

## Elementary School Counseling Services Assessment: Students' Opinion

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**ABSTRACT** This study aims to assess the student's opinion about counseling services in the primary schools of North Cyprus. This study used survey method for collecting data and testing the proposed research model. Within the scope of this research, the school counseling and guidance services scale was applied to 512 fifth year students in all primary schools, where counseling services were available and provided the data based on the student opinion. The results showed that primary school students found the guidance service at a sufficient level in general. The students found the psychological consultation at an absolutely sufficient level. Students mentioned that the least sufficient factor is the guidance and placement service. However, the students who were familiar with the counselor and whose parents had received services from the counselor individually had a high level perception on the sufficiency level of the counseling services at school.

### INTRODUCTION

The purpose of general counseling, as well as being the same as the related services, differs at each stage of education (Bhargava and Sriram 2016). Although the purpose of lifelong counseling services has more aspects in common with secondary schools, guidance services at primary school have not been regarded as important either in the world or in Turkey and North Cyprus. However, in recent years, there has been a progress as a result of the positive effects of guidance services gaining more importance in primary schools.

Counseling services at primary schools vary depending on the institution, entailing that the students' perceptions of these services vary. It is a well-known fact that individual perceptions are formed as a result of their acceptance. Starting from the perspective mentioned above, the Anthropological Theory of Y. Chevallard in the 1980s, which is one of the basic didactic theories, plays an important role, especially in the

process of identification and interpretation of the studies performed and in their results (Trouche 2016).

In later years, Yves Chevallard (1992) adopted the anthropological didactics approach in order to improve the didactic transformation theory. In searching for general problems of teaching techniques of knowledge, he has introduced a new theoretical approach called anthropological didactic theory.

Three basic factors are the main components of Anthropological Theory, that is, individual (person), object and institution (Chevallard 1992). In this theory, the individual is the main focus in the phase of analysis or research. The object is any of those that exist for the individual. The institution is the combination of the unique ideas, methods and the person who teaches the knowledge. In other words, the main approach is the identification of the institution and the individual identification. In Anthropological Theory, the relationship between these factors takes place by comparing individual identification and institutional identification or varying institutional identification (Trouche 2016). In this sense, this study is based on elicitation of the individual description of the students under the influence of more than one description of the institutions. When the knowledge is considered as an object and the school as an

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institution, as the individual the student therefore needs to receive counseling services in order to identify the object and institutions. Students will thus easily improve their knowledge and skills in order to have a good relationship with their school, and moreover, to identify themselves.

Depending on the pupil's needs, the guidance services at primary schools should be corrective and preventive (Mironova 2016). The main aim of the guidance service in primary schools provides the students with self-evaluation (Kuzgun 2014). At this point, students should be supported at the educational-occupational and personal-social level.

Primary education is intended to provide the child with self-recognition, understanding, social interest and a sense of ownership and therefore help the development of the individual. Besides, primary education aims to support them to face their fears. Moreover, primary education also aims to support decision-making, self-management and problem-solving skills, as well as developing a positive and healthy relationship between people (Dinkmayer et al. 2015).

Educational guidance services at primary school level aim to help the adaptation of students to timetables, optimal lessons, courses, extracurricular activities, while helping them make the right choices by taking their talents into consideration. It also promotes cognitive development of the students with special educational needs and those who suffer from learning difficulties (Yüksel-Sahin 2015).

At the primary school level, vocational guidance services help the students adopt a positive attitude and skills development in order to have a successful career. Guidance services provide the students with opportunities to comply with social rules and professional life itself (Fox 2016; Yesilyaprak 2007). They make comparisons between differences and similarities of their character and the jobs that they have learnt about. In doing so, the students are prepared to face the problems of considering their options in regard to their school and future career, which helps them make realistic choices. In order to obtain the expected performance in primary education guidance services, all the people concerned with child development need to cooperate. The core principles of guidance, joint participation, support and cooperation, which are important for all levels of education, become more important steps in primary education where the teacher-

student relationship is more intensive and long lasting (Kuzgun 2014).

In addition to the above, although the student is dependent on his parents he tends to act instinctively. A child's expected behavior depends on the degree to which the behavior of his parents is balanced. Therefore, parents and teachers should have a common understanding and cooperation (Tana 2016).

Psychological consultation and guidance have thus been observed and the researchers have found that the majority of their services are aimed at students. Psychological consultation, individual recognition, information, orientation and placement, monitoring, compliance and orientation to school services have been directly included in this group of services. However, one group of school guidance services is not directly related to the students (indirect services). Moreover, preparation of school physiological consultation and guidance program is part of the development of the efficacy and improvement of consultation services (counseling services), services for parents and relations with the environment (Wamocho et al. 2015; Yüksel-Sahin 2015).

"Psychological consultation service" is the main part of guidance services, including direct services such as school psychological consultation and advisory services (Yesilyaprak 2007). This service includes aids like helping students materialize their individual self-recognition, development, and the adaptation to the environment, problem solving and decision-making (Kuzgun 2014). The self-recognition service is the primary purpose of the psychological consultation and guidance services. The main aim is to help the student identity himself (Joker and Ghaderi 2015).

Guidance for setting students up with an appropriate training institution or branch is done by assistance and placement services. These services also help students join social activities, persuading the student with the use of psychological consultation services and choosing the optional lessons that promote their development (Yesilyaprak 2007). In order to achieve the goals of psychological consultation and guidance services and enjoy their long-term benefits, students receiving services from these specific areas should be observed to see how they adapt themselves and how far they have improved. Monitoring services include not only

tracking the graduates, but also monitoring the students who receive services from psychological consultation and guidance to evaluate how beneficial the service is (Wamocho et al. 2015). Orientation services mean introducing the school to the students (Kuzgun 2014) and also helping the students comply with the rules of the new environment.

Depending on the variety of aims, the requirement of an institution and school may focus upon different areas of counseling and guidance services. However, these differences should not be considered sufficient by using only one or two services (Bhargava and Sriram 2016). Thus, it is important to evaluate the services areas or the guidance services as a whole at each grade.

The students' opinions may be asked about the activities and the effectiveness of the direct services that are part of the school guidance services. However, indirect services do not have actively target students directly so the students' opinions about the indirect services may have misleading results. For this reason, this study evaluates the students' assessment of direct services as part of psychological consultation, and after individual recognition (self-answers), information, orientation and placement and monitoring and scale development have been carried out.

There do exist studies on the assessment of school psychological consultation guidance services overseas (Amalu et al. 2016; Hidayat 2016; Kaur 2016). The limited number of students at primary school level materializes at secondary level. There is insufficient number of research available concerning the assessment of the psychological consultation and guidance services both in Turkey and North Cyprus. This research will make a significant progress in this field, contributing to other future studies and helping researchers carry out their studies on the development of these services in primary schools as having a critical importance.

The question, "what is the perception of the students at primary schools about the adequacy of guidance services in North Cyprus?" is the basic question of this study. This research assesses the guidance services in the schools of North Cyprus by taking student-opinions into consideration.

The main purpose of this study is to determine students' perception of the adequacy of

the school guidance services in the primary schools of North Cyprus. The purpose is to answer the following questions:

1. What are the vital signs of the students participating in the research?
2. What is the level of competency of psychological consultation services in schools according to the students?
3. Do the findings about the adequacy of psychological consultation and guidance services in many schools show any differences depending on the service areas?
4. Do the findings about the adequacy of psychological consultation and guidance services vary according to gender?
5. Do the findings about the adequacy of psychological consultation and guidance services vary according to the number of siblings?
6. Do the findings about the adequacy of psychological consultation and guidance services vary according to the position of the parents?
7. Do the findings about the adequacy of psychological consultation and guidance services vary according to whether the students are familiar with the counselor or not?
8. Do the findings about the adequacy of psychological consultation and guidance services vary according to the whether the students have received services beforehand or not?
9. Do the findings about the adequacy of psychological consultation and guidance services vary according to whether the students' parents have received services beforehand or not?

## METHODOLOGY

This section will focus on the model of research, population and sample, data collection tools and data analysis.

### Research Model

This research uses a survey model, which aims to assess the guidance services at primary school level according to the students' opinions. The survey model is a research approach

aiming at describing a present or past situation as it is (Karasar 2013).

### Population and Sampling

The research population comprised the primary school students in the second term of primary state school in the 2014-2015 spring semester in North Cyprus, where guidance services were available. In this research, a random sampling method was used and 512 fifth grade students were chosen randomly because they received more services from the guidance service of the school compared to the other grades, and also because they are more skillful in assessing the guidance services because they are more mature compared to the other grades.

### Data Collection Tool

In order to collect data in this study, the researchers have developed a "School Guidance Services Scale". The purpose of this scale is to assess the psychological consultation and guidance services according to students' opinions.

First of all, a literature review was carried out to develop the scale. Due to the nature of the school consultation and guidance services, the services school psychological consultation and guidance program, counseling services, services for parents, research and evaluation services, services to the environmental affairs and transport services have not been included in the scope, as they are not directly related to the students (Maree and Morgan 2012; Wamocho et al. 2015).

Considering that the direct services of school psychological consultation and guidance services include recognition informative services, orientation and placement services, a six-dimensioned 5-point Likert type scale was developed. Each subdimension of the scale has at least 7 items with 46 items. These questions have been examined by 8 fifth grade teachers, 4 counselors and omitted 7 items from the scale because they are not compatible with the cognitive development and perception the students at that level. A study was carried out to check the validity of the least cognitive and emotional development of 12-year-old students from far different lives. As a result of this study, three items were omitted, while 4 psychological con-

sultation and guidance specialists at list with a PhD degree were consulted to confirm the face validity of the 36-item scale form. As a result of this consultation, 4 items were omitted from the test and the contents of 8 items were changed. In order to check the validity and reliability of the scale, a 32-item trial form was applied to 40 students, and each item was analyzed. The two of them affecting the reliability of the test negatively were eliminated from the test, while the contents of four items were simplified. Therefore, "the school guidance services according to student opinion scale" was developed with 30 items and 6 sub-scales.

The scale reliably was then checked and the Cronbach Alpha reliability coefficient obtained as 0.75. For a psychological test, 0.75 and higher test points were accepted as reliable (Buyukozturk 2013). Throughout the scale size as seen in all the tests, as a result of the item analysis  $p < .01$  has been found significant at all levels.

In order to make the content validity analysis of the scale, a factor analysis has been carried out using principal components analysis with varimax rotation (KMO = .88 and Bartlett's test of sphericity  $p < .001$ ). The items in the scale had 9 factors at the beginning, but when the scree plot was analyzed it was seen that the factors were collected under 6 factors. The total variance explained to this 6-factor scale is 50.959 percent.

### Data Analysis

The School Guidance Services Scale was applied to 528 students at seven primary schools in North Cyprus, where the school guidance service is available. 16 of the submitted scales were left out of assessment because they were filled out incorrectly. The data from the assessed 512 scales were statistically analyzed in the computer. As a result of the statistical analysis, it was seen that this research was sufficiently valid and reliable, and the data in the scale was tested whether showing normal distribution or not. In order to decide whether the data in the scale showed normal distribution or not, normality tests (the Kolmogorov-Smirnov and Shapiro-Wilk Test) and a variance homogeneity test (the Levene test) were carried out. For the determination of the demographic features frequen-

cy analysis, parametric tests, like independent t-test and ANOVA were used to display homogeneous distribution of group variance, while non-parametric tests, like the Mann-Whitney U Test, were used to test whether normal distribution was not satisfied for the data.

## FINDINGS

### Demographic Features of Students Findings

In North Cyprus, 512 year five students at primary schools, where guidance services are available, joined the research. The findings of the research related to gender are in Table 1.

**Table 1: The distribution of the students in research according to the gender features**

<i>Gender</i>	<i>f</i>	<i>%</i>
Girls	244	47.7
Men	268	52.3
Total	512	100

When Table 1 is analyzed, it can be seen that the number of students were nearly same according to gender.

When Table 2 is analyzed, it can be seen that the students' parents' status was mostly alive and married.

**Table 2: The distribution of the students' parent's status**

<i>Mother and father status</i>	<i>f</i>	<i>%</i>
Parents alive and married	444	86.7
Parents' alive but divorced	59	11.5
Mother passed away	5	1.0
Father dead/passed away	3	0.6
Mother and father passed away	1	0.2
Total	512	100

In Table 3, there are findings related to the number of siblings.

**Table 3: Number of siblings of students**

<i>Number of siblings</i>	<i>f</i>	<i>%</i>
1 Children	62	12.1
2 Children	258	50.4
3 Children	128	25.0
4 Children	37	7.2
5 And more children	27	5.3
Total	512	100.0

It can be seen that nearly half of the students have two siblings (50.4%), while the number of only one child (him/herself only) in the

family (12.1%) and the families who have 5 children or more (5.3%) are present as well.

Table 4 provides information on whether the students are familiar with their counselors or not.

When Table 4 is analyzed, it can be seen that most of the students recognized his/her counselor.

**Table 4: Distribution of the students' who recognised his/her counselor**

<i>Guidance counselor awareness</i>	<i>f</i>	<i>%</i>
Yes, I know	503	98.2
No, I do not recognise	9	1.8
Total	512	100.0

Table 5 shows the findings regarding students heading to one consultation with the counselor.

Nearly half of the students had at least one consultation (Table 5).

**Table 5: Students' distribution those who had at least one consultation**

<i>If a conversation teacher guide</i>	<i>f</i>	<i>%</i>
Yes, I consulted	290	56.6
No, I didn't consult	222	43.4
Total	512	100.0

Table 6 shows the findings in regard to whether parents went through at least one consultation service.

**Table 6: Distribution of the parents those who had at least one consultation with their children counselor**

<i>Parents whether he/she had consultation or not</i>	<i>f</i>	<i>%</i>
Yes, I consulted	230	44.9
No, I didn't consult.	282	55.1
Total	512	100.0

When Table 6 is analyzed, it can be seen that nearly half of the parents had at least one consultation with their children counselor.

### The Findings about the Sufficiency Level of the Consultation and Guidance Services at School According to the Students

The analysis of Table 7 shows that the average total point is 3.88 depending on the 5-point Likert type rating scale between 1 and 5, while the standard deviation is .32789. The 13<sup>th</sup>

item in the scale received the highest score, that is, “The existence of a counselor at school makes me feel better.”

This is followed by the 7<sup>th</sup> item, that is, “I think the school counselor will help me find a solution for my personal problems.” However, the 16<sup>th</sup> item, that is, “The guidance service helps our placement in secondary schools and colleges depending on our interest” can be considered, overall, to be the one that received the least points in the scale.

When Tables 7 and 8 were analyzed (=3.88), it was found that the guidance services at primary school level are sufficient.

**Table 8: The score interval used in the scale**

Level	Choice	Points	
1	Absolutely not sufficient	1.00	1.80
2	Insufficient	1.81	2.60
3	Undecided	2.61	3.40
4	Sufficient	3.41	4.20
5	Absolutely sufficient	4.21	5.00

**The Results Regarding Students’ Opinion on the Sufficiency of Psychological Counseling and Guidance Services According to the Factors**

When Table 9 is analyzed, it can be seen that the students found the psychological con-

**Table 7: The average and standard deviation of the scale items**

Questions	$\bar{X}$	SD
1- If I have any problem, I feel free to go guidance services.	4.2754	.77405
2- Guidance service carries out students helping us get to know ourselves.	4.0449	.81566
3- Guidance services introduce us the secondary schools and colleges.	3.6387	.96733
4- The guidance services help us make our choices, activities at school educational, cultural and sports.	3.5352	1.04999
5- Guidance services identify the school rules.	3.8535	.95497
6- The students who received consultation services are observed regularly.	4.0527	.93589
7- I think the school counselor will help me find a solution for my personal problems.	4.3301	.82431
8- In order to identify the students’ problems our school counsellor applies various services.	4.0586	.93658
9- The information related to counselling is displayed on guidance notice board on a regular basis.	3.6250	1.04685
10- Counselling services helps us to start activates offer school educational, sports and cultural.	3.4805	1.05597
11- Guidance services at school introduces us the people who would help us when we have a problem.	3.8711	.97271
12- Guidance services monitor activities in and of school on a regular basis.	3.5312	1.04638
13- The existence of a counsellor at school makes me feel better.	<b>4.4238</b>	<b>.80243</b>
14- Guidance services indicate our relationship with friends.	3.6465	.99413
15- Seminars and conferences are organised at our school concerning our needs.	4.0117	.85999
16- Guidance services help our placement in secondary schools and colleges depending on our interest and competence.	<b>3.4551</b>	<b>1.00971</b>
17- Our school configures how we can make use of me are guidance services.	4.0195	.89334
18- Guidance services nourishes our senses in art, music, art etc. on a regular basis.	3.7656	.99300
19- I believe I will understand the reassures for my problems better offer seeing the school counselling.	4.2305	.86778
20- Guidance services help us reveal our learning styles.	3.6777	.90641
21- Guidance services issues newsletters and brochures.	3.5723	1.02161
22- Guidance services organise activities to the students who has difficulties to find out in vision, hearing, learning and etc.	4.0781	.93306
23- Guidance services identifies the things that night be hazardous/ dangerous for us.	3.8262	.89741
24- The students with disabilities and superior ability are observed on a regular basis at our school.	3.9668	.95745
25- I trust my counsellor at school that she wouldn’t share the private meetings after the surveys and tests.	4.2734	.84135
26- Guidance services makes privet meeting after the surveys and test.	3.5586	.99926
27- Class teacher gives information about effective methods for learning, revising, effective communication skills.	3.9766	.89761
28- A guidance service identifies the highly skilled students.	3.7246	.99526
29- An orientation program is available for the new students to support their adaptation.	3.8516	.93917
30- The students with behavior problems and compliance issues are monitored on a regular basis.	4.1504	.80534
Total	3.8835	.32789

sultation at an absolutely sufficient level. Students stated that the least sufficient factor was the guidance and placement service.

**Table 9: Factors of the scale, the average points and standard deviation**

<i>Factors of the scale</i>	<i>N</i>	$\bar{X}$	<i>SD</i>
Psychological consultation	512	4.30	.47
Individual recognition	512	3.79	.46
Providing information	512	3.76	.49
Guidance and placement	512	3.65	.55
School adaptation and orientation	512	3.88	.47
Monitoring	512	3.89	.56
Total	512	3.88	.32

#### **The Results Concerning Students' Opinion on the Sufficiency Level of Psychological Consultation and Guidance Service at Schools According to Gender**

When Table 10 was analyzed, the researchers found that there are no significant differences between male and female students' opinions about the sufficiency level of the guidance services.

#### **The Results Concerning Students' Opinion on the Sufficiency Level of Psychological Consultation and Guidance Services According to the Number of Siblings**

It is found that there are not significant differences between the number of siblings and

**Table 10: The independent t-test result regarding students' opinions on the sufficiency level of the guidance services according to gender roles**

<i>Gender</i>	<i>N</i>	$\bar{X}$	<i>SD</i>	<i>Df</i>	<i>t</i>	<i>p</i>
Girls/Female	244	3.8811	.32066	510	-.157	.876
Boy/Men	268	3.8857	.33493			

**Table 11: The ANOVA results regarding students' opinion on the sufficiency level of the counselling and guidance services according to the number of siblings**

<i>Source of the variance</i>	<i>Sum of the variance</i>	<i>Sd</i>	<i>Average of squares</i>	<i>F</i>	<i>p</i>	<i>Meaning full difference</i>
Inter-group	.547	4	.137	1.275	.279	-
Within the group	54.393	507	.107			
Total	54.940	511				

**Table 12: The Anova results about the sufficiency level of the psychological counselling and guidance services and the status of the parents**

<i>Source of the variance</i>	<i>Sum of the squares</i>	<i>Sd</i>	<i>Average of squares</i>	<i>F</i>	<i>p</i>	<i>Meaningfull difference</i>
Inter-group	.619	4	.155	1.444	.218	-
Group compartment	54.321	507	.107			
Total	54.940	511				

the sufficient level of the counselling and guidance services (Table 11)

#### **The Results About the Sufficiency Level of the Counselling and Guidance Services and the Status of Parents**

When Table 12 is analyzed, no significant differences can be found between the status of the students' parents' and the sufficiency level of the psychological consultation and guidance services at school.

#### **The Results of the Students' Opinion on the Sufficiency Level of the Psychological Guidance and Counseling Services and Whether or Not the Students Know Their Counselor at School**

When Table 13 was analyzed, the researchers found that there was a significant difference between the sufficiency level of the guidance services and whether the students knew their counselor or not ( $U=1277, p<.05$ ).

When the average is taken into consideration, the students asked about their guidance teachers had a higher perception of the sufficiency level of the guidance services, compared to the students who did not recognize their teacher.

**Table 13: The results of the Mann-Whitney U test according to the sufficiency level of the counselling and guidance service at school and whether or not students know their counsellor**

<i>Groups</i>	<i>N</i>	<i>Mean rank</i>	<i>Sum of ranks</i>	<i>U</i>	<i>p</i>
Yes, I know	503	258.46	130006.00	1277.000	.025
No, I don't know or recognise him/her	9	146.89	1322.00		

### The Findings of Students' Opinions About the Sufficiency Level of the Guidance Services at School According to the Students Who Received One-to-One Services from the Guidance Service

When Table 14 was analyzed, there is no significant difference between the receiving services and not receiving services according to the student opinions ( $U=28972$ ,  $P>.05$ , Table 1).

When the average was taken into account, perceptions of students who received one-to-one services before had a higher average than those who had not received services. However, the difference is not statistically significant.

### The Results of the Students' Opinion About the Sufficiency Level of the Counseling and Guidance Services at School and Whether the Parents Had Been in a Session or Not

When Table 15 was analyzed, the researchers found that there was a significant difference between the students opinion about the sufficiency level of the guidance and counseling services at school and whether the parents had been in a session or not ( $U=28465$ ,  $P<.05$ ). When the average was taken into consideration the perception of the students who received services at the guidance and counseling services of school was better than the students who had not received any services.

## DISCUSSION

This study has assessed the counseling and guidance services at primary schools in North Cyprus from the students' point of view where 244 girls and 268 boys, 512 students in total participated in this research. The majority of the students' parents were alive and together. 11.5 percent of the students' parents were alive but separated, and 1.8 percent of the students' parents were alive or one of them had passed away. Nearly half of the students have two siblings (50.4 %), while the number of only one child (him/herself only) in the family (12.1 %) and the families who have 5 children or more (5.3%) was also found. Almost all the students recognized their teachers at a percentage of 98.2 percent. Almost half the total number of the students who participated in this research was familiar with their counselor (56.6 %).

Likewise, the percentages of students whose parents had been in a session with the counselor (44.9%) and the parents who had not been in a session with the school counselor (55.1%) were close to each other.

According to the research, the students participating found the guidance and counseling services at schools sufficient ( $\bar{X}=3.88$ ). Mapolisa and Tshabalala (2016) have concluded that guidance services respond to the expectation of the students. However, in some specific operating areas the services were partly sufficient. Meanwhile, Cetin (2016) and Yuksel-Sa-

**Table 14: The results of the Mann-Whitney U test according to the students who received services from the guidance service or otherwise**

<i>Groups</i>	<i>N</i>	<i>Mean rank</i>	<i>Sum of ranks</i>	<i>U</i>	<i>p</i>
Yes, I've received services	290	267.60	77603.00	28972.000	.052
No, I haven't received services	222	242.00	53725.00		

**Table 15: The Mann-Whitney U test results according to parents who had been in a session with the counsellor or not and the sufficiency level of the guidance services**

<i>Groups</i>	<i>N</i>	<i>Mean rank</i>	<i>Sum of ranks</i>	<i>U</i>	<i>p</i>
Yes, had a session	230	273.74	62960.00	28465.000	.017
No, didn't have a session	282	242.44	68368.00		

hin (2015) found in their research that guidance services were insufficient according to students.

This study shows that students' opinions on the adequacy of the guidance services vary. Sufficient counseling guidance services in the primary schools of North Cyprus, where these services are available is a positive development. Thus, it is necessary to increase the number of students who will benefit from these services.

In terms of the results concerning the sufficient level of psychological consultation and guidance services at school are different depending on the service, students found the psychological consultation services sufficient according to the service areas examined by Cetin (2016) where the students expressed the necessity of the psychological consultation services. According to the assessment of the primary school students, there is a relationship between the sufficiency of the psychological consultation services, which is a part of the students' development features and their basic needs. Item 13 in the scale, "Existence of a counselor at school makes me feel better" got the highest rating. Therefore, the students feel better with the presence of a counselor at school even if they do not see him. Besides, the students stated how an effective psychological consultation service is with the comment, "I believe that psychological consultation will help me solve my personal problems". According to the students, the least sufficient area of the guidance services is the routing and placement. In Guvendi's (2000) study, students stated that they were informed sufficiently about higher educational institutes. In this study, the item "Guidance services will help with our placement in colleges and secondary schools in accordance with our interest and competence" received the lowest rating. This result indicates that the guidance services should put more effort into introductory activities for higher education institution.

According to the research results, the students' opinions about the adequacy of guidance services do not show a significant difference according to gender. A study carried out by Guvendi (2000) and Poyraz (2007) has indicated that student opinions about the parties dance services showed no significant differences according to gender. This study also indicates that the gender of the students does not have an influence on the efficiency of the guidance services.

## CONCLUSION

This study has revealed that the student opinions about the adequacy of the counseled and guidance services do not show a significant difference according to the number of siblings. The students who had a brother/sister assessed the guidance services more positively compared to the ones who had no siblings.

In this research study, the students' opinions about the adequacy of psychological consultancy and guidance services did not show a meaningful difference when the status of the parents was considered. Although the students whose parents were separated, divorced or whose mother or father had passed away needed the psychological consultancy services more, the status of the parents is not an effective factor in the guidance services.

In this study, the relation between the student opinion of psychological consultancy and guidance services and whether the students know their consultant revealed that statistically, there is a significant difference. According to the research results, the perception of the students who know their consultant about the adequacy of the guidance services is higher compared to the students who do not know their consultant. Therefore, the consultant should organize activities to induce the function of the consultant teacher at school and increase its efficiency in a positive way.

This study shows that the student opinions about the adequacy of psychological consultancy and guidance services have not shown significant differences according to whether they received services beforehand or not. This finding supports the item in the scale, "The existence of a consultant at school makes me feel better" by receiving the highest point. Therefore, although the students do not have a one-to-one discussion with the consultant at school, the existence of the teacher helps them feel better. This result once more indicates that the consultancy service at school is important. In this study, students' opinions about the adequacy of the psychological consultancy and guidance services and whether the parents had a one-to-one discussion with the counselor at school were revealed to be statistically meaningful. According to the results of the research, the parent of the students who received services from the consultant at school had a higher per-

ception of the school consultant compared to those whose parents had not received that service. Therefore, effective communication between the counseling services and parents will enhance the positive effect of the guidance services.

### RECOMMENDATIONS

In each stage of education the existence of a counselor will make contribution to the students' development. In counseling services, the routing and placement of the students for higher education should be further emphasized. Therefore, the efficiency about the placement of the students in colleges, secondary school or to private school should be emphasized or increased. Efficient communication established with parents will increase the effect of guidance services, especially for the development of elementary school students, where a healthy communication with families should be established. The efficiency of school guidance services can be increased positively this way. These studies, especially those using various research methods to approach school counseling assessment, will contribute to improving counseling services in various stages of education.

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