

The impressions of school managers on psychological counseling and guidance services: A descriptive study

Bedri Yavuz Hatunoğlu

Ağrı İbrahim Çeçen Üniversitesi, Turkey.

Accepted 16 February, 2021

ABSTRACT

School guidance and counselling is a programme that is complementary to the education process and is seen as a support service for the pupil. The aim of this study is to examine the primary school administrators' views on psychological counseling and guidance services in their schools. The research was carried out with 20 school principals and vice principals who have been working in schools for at least one year with a psychological counselor. In the study, a semi-structured interview form developed by the researchers was used as a data collection tool. Considering the field studies, studies were carried out on three main principles: educational guidance, personal / social guidance, and vocational guidance, and three categories of studies, evaluations and suggestions for each theme. According to the findings, school guidance services were it is not considered sufficient in many respects and it is emphasized that the system has deficits. The main deficiencies mentioned can be expressed as the lack of expert personnel in the field, problems arising from infrastructure and central structure and equipment.

Keywords: School administrators, guidance services, school counselors, qualitative research.

E-mail: yhatunoglu@gmail.com. ORCID: 0000-0003-3299-5869.

INTRODUCTION

In the informal sense, the education process that starts in the family first turns into formal education with the school age, but aims to gain not only knowledge but also life skills, psychological, social, physical and emotional behaviors necessary for a healthy life. Schools, which come into play in the education process after the family, come into play as institutions that support the mental health and personal development of students.

It continues its activities as psychological counseling and guidance services that support the personal development aspect of the educational process (Tan, 1992).

The general purpose of the educational approach of our age is to raise productive, creative, critical thinking, sensitive to social issues, social, emotional and personally healthy individuals with a democratic personality (Poyraz, 2006).

The healthy development of students in all respects

cannot be established solely with teaching activities. If this result is to be achieved, it can only be successful with an education program in which education and guidance programs are applied together. Student personality services have been added to the teaching and management dimensions of the educational approach applied in schools within the framework of modern education understanding. Student personality services are intended to prepare the environment that will allow each student to the highest level of their own limits in accordance with its purpose.

Psychological counseling and guidance services included in the content of student personality services aim to help the individual to meet his/her personal development and self-actualization needs by preparing the environment that will ensure the development as a whole.

While implementing guidance counseling services,

showing respect to individual differences is essential. Continuity and willingness are vital in guidance, and also confidentiality is essential in psychological counseling.

In the guidance and counseling services, the student and his/her needs are in the center. While supporting him, counselors cooperate with the administrators, teachers, parents and the other staff members if it's necessary.

In school guidance and psychological counseling services, all units included in the system must work with a common rhythm and understanding. The most important condition for the work to be successful and productive is that the school administration, teachers and parents support the school psychological counselor and fulfill their responsibilities.

The statement that many people such as school psychological counselors, administrators, teachers and parents who are closely related to the individual in guidance practices should be in understanding and cooperation is a valid approach stated in all the literature in this field (Camadan and Sezgin, 2012; Kuzgun, 2011).

Counselors are expected to be experts on their subjects and also have personal as well as professional qualifications. In this respect, among the personal qualifications the following are listed: Success in interpersonal relations, love for humanity, having the high potential of intelligence, having a broader worldview, self-confidence, sensitivity, patience, tolerance, being happy with themselves, effectiveness, reliability, sincerity, being genuine and transparent.

This approach also shows itself in the definition of the system.

Judging by the definition; "Psychological counseling and guidance (PDR) services in schools are psychological assistance services that are carried out in order for the student to get to know himself better and become aware of his individual characteristics, to make individual decisions, to cope with problems and to adapt to his environment" (Güven, 2009).

Student personality services play an important role in the achievement of education and training objectives. Because it is based on the development of the individual as a whole and meeting his needs.

Individual and group counseling sessions are the content of psychological counseling. According to the students' needs which are mentioned by their teachers, parents, or administrators, sometimes by the request of students, individual or group counseling sessions are held by the guidance counselors.

The school counselor, who serves at educational institutions, offers counseling and guidance services aid for the student to know and accept his personality which is constantly developing; to make decisions and choices concerning the upper stage; to deal with the problems he encounters; to make the best use of his potential and thus reach self-actualization (Yeşilyaprak, 2001).

Counseling services in the Turkish education system are stated as "in the framework of the general purposes

of the Turkish education system, guidance and psychological counseling services in education are basically aimed at making students benefit from the educational process according to their abilities and characteristics, and reveal and develop their latent power". Developmental Guidance and Counseling Program developed by Myrick in US during the 1960s and the "Comprehensive Developmental Guidance and Counseling Program" propounded by Gysberg and Henderson resulted in the contemporary developments in school guidance and counseling (Gysberg and Henderson, 1997; Özyürek, 2010).

In the provision of school guidance services, the support, awareness and effort of not only the guidance teacher (psychological counselor) working at the school, but also all education staff from the school principal to teachers, parents and staff are important. School administration, teachers, students, parents' attitudes, perceptions and expectations on this matter, and the skills, knowledge and attitudes of school psychological counselors, and the structure and quality of the existing laws and regulations regarding guidance services significantly shape the impact and quality of psychological counseling and guidance services. Although psychological counselors are effective in the success of the studies, it is a fact that school administrators, teachers and parents have important roles and responsibilities.

School administrators, teachers, parents, and other educational personnel are the people who school counselors cooperate with the most. Among them, school administrators have the most influence on the activities of school counselors (Owen, 2005).

Guidance and psychological counseling in education means a support for choosing the appropriate course in accordance with the students' own need and interests, achieving academic superiority, taking advantage of maximum benefits and activities of an enterprise resources, gaining the appropriate study habits and participating the class and extracurricular activities in a satisfactory way (Barki and Mukhopadhyay, 2008).

In the literature, "Many people such as psychological counselors, administrators, teachers and parents who are closely related to the individual in guidance practices should be in understanding and cooperation." "It was expressed as" (Erkan, 2001; Şahin, 2010).

It is necessary for all employees in the school to cooperate, especially in the counseling services dimension of the guidance and psychological counseling area.

The purpose of the Consultation (Consultancy) activities is to ensure that the administrators and teachers in the school have a more adequate common understanding, so that this understanding is taken as a basis in the work in the school and that all facilities are used in accordance with this understanding.

In other words, the consultation study is related to the education and upbringing of the student with the

psychological counselor or more people (teacher, administrator, parents) is a cooperation relationship that they establish for the development of the student (Akman, 1994).

The most important goal in consultation is to consider the benefit of the student.

These services include appropriate attempts to ensure that the roles and roles of psychological counselors are well understood by other school staff. Studies in this field also show that the staff related to school guidance services have positive attitudes towards these services and psychological counselors, cooperate with psychological counselors, and successful works have emerged (Akbaş and Çam, 2003; Bıçak, 2006; Erözkan, 1997; Nazlı, 2003; Özeydin, 2002).

Contrary to this finding, in some studies, it has been observed that the personnel who have responsibility in guidance services do not have enough knowledge and participation in the activities related to guidance (Aydın et al., 2011; Güvenç, 2001; Kızıl, 2007).

In guidance services, there are three organizational organizations, namely the Ministry province / district and school. There are school principal, vice principal, coordinator counselor (psychological counselor), guidance counselor (psychological counselor), classroom counselor and other teachers in school-level organizational system. The principal is the primary principal in school guidance services.

School administrators should know the school and the environment of the school very well, analyze the expectations of the environment from the school well, take the leadership role, develop themselves and cooperate with the teachers and psychological counselors in the school (Karip and Köksal, 1999)

The principal should have a positive perspective on guidance and psychological counseling services. Because the success of the guidance and psychological counseling services at the school is closely related to the school principal's aptitude and perspective (Bakırcıoğlu, 1994).

Yeşilyaprak (2000) listed the roles of the principal in providing guidance services in schools as leading and supporting the counseling program, providing the organization and consultancy of the program, and providing resources and opportunities for the program. Counseling activities are impossible to carry out with individual efforts. In this system, there is a need for the cooperation of school administrators, guidance teachers, parents and all the elements in the environment.

The main responsibility for the establishment of this cooperation belongs to the school administrator (Tan and Baloğlu, 2006).

According to Zalaquett and Chatters (2012), school administrators and psychological counselors, who play a key role in the school, have an important role in developing cooperation with the school. In a parallel study, according to Gündüz and Çelikkaleli (2009), managers have an important role in helping psychological

counselors see themselves as competent.

Counselors who cannot get enough support from administrators and teachers and who are blocked at school experience various problems and develop burnout (Özer and Gökçakan, 1999).

It is extremely important to reveal the perceptions, expectations and understandings of administrators regarding school guidance services on the success and effectiveness of these services. The evaluation and contribution of the school administrators who are at the key point of the guidance services will have an important role in the practical implementation of the system.

The aim of the study is to determine an approach that will contribute to the functioning of guidance services. The main emphasis of this research is that primary school principals evaluate the guidance services provided in their schools. During the research process, the following questions were sought by targeting school administrators:

1. What is the level and efficiency of the studies within the scope of educational, personal / social and vocational guidance services in their schools according to school principals?
2. Educational, personal / social and vocational guidance in school principals' schools; what are their views on improving their services?
3. According to school administrators, what level of activities related to the school administration, teachers and parents can be effective in the guidance service in their schools?
4. What are the school principals' suggestions to increase the efficiency of the school guidance service's work in all areas?

Frailty has a physical, social and psychological feature in general. Basically, it is associated with the individual's sensitivity and openness as a target against the effects that cause different harm and threats (Lee et al., 2007). In this context, the person can be more open and sensitive to negative life experiences. Environmental, personal and cognitive factors have a significant effect on people's vulnerability levels (Gudjonsson, 2010). Although there are many definitions, the individual who is "fragile" from the psychological side is more prone to psychological problems (Ingram and Price, 2010).

In terms of daily use, fragility is characterized as being too sensitive to health problems, neglect and damage. It is said that the level of vulnerability people experience is largely due to individual perceptions. According to Arslan (2015), cognitive fragility finds its place in the form of sensitivities that a person develops towards unwanted consequences in his life. People's past life experiences also play an important role in this regard. Given the example, if a person has been abused in a previous life, this situation has a great impact on the psychological vulnerability of the person, as it affects not only the time when the abuse occurred, but also all stages of

development. Although fragility is generally used by individuals, it can include groups at risk of harm.

The act of breaking, which forms the basis of the concept of fragility, which is also used as vulnerability and vulnerability, is defined by the TDK as being hurt, offended, and resentful towards others. In addition, vulnerability was also stated in the sense of personal sensitivity to undesired and undesirable consequences, and in the studies conducted, it was stated as the main factor in anxious students' finding school changes too stressful (Crawford and England, 2006).

In the research carried out, it was pointed out that fragility was approached from a social perspective and both the cause and the response of the fragility should be examined in a social context, and that everyone is fragile as a person who continues his life in society.

Aday (2002) described vulnerable people as individuals who are at risk in terms of social health, psychological and physical health. Besides, the studies conducted show that fragility is linked to social pressure; homophobia, racism, etc. He argued that factors such as exposure to discrimination and socio-economic strain feed and create vulnerability (Huebner et al., 2014).

On the other hand, fragility was examined as a concept related to human personality structure and argued that fragility prepares people for psychological problems. People experience psychological problems when they come across an event that they perceive as a threat.

In such situations, individuals' interpretation and perception of the situation in which they come across is rigid, egocentric, and selective; therefore, the standard cognitive activities of individuals show functional disruptions. Most individuals have a unique sensitivity and resentment that cause them to be prepared for psychological problems. It is argued that fragility in this direction may be related to the individual's individual structure (Gökçakan and Gökçakan, 2005: 94). Cognitive depression model, the non-functional attitudes that people have, namely cognitive schemas, are mentioned as one of the most important vulnerability factors that cause depression.

Research and studies about the adequacy of the works in guidance and psychological counseling services show increase with understanding the importance of the guidance and psychological counseling services in schools

In different respects, people's personality structure dominating dysfunctional habits is a situation that drives unreasonable schemas and causes an increase in their vulnerability to psychological problems (Dykman and Johll, 1998: 340).

Mongrain and Blackburn (2005) discussing the self-worth of the individual over how others think about him/her, evaluating himself/herself as a second-class individual when he/she cannot establish high criteria for himself, etc. He stated that having dysfunctional, irrational and problematic thoughts triggers negative schemas and increases vulnerability to important

psychological problems such as depression.

Often, the concept of vulnerability and the concepts of vulnerability and weakness can be used in similar places. Frailty can be expressed in a conceptualization as a natural disposition activity that increases the likelihood of being a psychologically impaired or uncomfortable condition. Although psychopathology models introduced in previous years base the natural predisposition and vulnerability factors on genetic or biological factors, the concept of vulnerability has been expanded in the current literature to include psychological factors such as cognitive or interpersonal variables that make people more oriented towards psychological problems (Monroe and Simons, 1991: 406).

It is also known that frailty experiences create stress and anxiety that affect the physiological, social and psychological functionality of the person.

Everybody experiences vulnerability at a certain time in their life, but this situation causes more problems in some people, because fragility is seen to be affected by environmental factors as well as by individual factors. The increase in the number of individuals with fragility has made this situation more evident.

Therefore, vulnerability has become a more time-consuming issue in current psychological studies.

As a result of the literature review, no measurement tool was found that directly measures fragility in multi-dimensional terms. This situation has become significantly challenging for this study. It is expected that the Multidimensional Fragility Scale developed will contribute to measuring the possible feeling of frailty that students and individuals may experience.

METHOD

Research pattern

This research configured using qualitative research methods and techniques. Yıldırım and Şimşek (2006) expresses the qualitative research method as a qualitative process in which qualitative data collection methods such as observation, interview and document analysis are used.

This study aims to determine the opinions of school principals about the counseling services provided in their schools and contribute to the literature in which qualitative research techniques are used. According to Yıldırım and Şimşek (2005), qualitative research is a type of research in which data collection techniques such as observation, interview, document analysis are used, and a method that aims to reveal perceptions and events in a holistic realistic manner is followed.

Participants

The study group of the study consisted of 20 school

principals selected by criterion sampling in primary education institutions located in the city center and districts of Ağrı.

The criterion for selecting school principals is the presence of a psychological counselor who has been working as a permanent staff for at least one year at the school where they are located.

School principals are 20 people and all of them are men. The professional seniority of participating managers varies between 9 and 30 years, and the age group varies between 35 and 57.

Data collection tools and application

A semi-structured interview form developed by the researcher was used as the data collection tool in the study. Before the application, the opinions of 4 field experts were taken on the form draft and the necessary corrections were made and the form was finalized. In the form, within the framework of the relevant literature, there are questions prepared to learn the ideas about educational, personal / social and vocational guidance services from the field of school guidance services. In this direction, 12 questions were prepared to reflect 3 main areas. Some of these questions are as follows:

- What kinds of activities are carried out in your school for educational guidance?
- What are your views on the effectiveness and success of personal guidance services in your school?
- What are your evaluations about the vocational guidance studies carried out in your school?

It was emphasized that the questions cover the main areas of guidance services and that they question the effectiveness and success of these studies. The voices of the participants who gave consent were recorded in order for the data to be taken properly, and the words of those who did not consent during the interview were recorded in writing.

Data analysis

The data obtained from the audio recordings taken during the interviews were put into writing and analyzed. In the research, three themes and categories related to each theme were created.

The codes for these categories were created by taking the interview results into account e.g. "What kind of a study is carried out within the scope of vocational guidance services in your school, considering the studies conducted from the categories related to the vocational guidance services theme?"

Considering the answers given to the question; codes such as introducing students to professions in groups,

conducting individual interviews with students, holding meetings with parents were created and this process was applied for all questions.

When quoted from the opinions of school principals, the initial letter of the word "principal" and the number example expressing how many school principals are (M1) are indicated in parentheses.

RESULTS AND DISCUSSION

In the study, 3 themes, namely educational guidance, personal/social guidance and vocational guidance, and 3 categories of studies, evaluations and recommendations for each of these themes were created. The themes and categories created in the study are shown below.

Themes and categories created within the study

Themes Categories

Educational Guidance

Studies carried out in schools in the field of Educational Guidance.

Opinions on the effectiveness of Educational Guidance services in the education system.

Suggestions for educational guidance services.

Themes Categories

Personal / Social Counseling

Activities carried out in schools within the scope of Personal / Social Guidance.

Evaluations of the effectiveness of personal / social guidance services.

Views on personal / social guidance services.

Vocational guidance

Studies in schools in the field of Vocational Guidance.

Opinions on the effectiveness of Vocational Guidance services.

Recommendations on Vocational Guidance services.

Educational Guidance

Studies carried out in schools within the scope of Educational Guidance.

It was observed that the participant administrators mainly focused on the guidance services provided with the students. It was emphasized by the administrators that there should be meetings, activities and seminars in groups for students. It was stated that these seminars were coping with exam anxiety (n = 15), efficient studying techniques (n = 13) and stress anxiety management (n = 5). In addition, studies for students were divided into codes such as individual interview (n = 12), group interview (n = 10), test application (n = 5), and introduction of high schools by visiting (n = 3). Some administrators stated that meetings were held in cooperation with teachers and guidance counselors regarding the problems in this field. (n = 6) The statement of one of the participants is as follows. (M7); "We are in

an effort to apply guidance services in the most efficient way for our students to learn and adopt efficient study techniques, make conscious choices and increase their academic success." Another participant expressed his opinion on this issue as follows. (M11) "Educational guidance services are a compulsory practice for academic success. Students' academic failure is generally due to lack of methodology and lack of knowledge in the educational field. If this lack of information and awareness is not developed and intervened, failure will be inevitable."

Evaluations of the effectiveness of educational guidance services

While a significant portion of the administrators involved in the study (n = 14) found the guidance activities sufficient, some managers stated that the guidance activities were extremely important but lacking in the education system (n = 6).

The opinion of one of the participants is as follows: (M3); "Our school is very crowded and there is only one guidance counselor." Therefore, the efforts of the counselor and our work fall short in many places. Our hope is to provide more than one counselor staff in crowded schools and to make the service sufficient. "A participating manager also found the following statement. (M2); "I also want the counselor staff to become sufficient in schools, but I also think that we are not supported enough in areas such as testing, equipment and inventory, and I think that in-service training of counselors should be more intense.

For example: I think that the guidance teachers should be taught more necessary tests and they should be ensured to follow the developments.

Opinions and suggestions about educational guidance services

It was observed that the participants mostly (n = 13) stated that students should be attended and followed individually and close dialogue should be established with families.

In addition, codes such as increasing the number of counselors (psychological counselors) (n = 12), informing and raising the awareness of branch teachers about their guidance services and their roles in this system (n = 9), holding meetings with parents and informing them in needed areas (n = 7) were determined. The statement of one of the participating directors is as follows: (M10); "The school I manage is too crowded and it seems impossible to adequately deliver guidance services to every student.

In this respect, we are lacking in every sense. Identifying and completing the deficiencies in schools will

increase the functionality and efficiency in this area. Personal/social counseling participating administrators generally stated that the studies are student-oriented.

These studies were mainly coded as individual interviews (n = 12), test applications (n = 9), group guidance studies (n = 6), and seminar studies on interpersonal relationships (n = 4).

The opinion of one of the managers in this area is as follows (M17):

"I think counseling services for individual problems are very necessary because students need to solve their personal and social problems first for their academic success.

"You cannot expect a problem student to be successful." Another manager expressed his opinion as follows. (M3); "Especially family problems can be very difficult for students and reduce their success. In our environment, families are not very interested in the problems of their children, their economic conditions are poor and their education level is low, so children grow up uninterested and problematic. Therefore, students need individual attention and support.

Evaluations on the effectiveness of personal / social guidance services

While some of the managers found personal and social guidance services necessary and successful (n = 6), a significant number of managers found it necessary but insufficient. (n = 14) The statement of a manager on this subject is as follows (M9): "Children's individual and social development now follows a course out of the usual rules compared to the past. Social media, internet and virtual games negatively affect children's socialization and adaptation to real life.

It contributes negatively in terms of moral and social rules.

I think that guidance services should support children especially in this respect.

"Another manager's opinion on this issue is this (M8): "I think that guidance services will work effectively, especially in problems arising from family and close social environment. But again, I say, the number of counselors per student at the school should increase efficiently so that we can get positive results. One should not expect too much from a person, and if we consider the inadequacy of the branch teachers in this regard, you will see that I am right.

"Suggestions regarding personal / social guidance services: Participants emphasized that children intensely need personal guidance services and the number of guidance teachers (psychological counselors) should be increased (n = 13). Some administrators stated that seminars should be given in areas that children and parents need (n = 8). One of the participants' opinions on

this subject is as follows: (M20) "I think individual counseling is very important. The most important problems in children are the pressure, violence they face from their families and the problems they experience with their peers. These can only be revealed through individual consultations and steps can be taken to correct them. Of course, it is very important for the family to be involved in this process.

Vocational guidance

Activities continued at schools in the field of vocational guidance

Most of the administrators participating in the study (n = 18) emphasized the introduction of high schools in various fields to the students and the holding of vocational introduction meetings.

In addition, codes such as organizing trips to workplaces (n = 6), introducing RSD (occupational information system) (n = 8), applying tests on professional interest (n = 9), vocational selection promotion meetings for parents (n = 10) were created. The statement of one of the directors on this issue is as follows (M18): "it is very important for children to know the professions and their requirements visually and informational. In addition, it should be introduced and used in MBS. Conscious and correct choice of profession is a very important issue in human life.

Opinions on the effectiveness of vocational guidance services: Approximately half of the participating administrators (n = 11) found the career guidance services currently carried out successful and useful, while the remaining group (n = 9) stated that these services were very useful but insufficient. The opinion of a manager is as follows (M7): Nowadays, as opportunities increase, students can make more conscious and smart choices in their career choice.

As occupational groups increase, fields such as genetic engineering or space technologies can be preferred. Now only options such as medicine or law are not attractive. It requires having knowledge in the field and making conscious choices in such options. M3 coded manager expressed his opinion as follows: The increase in private universities and options require professional assistance to students. When there are too many vocational and university options, children are confused and parents have difficulties and remain indecisive.

At this point, it is a very necessary and vital touch that the guidance services help the student.

Suggestions for vocational guidance services: Most of the administrators emphasized that the professional groups should be introduced by the individuals from that profession (n = 14).

Those who suggested visiting institutions (n = 8) were among those who advocated that meetings should be

held in order to enable their parents to participate in the profession selection process (n = 4). The statement of a manager is as follows: (M1) "Students should be given guidance services seriously starting from primary education.

It is a late situation for this service to start in high school. The student should be directed to professions that are relevant to their academic success and by applying tests. Another manager expressed his opinion as follows: (M16) Orientation to the profession is a very important step in education. There is no such thing as everyone will study at university, but the right orientation of children according to their abilities, skills and achievements is a situation that will affect their lives. The right choices are very important in the country, economy and employment will be positively affected by the right guidance.

REFERENCES

- Akbaş, S., and Çam, S. (2003).** Okullarda Psikolojik Danışma ve Rehberlik Hizmetlerinin Yürütülmesinde Oluşturulan İşbirliğinin İncelenmesi. VII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi Bildiri Özetleri. 9-11 Temmuz İnönü Üniversitesi. Malatya, Ankara: Cantekin Matbaası.
- Akman, Y. (1994).** Okullarda Psikolojik Danışma ve Rehberlik Servislerinde Verilen Konsültasyon Hizmetlerinin Yeri ve Önemi. Eğitim Bilimleri Kongresi Kitabı. Cilt.3 ,Adana Çukurova Üniversitesi.
- Arslan, G. (2015).** Child and youth psychological resilience scale: validity and reliability study. *Ege Eğitim Dergisi*, 16(1): 1-12.
- Aydın, İ., Arastaman, G., and Akar, F. (2011).** Türkiye de İlköğretim Okulu Yönetici ile Rehber Öğretmenler Arasındaki Çatışma Kaynakları. *Eğitim ve Bilim*, 36 (160).
- Bakırcıoğlu, R. (1994).** Rehberlik ve Psikolojik Danışma. Turhan Kitabevi, Ankara.
- Barki, B. G., and Mukhopadhyay, B. (2008).** Guidance and Counseling - A manual. India
- Biçak, A. (2006).** Resmi İlköğretim Okulu Rehber Öğretmenlerinin Görevlerini Gerçekleştirme Düzeyine İlişkin Bir Çalışma: Yayınlanmamış Yüksek Lisans Tezi, Akdeniz Üniversitesi, Sosyal Bilimler Enstitüsü, Antalya.
- Camadan, F., and Sezgin, F. (2012).** İlköğretim Okulu Müdürlerinin Okul Rehberlik Hizmetlerine İlişkin Görüşleri Üzerine Nitel Bir Araştırma. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(38).
- Crawford, L., and England, D. (2006).** Mapping the links between project management and systems. In: *Proceedings of IRNOP*, Vol. 6, Turku, Finland.
- Dykman, B. M., and Jöhl, M. (1998).** Dysfunctional attitudes and vulnerability to depressive symptoms: A 14-week longitudinal study. *Cognitive Therapy and Research*, 22: 337-352.
- Erözkan, A. (1997).** İlköğretim Okullarında Görevli Yöneticiler ile Öğretmenlerin PDR hizmetlerine İlişkin Değerlendirmelerinin Bazı Değişkenlere Göre İncelenmesi. Yayınlanmamış Yüksek Lisans Tezi, İnönü Üniversitesi, Sosyal Bilimler Enstitüsü, Malatya.
- Gudjonsson, G. H. (2010).** Psychological vulnerabilities during police interviews. Why are they important? *The British psychological Society*, 15(2): 161-175.
- Gündüz, B., and Çelikkaleli, Z. (2009).** Vocational competency belief in school counselors. *Mersin University, Journal of Education Faculty*, 5 (1).
- Gündüz, B., and Çelikkaleli, Z. (2009).** Problem Solving Skills and Competency Beliefs in Adolescents. *Ç.Ü.*
- Güven, M. (2009).** Milli Eğitim Bakanlığı Müfettişlerinin Okul Rehberlik Hizmetleri ve Denetimiyle İlgili Görüşleri. *Uluslararası Sosyal Araştırmalar Dergisi*. 2(9).

- Güvenç, M. (2001).** Okullardaki Rehberlik Faaliyetlerinin Yürütülmesinde Karşılaşılan Güçlükler. Yüksek Lisans Tezi. Niğde Üniversitesi, Sosyal Bilimler Enstitüsü, Niğde.
- Gysberg, N., and Henderson, P. (1997).** Comprehensive Guidance Programs that Work-II. Greensboro: Eric Cass Publication.
- Huebner, E. S., Valois, R. F., Paxton, R. J., and Drane, J. W. (2005).** Middle school students' perceptions of quality of life. *Journal of Happiness Studies*, 6: 15–24.
- Ingram, R. E., and Price, J. M. (2010).** Vulnerability to psychopathology: Risk across the lifespan (2nd ed.). Guilford Press.
- Karip, E., and Köksal, K. (1999).** Okul Yöneticilerinin İyileştirilmesi. Pegem Yayınları, Ankara.
- Kızıl, D. (2007).** Orta Öğretim Kurumlarındaki Rehber Öğretmenlerin ve Sınıf İçi Rehberlik Etkinlikleri ile İlgili Görüşleri. Yayınlanmamış Yüksek Lisans Tezi. Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Kuzgun, Y. (2011).** Introduction to career guidance and counseling. Ankara: Nobel Yayınevi.
- Monroe, S. M., and Simons, A. D. (1991).** Diathesis-stress theories in the context of life stress research: Implications for the depressive disorders. *Psychological Bulletin*, 110(3): 406–425.
- Nazlı, S. (2003).** Öğretmenlerin Kapsamlı/Gelişimsel Rehberlik ve Psikolojik Danışma Programını Algılamaları ve Değerlendirmeleri. Balıkesir Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi, 10.
- Owen, D. W. (2005).** School administrators' perceptions of counselor roles and functions. *Journal of Kentucky Counseling Association Journal*, 24(1): 55-59.
- Özaydın, A. (2002).** Resmi İlköğretim Okullarında Yönetici, Rehber Öğretmen, Sınıf Öğretmenlerinin Görüşlerine Göre Rehberlik Uygulamaları. Yayınlanmamış Yüksek Lisans Tezi. Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Özer, R., and Gökçakan, Z. (1999).** Rehber Öğretmenlerde Tükenmişlik. Rize Rehberlik Araştırma Merkezi Yayınları, Rize.
- Özyürek, R. (2010).** Identification of the application of school counseling practices carried out by students in counseling and guidance undergraduate program. *Eğitim and Bilim*, 35(156): 160-174.
- Poyraz, C. (2006).** Türkiyede Rehberlik Hizmetlerinin Tarihsel Gelişimi. Hasan Ali Yücel Eğitim Fakültesi Dergisi. (2).
- Lee, M. S. Y., Hugall, A. F., Lawson, R., and Scanlon, J. D. (2004).** Phylogeny of snakes (Serpentes): combining morphological and molecular data in likelihood, Bayesian and parsimony analyses. *Systematics and Biodiversity*, 5(4): 371–389.
- Tan, H. (1992).** Psikolojik Danışma ve Rehberlik. Öğretmen Kitapları Dizisi, No: 163, İstanbul.
- Tan, H., and Baloğlu, M. (2006).** Psikolojik Danışma ve Rehberlik. Nobel Yayınları, Ankara.
- Yıldırım, A., and Şimşek, H. (2005).** Qualitative research methods in the social sciences (5. Baskı), Seçkin Yayınları, Ankara.
- Yıldırım, A., and Şimşek, H. (2006).** Qualitative Research Methods in Social Sciences, Updated Improved 5th Edition, Ankara: Seçkin Yayıncılık, 2005, 366 s. ISBN 9750200071.
- Yeşilyaprak, B. (2000).** A longitudinal research of the self-esteem, assertiveness and locus of control characteristics of university students. *Vocational Education Journal*.
- Yeşilyaprak, B. (2001).** Eğitimde rehberlik hizmetleri (Guidance services in education). Ankara: Nobel Yayın.
- Yıldırım, A., and Şimşek, H. (2005).** Sosyal Bilimlerde Nitel Araştırma Yöntemleri (5. Baskı), Seçkin Yayınları, Ankara.
- Zalaquett, C. P., and Chatters, S. J. (2012).** Middle school principals' perceptions of middle school counselors roles and functions. *American Secondary Education*, 40(2): 89-103.

Citation: Hatunoğlu, B. Y. (2021). The impressions of school managers on psychological counseling and guidance services: A descriptive study. *African Educational Research Journal*, 9(1): 160-167.
