 25% group in the first quarter, who obtained the lowest scores, vary between 66 and 79. It is also observed that the scores of the middle group, which the second and the third quarters of the sample form, vary between 79 and 93. When these data are analyzed, it is observed that approximately more than 50% of the teachers in the sample obtained a score higher than the average score obtained from the GCAS. This situation indicates that the attitudes of the teachers in the sample towards counseling and guidance are generally high.

The Relationships Between The Levels of Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance

The relationships between the levels of counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance at the level of each independent variable and the general relationship are presented in Table 2.

Table 2. The Relationships between The Levels of Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance

| Variable | Variable Levels | r |
|---------------------|-------------------|------|
| Gender | Female | .44* |
| | Male | .41* |
| Branch | Social Sciences | .45* |
| | Science | .36* |
| Stage | Primary School | .45* |
| | Secondary School | .35* |
| Seniority | 1-9 Years | .48* |
| | 10-19 Years | .42* |
| | 20 years and more | .49* |
| In-service training | Participated | .47* |
| | Not participated | .34* |
| GENERAL | | .44* |

* $p < .001$

As seen in Table 2, there is a moderate level positive relationship ($r = .44$, $p < .01$) between levels of counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance. Moreover, the findings in the table indicate that the relationships between the counseling and guidance understanding of guidance teachers and their attitudes towards counseling and guidance vary between .34 and .49 for all independent variables. The correlation coefficients reflecting the relationships between counseling and guidance understandings and the attitudes towards counseling and guidance of the participants who did not participate in any in-service trainings, of the ones who work in secondary school and of the ones who are in science branch are very close to each other and at a lower level than the other variables. On the other hand, the relationships between counseling and guidance understandings and the attitudes towards counseling and guidance of the counselors who participated in in-service trainings about counseling and guidance and the ones who have 20 years and more seniority are much higher than the relationships between the levels of the other independent variables.

In order to determine whether the differences of the correlation coefficients which were observed between the levels of the independent variables of the study are significant in terms of the counseling and guidance understanding and the attitudes towards counseling and guidance, the observed z values were calculated (Pallant, 2005) and the findings related to this are presented in Table 3.

Table 3. Observed Z Values Related to the Correlation Values according to the Independent Variables of the Study

| Independent variable | Level of independent variable | Z _{observed} |
|--|-------------------------------|-----------------------|
| Gender | Female | -0.15 |
| | Male | |
| Branch | Social Sciences | 1.08 |
| | Sciences | |
| Stage | Primary School | 1,22 |
| | Secondary School | |
| Participation in in-service trainings related to counseling and guidance | Participated | 1,56 |
| | Not participated | |
| Seniority 1 | 1-9 | 0.76 |
| | 10-19 | |
| Seniority 2 | 1-9 | -0.16 |
| | 20 and more | |
| Seniority 3 | 10-19 | -0.90 |
| | 20 and more | |

It was determined that when the observed z values presented in Table 3 were $-1.96 < Z_{obs} < 1.96$, two correlation coefficients did not significantly differ from each other, when it was $Z_{obs} \leq -1.96$ or $Z_{obs} \geq 1.96$, they differed from each other significantly (Pallant, 2005). As it is seen in Table 3, the correlation coefficients between the counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance do not differ significantly at the level of each of the independent variables.

Findings Related to Examining The Levels of Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance According to Their Gender, Branches, Participation in In-Service Trainings Related to Counseling and Guidance, Education Stages They Work in and Seniority

Firstly, the assumptions of the MANOVA statistic were tested and it was determined that the study met the numbers of subjects located in the cells related to the levels of independent variables, that as an indicator of multi-normal distribution, the Mahalonobis critical value was smaller than the critical value for two of the independent variables, that the scatter plots indicated that the dependent variables showed a linear distribution in each independent variable, that there was a moderate level of partial relationship between the dependent variables, and that the results of the Box M test related to covariance matrices in all of the independent variables showed that the covariances were homogenous. After the assumptions were met, the analyses were conducted, and the findings related to the variables about the levels of counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance are presented below.

Gender: the findings related to whether counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance differ according to their gender are presented in Table 4.

Table 4. The Average and Standard Deviations of The Scores Obtained from The Counseling and Guidance Inventory (CGI) and The Teacher Counselling and Guidance Attitude Scale (TCGAS) and Their F, P And Eta Square Values according to Gender.

| | Gender | N | Average | Standard Deviation | Wilk' s Lambda | F | η^2 |
|------|--------|-----|---------|--------------------|----------------|-------|----------|
| CGI | Female | 378 | 106.17 | 4.67 | .98 | 6.32* | .02 |
| | Male | 217 | 104.99 | 4.94 | | | |
| GCAS | Female | 378 | 86.98 | 9.20 | .98 | 6.32* | .02 |
| | Male | 217 | 84.68 | 8.93 | | | |

* p<.05

As seen in Table 4, the average scores the female guidance teachers obtained from both the CGI and the GCAS are higher than those of the male guidance teachers. The result of MANOVA related to whether these scores of the guidance teachers differing from each other according to gender are significant indicates that they are significant $F(2, 592) = 6.32$ $p = .003$ Wilk's Lambda = .98 $\eta^2 = .02$. The results of the inter-subjects effect test, which was conducted to determine the cause of the difference, indicated that gender caused a significant differentiation in both counseling and guidance understandings of guidance teachers ($F(1,593) = 8.47$ $p = .004$) and their attitudes towards counseling and guidance ($F(1,593) = 8.78$ $p = .003$) in favour of the female guidance teachers. However, the effect size of gender on counseling and guidance understanding ($\eta^2 = .014$) and the attitude towards counseling and guidance ($\eta^2 = .015$) is quite small in this differentiation.

Branch: the findings related to whether counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance differ according to their branch are presented in Table 5.

Table 5. The Average and Standard Deviations of The Scores Obtained From The Counseling and Guidance Inventory (CGI) and The Teacher Counselling and Guidance Attitude Scale (TCGAS) according to Branch

| | Branch | N | Average | Standard Deviation | Wilk' s Lambda | F | η^2 |
|------|-----------------|-----|---------|--------------------|----------------|------|----------|
| CGI | Social Sciences | 480 | 105.94 | 4.81 | .99 | 2.86 | - |
| | Sciences | 115 | 104.90 | 4.71 | | | |
| GCAS | Social Sciences | 480 | 86.50 | 9.16 | | | |
| | Sciences | 115 | 84.65 | 9.07 | | | |

As seen in Table 5, the average scores the guidance teachers whose branches are social sciences obtained from both the CGI and the GCAS are higher than those of the guidance teachers whose branches are sciences. The result of MANOVA related to whether these differences observed between group averages is significant indicates that it is not significant ($F(2, 592) = 2.86$ $p = .058$ Wilk's Lambda = .99). It is understood from this finding that the branches of the guidance teachers do not cause a significant differentiation on counseling and guidance understanding of guidance teachers and their attitudes towards counseling and guidance.

Participation in in-service trainings: The findings related to whether counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance differs according to whether they have participated in an in-service training related to counseling and guidance are presented in Table 6.

Table 6. The Average and Standard Deviations of The Scores Obtained From The Counseling and Guidance Inventory (CGI) and The Teacher ü And Guidance Attitude Scale (TCGAS) and Their F, P and Eta Square Values according to Participation in an In-Service Training Related to Counseling and Guidance

| | Participation in-service training related to counseling and guidance | N | Average | Standard Deviation | Wilk' s Lambda | F | η^2 |
|------|--|-----|---------|--------------------|----------------|-------|----------|
| CGI | Participated | 449 | 105.77 | 4.87 | .99 | 4.52* | .015 |
| | Notparticipated | 146 | 105.65 | 4.63 | | | |
| GCAS | Participated | 449 | 86.74 | 9.24 | | | |
| | Notparticipated | 146 | 84.30 | 8.69 | | | |

* $p < .05$

The findings presented in Table 6 indicates that the average scores the guidance teachers who participated and who did not participate in an in-service course related to counseling and guidance obtained from the CGI are very close to each other, whereas the scores they obtained from the GCAS

differ. The result of MANOVA related to whether these differences observed between the group averages are significant indicates that it is significant ($F(2, 592)= 4.52$ $p=.011$ Wilk' s Lambda= .99. $\eta^2=.015$). The results of the inter-subjects effect test, which was conducted to determine the cause of the difference, indicated that participating in an in-service training related to counseling and guidance does not cause a significant differentiation in counseling and guidance understandings of guidance teachers ($F(1,593)= 0.66$ $p= .798$), but caused a significant differentiation on their attitudes towards counseling and guidance in favour of the ones who participated in an in-service training ($F(1,593)= 7.89$ $p=.005$). It was also determined that the effect size of participating in an in-service training related to counseling and guidance on the attitude towards counseling and guidance ($\eta^2= .013$) was in moderate level.

Education stage: The findings related to whether counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance differs according to the education stages they work in are presented in Table 7.

Table 7. The Average and Standard Deviations of The Scores Obtained From The Counseling and Guidance Inventory (CGI) and The Teacher Counselling and Guidance Attitude Scale (TCGAS) and Their F, P and Eta Square Values according to Education Stages

| | Education stage | N | Average | Standard Deviation | Wilk' s Lambda | F | η^2 |
|------|------------------|-----|---------|--------------------|----------------|-------|----------|
| CGI | Primary school | 457 | 105.98 | 4,72 | .99 | 4.21* | .014 |
| | Secondary school | 138 | 104.94 | 5.03 | | | |
| GCAS | Primary school | 457 | 86.68 | 9,25 | .96 | 5.68* | .019 |
| | Secondary school | 138 | 84.35 | 8,66 | | | |

* $p<.05$

The findings presented in Table 7 indicate that both the scores of counseling and guidance understanding and the scores of attitudes towards counseling and guidance differ according to the education stage the guidance teachers work in. The result of MANOVA related to whether the differences between group averages are significant indicates that it is significant ($F(2, 592)= 4.21$ $p=.015$ Wilk' s Lambda= .99. $\eta^2=.014$). The results of the inter-subjects effect test, which was conducted to determine the cause of the difference, indicated that the education stage the guidance teachers work in caused a significant differentiation in counseling and guidance understandings of guidance teachers ($F(1,593)= 5.03$ $p= .025$) and their attitudes towards counseling and guidance ($F(1,593)= 6.93$ $p=.009$) in favour of the guidance teachers working in the primary schools. The education level the guidance teachers work in showed a moderate level of effect size ($\eta^2= .015$) both on the counseling and guidance understanding ($\eta^2= .008$) and the attitude towards counseling and guidance ($\eta^2= .015$)

Seniority: The findings related to whether counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance differs according to the years of seniority are presented in Table 8.

Table 8. The Average and Standard Deviations of The Scores Obtained from The Counseling and Guidance Inventory (CGI) and The Teacher Counselling and Guidance Attitude Scale (TCGAS) and Their F, P and Eta Square Values according to Seniority

| | Years of seniority | N | Average | Standard Deviation | Wilk' s Lambda | F | η^2 |
|------|--------------------|-----|---------|--------------------|----------------|-------|----------|
| CGI | 1-9 | 161 | 106.50 | 4.40 | .96 | 5.68* | .019 |
| | 10-19 | 293 | 105.90 | 4.73 | | | |
| | 20 and more | 141 | 104.55 | 5.22 | | | |
| GCAS | 1-9 | 161 | 85.37 | 9.10 | .96 | 5.68* | .019 |
| | 10-19 | 293 | 86.32 | 9.32 | | | |
| | 20 and more | 141 | 86.65 | 8.91 | | | |

* $p<.05$

The findings presented in Table 8 indicate that the scores of counseling and guidance understanding differ according to the years of seniority but the scores of attitudes towards counseling and guidance are quite close to each other.. The result of MANOVA related to whether the differences between the observed group averages are significant indicates that it is significant ($F(4, 1184)= 5.68$ $p=.000$ Wilk' s Lambda= .96. $\eta^2= .019$). The results of the inter-subjects effect test, which was conducted to determine the cause of the difference, indicated that years of seniority caused a significant differentiation in counseling and guidance understandings of guidance teachers ($F(2,592)= 6.65$ $p=.001$), but did not cause a significant differentiation ($F(2,592)= .84$ $p= .43$) in their attitudes towards counseling and guidance ($F(2,592)= .84$ $p= .43$) in favour of the years of seniority. In order to determine the cause of the difference appearing as a result of the years of seniority, paired group comparisons (post hoc) after the variance were conducted and the results are presented in Table 9.

Table 9. The Results Related to Paired Group Comparisons of The Levels of Counseling and Guidance Understanding according to Seniority

| Seniority | 1-9 years | 10-19 years | 20 and more |
|-------------|-----------|-------------|-------------|
| 1-9 years | - | .60 | 1.96* |
| 10-19 years | - | - | 1.35 |
| 20 and more | - | - | - |

* $p < .008$

According to the results of the paired group comparisons presented in Table 9, a significant difference is observed between the averages of the counseling and guidance inventory of the guidance teachers who have 1-9 and 20 and more years of seniority in favour of the guidance teachers who have 1-9 years of seniority. The Eta square values also indicated that seniority has a low level of effect size ($\eta^2= .022$) on counseling and guidance understanding. However, no significant difference is observed between the averages of the counseling and guidance inventory of the guidance teachers who have 1-9 years of seniority and the ones who have 10-19 years of seniority and between the averages of the counseling and guidance inventory of the guidance teachers who have 10-19 years of seniority and the ones who have 20 and more years of seniority.

Discussion, Conclusion and Suggestions

As a result of the study, determining the fact that there is a moderate level of positive relationship ($r=.44$) between counseling and guidance understanding of guidance teachers and their attitudes towards counseling and guidance indicates that one of these variables affects the other positively. Although this result does not give any information about which of these variables is affecting and which one is affected, this situation may have caused a guidance teacher who has understood the importance of counseling and guidance and who has developed positive attitudes towards counseling and guidance to develop a more adequate understanding about what the counseling and guidance is and how it should be performed to present an effective counseling and guidance service. Moreover, it may have caused a guidance teacher to gradually develop a stronger awareness about how important the counseling and guidance as an assistance service is during the process of helping students for their developmental needs, and while fostering the positive attitudes of the guidance teachers towards counseling and guidance, at the same time, it may have caused positive contributions to their equipment on this subject. However, another variable or some other variables may have caused the moderate level relationship observed between the counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance. This situation, which was not examined in the study, can be clarified in further studies to focus on changes of attitudes and understanding of guidance teachers and particularly to examine the cause and effect relationships.

Although the fact that female guidance teachers in this study have more positive attitudes of counseling and guidance and more adequate counseling and guidance understandings than males is supported by the findings of some studies conducted by Kepçeoğlu (1975) and Stewart (1961), this finding contradicts with the findings of some other studies on this subject (Aluede and Egbochuku, 2009; Kaya, 1994; Öztemel, 2000; Pershing and Demetropoulos, 1981). These findings pointing that the relationships between the gender of the guidance teachers and their counseling and guidance understandings and attitudes towards counseling and guidance are still vague indicate that there is a need for further studies to reveal the effects of gender on counseling and guidance understandings of guidance teachers and their attitudes towards counseling and guidance.

Although the fact that the attitudes of the guidance teachers who participated in an in-service training related to counseling and guidance towards counseling and guidance were found in this study to be more positive than the ones who did not participate in an in-service training related to counseling and guidance is an expected result, the fact that participating in an in-service training course related to counseling and guidance does not cause a significant difference on guidance teachers in terms of counseling and guidance understanding suggests that these courses do not pay strict attention to their purposes to be realized. The fact that the variable of branch caused any differentiation on neither counseling and guidance understandings of the guidance teachers nor on their attitudes towards counseling and guidance is a fact that can be explained by the situation that not all of the prospective teachers followed the same program related to counseling and guidance during their education process. On the other hand, the fact that the counseling and guidance understandings of the guidance teachers who work in primary schools and their attitudes towards counseling and guidance are significantly higher than those of the guidance teachers who work in secondary schools might have originated from the new education program, implemented in primary school institutions because with this program, enacted in the 2005-2006 school year, an increased importance has been given to personality development of the students in primary schools, and affective objectives have been included in education programs of many courses in primary schools. For example, some of the skills that the program of social studies aims to give the students in 1st, 2nd and 3rd grades in primary schools are self knowledge, emotion management, and goal setting (MNE, 2009). All of these might have contributed to primary school teachers' adopting better psychological counseling and guidance, showing parallelism with the new program in terms of basic understandings and objectives and developing a positive attitude towards counseling and guidance.

In this study, the attitudes of the guidance teachers towards counseling and guidance did not differ according to years of seniority, whereas the ones who have lower seniority (1-9 years) were found to have higher levels of counseling and guidance understanding. These findings, which are parallel with a research finding (Aluede and Egbochuku, 2009) indicating that counseling and guidance beliefs do not differ according to teachers' ages, but which contradict with another research finding (Ostling, 1973) revealing that senior teachers have higher attitudes towards counseling and guidance, indicate that psychological counseling and guidance services have been adopted more and more by teachers in the last ten years.

In the research, the understanding of, and the attitude towards the psychological counseling and guidance developed by the guidance teachers, who have a critical role in psychological counseling and guidance services, have been studied. It can be considered as an important contribution of the research to the field of counseling that the SROTO, which is the first and only attitude scale in our country for the purpose of determining the guidance teachers' attitude towards the counseling, has been developed under this study. Another important contribution of the study to the counseling literature is that the research has studied the "guidance teacher's attitude towards counseling", which is a subject that has never been studied previously in our country, using an attitude scale directly developed for this purpose, and has suggested what kind of attitudes the guidance teachers are in towards the counseling in respect of a variety of variables. In addition, this study has also some limitations. It is one of the limitations of this study that this study only includes the guidance teachers holding office in the city of Eskisehir, and thus the research findings cannot be generalize to include larger masses of guidance teachers. Furthermore, it is another limitation that this study has been carried out using only the quantitative research methods and the measuring instruments relying on self-expression, and the findings obtained using these methods and techniques have failed to be supported with the findings that may be obtained by directly observing.

In the research, the relation between the guidance teachers' understanding of counseling and their attitudes towards counseling as well as their understanding of counseling and their level of attitude towards counseling in terms of some variables have been studied. Other variables that may be related to the understanding of counseling and the attitude towards counseling can be studied using different research methods and data collection techniques. In addition to the studies examining the conceptual and attitudinal aspects of counseling discussed in this study, there can also be carried out such research that studies the social aspects of the counseling. In the research that may be carried out in the future, the impact of the in-service trainings related to the counseling to which the counselors attend on their understanding of counseling and attitude towards counseling. In addition, there can be also carried out quasi-experimental studies that will provide more detailed information about the efficiency of the in-service trainings related to counseling. Moreover, such longitudinal studies that will provide more detailed information about the impact of the years of seniority on the understanding of counseling and the attitude towards counseling. There can also be carried out such studies that may offer an insight into necessary measures for the purpose of determining the reasons for the difference emerging between the primary school and secondary guidance teachers' understanding of counseling and attitudes towards counseling.

References

- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.) *Handbook of Social Psychology*, Worcester, Mass: Clark University Press.
- Aluede, O., & Egbochuku, E. (2009). Teachers' opinions of school counseling programs in Nigerian secondary schools. *Educational Research Quarterly*, 33(1), 42-59.
- Aluede, O., & Egbochuku, E. (2007). The influence of personal characteristics on secondary school teachers' beliefs about school guidance and counselling programs. *Education*, 127(3), 440-6.
- Axelberd, F. J. (1969). Attitudes of elementary school teachers toward counseling and guidance in the elementary schools. *The Journal of Experimental Education*, 37(3), 1-4.
- Bakırcıoğlu, R. (2000). *İlköğretim, Ortaöğretim ve Yüksek Öğretimde Rehberlik ve Psikolojik Danışma*. Ankara: Anı Yayıncılık.
- Bülbül, Ö. (2009). *İlköğretim Okullarında Görev Yapan Öğretmelerin Rehberlik Görevleriyle İlgili Tutum ve Davranışlarının İncelenmesi*. (Unpublished master's thesis), Kahramanmaraş: Sütçü İmam Üniversitesi.
- Can, G. (2008). *The Current Status of Guidance and Counseling in The Turkish Education System*. Paper presented at the 10th. International Conference on Education, Atina, Yunanistan.
- Can, G. (1989). *Öğretmen Adaylarının Öğrencilere Yönelik Tutumları*. Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Yayını, 13.
- Demir, M. (2010). *Sınıf rehber öğretmenlerinin rehberlik anlayışı ve rehberliğe yönelik tutumları*. (Unpublished master's thesis), Anadolu Üniversitesi, Eskişehir.
- Dilci, T., & Değişoğlu Kalkan, G. (2012). Sınıf öğretmenliği adaylarının kendi sınıf rehber öğretmenlerinin yeterlilikleri değerlendirmeleri. *Gaziantep University Journal of Social Sciences*, 11(4), 1331-1357.
- Cooper, M., Hough, M., & Loynd C. (2005). Scottish secondary school teachers' attitudes towards, and conceptualisations of, counselling. *British Journal of Guidance & Counseling*, 33(2), 199-221.
- Hamamcı Z., Murat M., & Esen Çoban A. (2004). Gaziantep'teki okullarda çalışan psikolojik danışmanların mesleki sorunlarının incelenmesi. Paper presented at the XIII. Meeting of National Educational Sciences, Malatya.
- Gibson R. L. (1990). Teacher's opinions of high school counseling and guidance programs: Then and now. *School Counselor*, 37(4), 248-255.
- Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to Counseling and Guidance*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Karakuş, S. (2008). *İlköğretim okullarında çalışan psikolojik danışmanların sınıf öğretmenleri ve sınıf rehber öğretmenleriyle yaptıkları konsültasyon çalışmalarının incelenmesi*. (Unpublished master's thesis) Çukurova Üniversitesi, Adana.
- Kaya, A. (1994). *Milli eğitim bakanlığı üst düzey yöneticilerinin ve uzmanlarının bazı değişkenlere göre psikolojik danışma ve rehberlik anlayışları*. (Unpublished master's thesis), İnönü Üniversitesi, Malatya.
- Kepçeoğlu, M. (1995). *Psikolojik Danışma ve Rehberlik*. İstanbul: Alkim Yayıncılık.
- Kepçeoğlu, M. (1975). *Orta Dereceli Okullarda Rehberlik Anlayışı*. Ankara: M.E.B Basımevi.
- Kızıllı, D. (2007). *Ortaöğretim kurumlarındaki rehber öğretmenlerin ve sınıf rehber öğretmenlerin sınıf içi rehberlik etkinlikleri ile ilgili görüşleri*. (Unpublished master's thesis), Selçuk Üniversitesi, Konya.
- Lytton, H., Kline P., & Webster I. R. (1970) Teachers' attitudes to guidance and counselling. *Educational Research*, 12(3), 220-224.
- Masibi, E. H. (1995). *Attitudes of black secondary school teachers toward school guidance in the Potchefstroom area, South Africa*. (Unpublished doctare dissertation) Westren Michigan University of Kalamazoo.

- McPhee, S. (1985). Educators' perceptions and attitudes toward school counseling and student personel services: A cultural perspective. *International Review of Education*, 31(1), 19-32.
- Milli Eğitim Bakanlığı. (2001). *Millî Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği*. Ankara: Devlet Kitapları Müdürlüğü.
- Milli Eğitim Bakanlığı. (2007). *İlköğretim ve ortaöğretim kurumları sınıf rehberlik programı*. Ankara: Devlet Kitapları Müdürlüğü.
- Milli Eğitim Bakanlığı. (2009). *İlköğretim 1, 2 ve 3. sınıflar hayat bilgisi dersi öğretim programı ve kılavuzu*. Ankara: Devlet Kitapları Müdürlüğü.
- Nazlı, S. (2008). Öğretmenlerin değişen rehberlik hizmetlerini ve kendi rollerini algılamaları. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(20), 11-25.
- Nazlı, S. (2003). Öğretmenlerin kapsamlı/gelişimsel rehberlik ve psikolojik danışma programını algılamaları ve değerlendirmeleri. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10, 132-145.
- Onur, M. (1997). *Giresun ili merkez liselerindeki yönetici, öğretmen ve öğrencilerinin rehberlik anlayışlarının incelenmesi*. (Unpublished master's thesis), Karadeniz Teknik Üniversitesi, Trabzon.
- Ostling, K. F. (1973). *Elementary teacher attitudes toward elementary counseling and guidance programs*. (Unpublished doctoral dissertation) The University of New Mexico, ABD.
- Öztemel, K. (2000). *Kendini ayarlama becerilerini algılamaları farklı öğretmenlerin rehberlik anlayışlarının bazı değişkenler açısından incelenmesi*. (Unpublished master's thesis), Hacettepe Üniversitesi, Ankara.
- Pallant, J. F. (2005). *SPSS Survival Manual: A step by step guide to data analysis using SPSS for Windows (Version 12)*. Australia: Allen & Unwin.
- Pershing, J. A., & Demetropoulos E. G. (1981). Guidance and guidance systems in secondary schools: The teacher's view. *The Personnel and Guidance Journal*, 59(7), 455-459.
- Schmidt, J. J. (1993). *Counseling in schools: Essential services and comprehensive programs*. Boston: Allyn and Bacon.
- Stewart, J. A. (1961). Factors influencing teacher attitudes toward and participation in guidance services. *Personel & Guidance Journal*, 39(9), 729-733.
- Tan, H. (2000). *Psikolojik Danışma ve Rehberlik*. İstanbul: Alkım Yayıncılık.
- Yeşilyaprak, B. (2003). *Eğitimde rehberlik hizmetleri : Gelişimsel yaklaşım (6. baskı)* Ankara : Nobel Yayın Dağıtım.
- Yumrutaş, A. (2006). *İlköğretim okullarında görev yapan öğretmenlerin rehberlik görevleriyle ilgili görüş ve uygulamalarının incelenmesi*. (Unpublished master's thesis), Yeditepe Üniversitesi, İstanbul.
- Tokgöz Gülsoy, S. (2004). *Öğretmenlerin psikolojik danışmanlara yönelik tutumlarını ölçen likert tipi bir ölçme aracının geliştirilmesi*. (Unpublished master's thesis), Ankara Üniversitesi, Ankara.