

OPINIONS OF STUDENTS STUDYING IN THE FACULTY OF EDUCATION ABOUT THE GUIDANCE COURSE

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ABSTRACT

Guidance; it is the professional help process made by experts in order for the individual to understand himself, solve his problems, make realistic decisions, develop his capacity at his own level, make a balanced and healthy harmony with his environment and realize himself.

The aim of this study; to raise awareness about the guidance course taken by all departments of education faculties and to emphasize the importance of the guidance course they take for their professional lives. When the literature is examined, this study was carried out to contribute to the literature, since there are few studies on this subject.

This study has been carried out in 2022-2023 Spring semester in a private university with 25 students of various departments of faculty of education. Students, who were voluntarily involved in this qualitative study, were directed some interview questions to get their perceptions on the value of guidance course. Semi structured interview procedure was utilized to gather data from the participants. Data were collected in participants' natural settings and each session was organized according to their availability.

As a result of this study, participants who got the guidance course report that this course increased their motivations in a significant way as well as increased their awareness and influenced their education life positively.

Participants' perceptions revealed that the content of the course should be updated, and contemporary examples should take place in the renewed version of the course. Those students who received the guidance course believed that the experiences they gained throughout would help them become a good observer in their professional life and would help them become decent counsellors. One other crucial finding is that acknowledging and encouraging active participation of students were found to be important, and participants retained that denoting the course with real life samples is an inevitable part for enhancing the quality of the course.

In this study, semi-structured interviews were conducted to evaluate the opinions and suggestions of university students taking the guidance course. Qualitative research method can be defined as a research method can be defined as a research method that involves collecting detailed data from research in any field. In the research, the data obtained from the semi-structured interview form were analyzed and interpreted using the 'content analysis technique'.

To investigate the findings of the study, 25 students studying in Special Education Teaching, Pre-School Teaching, English Language Teaching and Classroom Teaching were asked questions about the guidance course they took. The findings obtained from the participants' answers to the questions were interpreted using the content analysis technique using the qualitative research method.

Students' awareness of the importance of guidance services provided in schools is high. For this reason, it has been concluded that guidance courses given as common courses in education faculties of universities are important. This scientific study concluded that the professional role of counselors and psychological counselors in schools is important. This importance should be known and taken seriously by students studying at the Faculty of Education and becoming teachers. This perception should also be made by the guidance courses given.

Keywords: Guidance Service, Student Perception, Professional Development, Guidance Course, Student Awareness.

INTRODUCTION

Human beings, who are social beings, have continued to help and solidarity with each other and communicate with each other since their existence. Communication; It is the exchange of information, feelings and thoughts between two people or societies in the position of sender and receiver (Dilekman, Başçı, Bektaş, 2010). In order for people to understand each other correctly, communication should be maintained in a healthy and interactive manner. In addition, it should be maintained in a systematic and professional manner as well as being healthy and interactive (Ağır, 2017). Because; This age we live in is an age in which change is experienced very quickly. In order to catch up with this change and to raise individuals who are healthy, adequate and able to reveal their latent powers, the

importance of guidance services has emerged in addition to classical education and training services (Yüksel-Şahin, 2008).

Guidance; It is the process of professional assistance provided by experts for the individual to understand himself, solve his problems, make realistic decisions, develop his capacities at his own level, make a balanced and healthy adaptation to his environment, and realize himself (Pişkin, 2006; Greenleaf, 2012; Heavy, 2017). In other words, it is a help given to the individual for the benefit and self-realization of society. Schools have a great importance in mental health services. Providing guidance services in schools suitable for the age and developmental periods of individuals enables individuals to make healthy decisions (Yeşilyaprak, 2012; Hamamcı and Turk, 2020). On the other hand, the age we live in is called the age of anxiety. Issues such as the increase in human population, global warming, and poverty negatively affect the mental health of individuals. In schools, the personal development of children and young people is supported and their well-being levels are increased (Aypay and Durmuş, 2021).

The understanding of education is becoming contemporary with the support of guidance services (Atik Kara, 2012; Greenleaf, 2012). The fact that it is contemporary supports the understanding of putting the student at the center. Thus, the student discovers his interests, talents and values, and accordingly, the student's life becomes healthier and more successful (Kuzgun, 2019).

Development is a lifelong process (Santrock, 2019). In the contemporary school system, the principle of development as a whole is defended, and based on this principle, a new element has been added under the name of 'guidance', which includes psychological and social services in addition to teaching and management (Özoğlu, 1982; Poyraz, 2006). In this context, a behavior shown by the individual may be a behavior suitable for the developmental period of that period, that is, a temporary problem behavior (Savi Çakar, 2017). In particular, during adolescence, students are in a period of rapid development (Santrock, 2017). It is a psychologically weak and vulnerable period in which sexual energy is intense, adaptation problems are experienced, curiosity about every subject, is in search, and they may show problem behaviors such as peer bullying, suicide, and addiction specific to that period (Tarhan and Nurmedov, 2019; Santrock, 2017; Aydin, 2010; Austin, Sciarra, 2015). People in the field of education should recognize these situations and observe the students who show problem behaviors and refer these students to school counselors (Ercan, 2001; Greenleaf, 2012; Fingerless Sky, 2018). For such reasons, guidance services should be provided effectively and systematically in schools (Arslan & Özpınar, 2008). Effective and systematic presentation becomes possible with the active participation of all staff in the school (Karataş & Polat, 2013). The foundation of effective and systematic delivery of guidance services is laid with the guidance courses given in the faculties of education that train teachers. Teacher education is a long process and is not a profession where the strength of body and mind is rented for a certain price. The information received, the observations made and the exemplary practices exhibited in the pre-service period provide significant gains in terms of preparation for the profession. In order to ensure this unity of understanding, the 'guidance' course, which is a common course in the Faculties of Education, is taught, so that students are given an awareness about 'guidance' and the importance of mental health in human life is emphasized (Aslanargun, Kılıç, Acar, 2012).

A student needs guidance at every stage of his education life (Özoğlu, 1982). Preventive and supportive interventions with studies such as academic success, social competence, field and profession choice, peer support enable students to make more effective decisions (Tuzgöl-Dost and Keklik, 2012). For this reason, in order for educational guidance studies to become effective and efficient within the understanding of comprehensive and developmental guidance, management, teachers and parents should be in cooperation (Tuzgöl-Dost and Keklik, 2012). These studies are carried out by taking into account the developmental characteristics and needs of students at all levels of education (Yeşilyaprak, 2003; Ercan, 2001; Karatas, Baltacı, 2013).

Student Personality Services

Student personality services are all services that meet personal development needs and are not teaching (Can, 2018). Student personality services are an integral part of contemporary education. It is a different service from teaching and administration services. These services include social and educational activities, social assistance, special education, health services, guidance and psychological counseling (Engin Deniz & Erözkan, 2022).

Drawing attention to the importance of other student-oriented services as well as Psychological Counseling and Guidance activities, it is widely accepted that the concept of student personality services is valid for all education levels. The purpose of these services is; health, social assistance and guidance services, special upbringing services, social and cultural services to create an educational environment that will allow the individual to develop as a whole in all aspects and to gain a healthy personality (Yeşilyaprak, 2012). When the literature was examined, there

were no current studies on the guidance course taken by the students studying in the faculties of education. In this context, this study was carried out in order to contribute to the literature on the guidance course.

The aim of this study; to raise awareness of the guidance course taken by all departments of education faculties and to emphasize the importance of the guidance course they take for their professional lives.

For this purpose, answers to the following questions were sought through a semi-structured interview:

1. Question: 'Did you benefit from the guidance service at your school during your primary and high school years?'
2. Question: 'How will the guidance course you took during your university period contribute to your relations with students in your professional life?'
3. Question: 'How was the guidance and psychological counseling service you received during your school years (primary-high school)?'
4. Question: 'What was the contribution of the guidance course you took during your university period?'

Method

Model of the Research

In this study, semi-structured interviews were conducted to evaluate the opinions and suggestions of university students who took the guidance course. In addition, the data were analyzed by inductive technique using qualitative research method. Qualitative research method can be expressed as a research method that includes detailed data collection of research in any field. In qualitative research methods, observations, interviews and written document analysis are generally carried out (Yıldırım and Şimşek, 2016). The data of this study were examined in detail and collected through a semi-structured interview form for qualitative analysis of the responses. In semi-structured interviews, a series of questions are prepared and these questions are used in all interviews and answers are obtained. In other words, individuals are allowed to answer questions at the time of the interview without time restrictions. Semi-structured interview questions provide both objective and in-depth analysis (Gay, 1987; Berg, 1998). In the study, the participation of the participants in the research was based on volunteering. In order to collect the data in the study, interview forms were created and data collection was applied.

Data Collection

Before the semi-structured interview forms used in the study were prepared, the literature was examined in detail, the questions to be included in the form were created, and the final arrangements were made by taking the opinions of 3 different academicians as experts. The participation of the students in the study was voluntary. Before interviewing the students participating in the research, it was explained by the researcher that the interview would remain confidential.

The data were taken from the students in the form of face-to-face interviews. In order to determine which of the participants the written opinion notes belong to, the interview notes are given in quotation marks using footnotes. Then, in parentheses, it is indicated to which participant the interview belongs (for example, K1).

Working group

The study group of the research consisted of university students studying at the faculty of education at a private university. The study group consists of 12 students of the Department of Preschool Teaching, 5 students of the Department of Classroom Teaching, and 8 students of the Department of English Language Teaching. The students consist of a total of 25 people, 18 women and 6 men.

Analysis of the data: In the study, the data obtained from the semi-structured interview form were analyzed and interpreted with the "content analysis technique" (Yıldırım and Şimşek, 2016). In addition, in order to increase the internal reliability and validity of the findings of the study, frequent citations were made in line with student opinions. In order to determine which of the participants the written opinion notes belong to, the interview notes are given in quotation marks using footnotes. Then, in parentheses, it is indicated which participant the interview belongs to. A thematic label was given to the data collected under the same title and the data were arranged according to the opinions of the students in accordance with these titles. The research was analyzed by dividing it into themes and interpreted by dividing it into categories in themes. In this process, care was taken not to touch the original opinion of the students.

Results and Interpretation

In order to investigate the findings of the study, 25 students studying in Special Education Teaching, Preschool Teaching, English Language Teaching and Classroom Teaching were asked questions about the guidance course they took. The findings obtained from the answers given by the participants to the questions asked were interpreted using the content analysis technique using the qualitative research method.

Table 1: Whether the participants took a guidance course or not

	n	%
Yes	10	40
No	15	60

When the table above is examined, more than half of the participants stated that they have never received guidance services in school life; Only 10 of the participants stated that they received guidance services.

Table 2: Professional contribution of the guidance course

Theme	Category	n	%
Professional development	Orientation	20	80
	Suggestions for solutions	15	60
	Planning	5	20
Desired behaviors	Benefits	5	88
	Communication	22	72
		18	

When Table 2 is examined, the professional contribution of the participants to the guidance course consists of 2 themes. There are 3 categories under the theme of professional development. The majority of the participants are in the orientation (80%) category, solution suggestions (60%) and planning (20%). There are 2 categories in the theme of desired behaviors. More than half of the desired behaviors were categorized as outcomes (88%) and communication (72%).

Regarding the question asked, one of the participants said, *"The guidance course I have taken shows and teaches me how to solve a problem when I encounter a problem in my communication with children and families, and how to help psychologically, and it makes a very positive contribution for these and similar reasons"* (Ö(1)).

The guidance course taken by the student guided him on how to approach the problem when he encountered a problem. In addition, the student emphasized that the guidance course has a very important place in his life.

Another participant's response to the relevant question;

"The guidance course I took in my professional life has enabled me to plan more easily in business and profession" (Ö(2)).

The student stated the importance of planning in terms of the necessity of his profession and that he would realize planning with this guidance course he took.

Another participant said,

"I can tell you that the guidance courses and programs I have taken will facilitate my attitude towards my students and the communication between me and them. I can say that we can be individuals who are more prone to empathizing, not only in terms of communication. In addition, I think that the importance and awareness of psychology education should be created for human relations" (Ö(3)).

In line with the student's answer, he stated that he would contribute to him in his future life by learning the concepts required by guidance in the lives of individuals.

Another participant said,

"The guidance course I have taken in my professional life will help me to get to know people and to lead me to do business together in business life" (Ö(4)).

The student emphasized that the guidance course he took would make a significant contribution to his relations with individuals in his professional life.

In addition, another participant said,

"The course I took allowed me to think about how effective human psychology is on my profession" (Ö(5)).

The student emphasized how important mental health is in the practice of his profession.

Finally, another participant's answer to the relevant question,

"The guidance course I took taught me how to deal with the difficulties in my profession, how to think, and what coping methods to use while coping with my problems. It will contribute to my ability to cope better with my problems in my professional life in the future" (Ö(6)).

He emphasized how the student should deal with the difficulties he will face in his professional life. In addition, they have developed their problem-solving skills with this course.

Table 3: Effectiveness of Guidance and Psychological Counseling Service

Theme	category	n	%
Current status	Inadequacy	17	68
	Breach of privacy	12	48
	Limitations	10	40
A must-have	Coping with stress	20	80
	Individuality	21	84
	Privacy		
	Correct orientation	12	48
		8	32

When Table 3 is examined, it consists of two themes as the current situation and the situation that should be regarding the effect of the Guidance and Psychological counseling service of the participants. The current situation theme consists of 3 categories in itself. The majority of respondents (68%) cited inadequacy, privacy violations (48%) and limitations (40%). It is seen that the other theme, which is the guidance and psychological counseling service, consists of 4 categories. The majority of respondents were individualistic (84%), coping with stress (80%), confidentiality (48%) and correct guidance (32%).

Regarding the question asked, one of the participants said,

'In the guidance services course I took, situations related to the general problems of the school were discussed, no seminars or speeches were made on behalf of the individual student, instead, steps could be taken to overcome the psychology of the student and the situations and processes they were in. Another problem was that a student who benefited from guidance services in the classroom or at school was stigmatized in a negative way, and instead of taking steps to keep it secret, the guidance counselor could show it as an example by making an insinuation, even if it was closed, so there was no private secrecy' (Ö(1)).

Guidance and psychological counseling services should be carried out confidentially. It is seen that students are not contacted one-on-one.

Another participant,

'The guidance courses you take should be done in the most ideal way according to our profession and in a way that will enable us to cope with the most stress management from the least stress management' (Ö(2)).

It is emphasized that guidance services should be more detailed and sections from life.

'Psychological education and program is for me. It should be more individual. Because we know that the factors that govern us in human functions are our psychological perceptions, and we also know that the functions of each person work differently. In other words, the psychological and social values of each person should be taken care of personally and progressed' (Ö(3)).

In order to get to know the students better and to learn their problems, it is necessary to apply psychological test and non-test techniques.

Another participant's answer to the relevant question,

'It should be done in different ways in different areas for work' (Ö(4)).

He emphasized the importance of guidance in different occupational groups and drew attention to the fact that there should be a guidance unit in every sector.

Also another participant,

'The guidance class I took should have been more individual. I think that it will enable the student to see their problems easily and to produce solutions in this way. The counseling lesson should be taken more seriously. I think that it is generally seen as empty lessons in schools in Turkey. However, it is important in terms of guiding students. I think that more time should be allocated for the guidance lesson and that there should be people who have the authority to provide more than one guidance service in a school because there are many students and there should be time and teachers who can spare time for these students' (Ö(5)).

The student drew attention to the need to provide psychological counseling services with the individual. He emphasized that there should be enough guidance and psychological counselors in schools for all students.

Finally, another participant's answer to the relevant question,

'The guidance lesson should be problem-oriented. Unnecessary topics should not be discussed. There should be a friendly environment while giving guidance lessons. Because the person taking the guidance course should be an environment where he can explain the problems without hesitation so that he can explain them comfortably. Curious questions should be answered' (Ö(6)).

Guidance and psychological counseling services were not provided as they should be in the student's school. While providing individual counseling, it is seen that an environment where clients feel comfortable and reliable is not provided.

Table 4: 'What was the contribution of the guidance course you took during your university period?'

Theme	category	n	%
Motivation	Academic achievement	18	72
Professional development	Problem-solving skills	22	88
	Effective teaching	15	60
Personal development	Understanding of guidance	20	80
	Persistent learning	12	48
Communication	Getting to know students	23	92
	Communicate effectively with the student	18	72

When the table was examined, when the opinions of the participants about the guidance course they took at the university were evaluated, it consisted of a total of four themes: motivation, professional development, personal development and communication. The motivation theme consists of 1 category in itself. The majority of the participants (72%) constituted the academic achievement category. It is seen that the professional development theme consists of 2 categories. The majority of the participants consisted of problem-solving skills (88%) and effective teaching (60%). Personal development consists of 2 themes. The majority of the participants (80%) constituted the category of understanding of guidance. About half of the participants expressed their opinion about the category of permanent learning (48%). The communication theme consisted of 2 categories. It consisted of the categories of getting to know the students (92%) and communicating effectively with the students (72%).

Regarding the question asked, one of the participants said,

'It made me realize that teaching isn't just about lecturing. At the same time, I understood that motivation is effective in course success' (Ö(3))

In the statement above, it is seen that the guidance course they take has positively changed the perspective of teacher candidates on their profession and it is realized that students should also examine it from a developmental and social point of view.

'My awareness of guidance has increased' (Ö(4))

In the above statement, it is seen that the emphasis is on cooperation with the school guidance service in order to communicate with the guidance service.

'Appropriate materials used in the lessons enable me to learn permanently' (Ö(21))

The use of tools and equipment suitable for the content of the lessons in the participant's statement allows the student to learn permanently.

'I learned what to do when I had problems with students' (Ö(5))

In the above statement, the respondent stated that he should benefit from the guidance services of the school.

'I realized that I needed to get to know the students' (S(6))

In the participant's statement, he mentioned that it is important to get to know the students in order to increase the academic success of the students.

Result

All of the answers given in this study, in which students studying at the Faculty of Education of a private university voluntarily participated, agree that guidance and psychological counseling services should be given importance. At the end of the study, in line with the answers given by the participants,

It has been observed that the students who take the guidance course as a contribution to the guidance courses taken by the students will be very useful in their approach to the problem when they come face to face with a problem with their students when they graduate and start their professional lives. In this direction, the guidance course has an important place in the professional lives of the participants.

The contribution of the guidance course is very high for students to be successful in their professions by enabling them to be more planned in their professional lives.

The guidance lesson of the participants on how to behave in dealing with any difficulties encountered guided their communication with people.

The fact that the guidance service is based on confidentiality has made it easier for people to get help by improving their sense of trust.

In the study, it was also emphasized that in order to get to know the students better and learn their problems, it is necessary to apply psychological test and non-test techniques by classroom counselors under the leadership of school counselors.

Another result of the study; It emphasizes the importance of guidance in different occupational groups and the conclusion that there should be a guidance unit in every sector is very important. In the study, it was emphasized that the participants needed counseling services for the individual, and it was mentioned that the number of guidance and psychological counselors in schools was insufficient, and this problem would be eliminated by increasing the number of sufficient guidance and psychological counselors.

Another result of the research is that while providing individual psychological counseling, it is seen that an environment where clients will feel comfortable and reliable is not provided. Students' awareness of the importance of guidance services provided in schools was high. For this reason, it has been concluded that the guidance courses given as a common course in the education faculties of universities are important. With this scientific study, it was concluded that the professional role of guidance and psychological counselors in schools is important. This importance should be known and cared for by the students who will be teachers studying in the Faculty of Education. This perception should also be made by the guidance courses given.

Another result of the research is that guidance services allow the student to be more academically proficient. In addition, as another result of the research, it was found that students contributed to their academic, personal and social development by taking consultation from the guidance service regarding effective teaching.

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