POVERTY-SENSITIVE SCHOOL COUNSELING: A MULTIPLE CASE STUDY
ON UNDERSTANDING POVERTY IN SCHOOL SETTINGS


A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY


BY


HASAN SARICI


IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES, GUIDANCE AND
PSYCHOLOGICAL COUNSELING


JULY 2024

Approval of the thesis:

## POVERTY-SENSITIVE SCHOOL COUNSELING: A MULTIPLE CASE STUDY ON UNDERSTANDING POVERTY IN SCHOOL SETTINGS

submitted by **HASAN SARICI** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Sciences, Guidance and Psychological Counseling, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences
_____

Prof. Dr. Zeynep SÜMER
Head of Department
Department of Educational Sciences
_____

Prof. Dr. Özgür ERDUR BAKER
Supervisor
Department of Educational Sciences
_____

**Examining Committee Members:**

Prof. Dr. Perihan SAVAŞ (Head of the Examining Committee)
Middle East Technical University
Department of Foreign Language Education
_____

Prof. Dr. Özgür ERDUR BAKER (Supervisor)
Middle East Technical University
Department of Educational Sciences
_____

Assoc. Prof. Dr. Kadriye Funda BARUTÇU YILDIRIM
Middle East Technical University
Department of Educational Sciences
_____

Assist. Prof. Dr. Fatma Zehra ÜNLÜ KAYNAKÇI
TED University
Department of Educational Sciences
_____

Assist. Prof. Dr. Begüm SERİM YILDIZ
TED University
Department of Educational Sciences
_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

**Name, Last Name:** Hasan SARICI

**Signature:**

# ABSTRACT

POVERTY-SENSITIVE SCHOOL COUNSELING: A MULTIPLE CASE STUDY
ON UNDERSTANDING POVERTY IN SCHOOL SETTINGS

SARICI, Hasan

Ph.D., The Department of Educational Sciences, Guidance and Psychological
Counseling

Supervisor: Prof. Dr. Özgür ERDUR BAKER

July 2024, 236 pages

Identifying the effects of poverty in schools is essential for sensitively providing
school counseling services. Although studies in the existing literature emphasize the
aspects that counselors should pay attention to when working with impoverished
students, there are not enough studies on how this service should be provided in
schools. This study aims to lay the foundations of poverty-sensitive school
counseling services by examining how school administrators, teachers, school
counselors, students, and parents living in poverty line conceptualize poverty, their
communication features, and their experiences of working with poverty in schools.
Some of the significant qualities of this study are the awareness it will bring to field
personnel and the road map for school counselors in addressing poverty. This study
was designed as a multiple case study and semi-structured interviews were
conducted. The findings of the interviews were analyzed with the constant
comparative analysis method.

The study's findings revealed the participants' conceptualizations of poverty and the
situations experienced by students living in poverty. The features of communication

between cases of school staff and impoverished parents were also examined from different angles. In addition, the analysis of school staff's views about the poverty works so far revealed some issues that school counseling services should focus on. The findings indicate the foundations on which the nature of poverty-sensitive school counseling services should be built and strategies for effective implementation of these services are presented. As a result, this study contributed to understanding poverty in schools and enhancing poverty-sensitive school counseling services.

# ÖZ

## YOKSULLUĞA DUYARLI OKUL PSİKOLOJİK DANIŞMANLIĞI: OKUL ORTAMLARINDA YOKSULLUĞU ANLAMAYA YÖNELİK ÇOKLU VAKA ÇALIŞMASI

SARICI, Hasan

Doktora, Eğitim Bilimleri, Rehberlik ve Psikolojik Danışmanlık Bölümü

Tez Yöneticisi: Prof. Dr. Özgür ERDUR BAKER

Temmuz 2024, 236 sayfa

Okullarda yoksulluğun etkilerini tespit etmek, okul psikolojik danışmanlık servislerinin duyarlı olarak verilmesi için oldukça önemlidir. Mevcut literatürde var olan çalışmalar psikolojik danışmanların yoksul bireylerle çalışırken dikkat etmesi gereken unsurlara vurgu yapsa da okullarda bu hizmetin nasıl verilmesi gerektiği konusunda yeterince çalışmaya rastlanmamaktadır. Bu çalışma, okul idarecilerinin, öğretmenlerin, okul psikolojik danışmanlarının ve yoksulluk içerisinde yaşayan öğrenci ve velilerin yoksulluğu nasıl kavramsallaştırdıklarını, iletişim özelliklerini ve okullarda yoksullukla çalışma deneyimlerini inceleyerek yoksulluğa duyarlı okul psikolojik danışma hizmetlerinin temellerini atmayı amaçlamaktadır. Bu çalışmanın saha çalışanlarına kazandıracağı farkındalık ve okul psikolojik danışmanlarına yoksullukla mücadele yolunda bir yol haritası çizecek olması bu araştırmanın önemini gösteren bazı özellikleridir. Bir çoklu durum çalışması olarak tasarlanan çalışmada katılımcılarla yarı-yapılandırılmış görüşmeler gerçekleştirilmiş ve görüşmelerden elde edilen bulgular sürekli karşılaştırmalı analiz yöntemi ile incelenmiştir.

Araştırmada elde edilen bulgular, katılımcıların yoksulluk kavramsallaştırmalarını ortaya koymuş ve yoksulluk içerisinde yaşayan öğrencilerin yaşadığı durumları gün yüzüne çıkarmıştır. Araştırmanın katılımcıları olan okul çalışanı grupları ile düşük gelirli ebeveynlerin aralarındaki iletişimin özellikleri de farklı yönleriyle incelenmiştir. Ayrıca, okul çalışanlarının şimdiye kadarki yoksulluk çalışmalarına yönelik görüş ve düşüncelerinin analizi de okul psikolojik danışma hizmetlerinin üzerinde durması gereken bazı durumları ortaya çıkarmıştır. Gerçekleştirilen analizler sonucunda, yoksulluğa duyarlı okul psikolojik danışma hizmetlerinin doğasının nasıl temeller üzerinde kurgulanması gerektiğini gösteren bulgulara ulaşılmış ve bu hizmetlerin etkin bir şekilde uygulanabilmesi için stratejiler sunulmuştur. Sonuç olarak, okullarda yoksulluğun anlaşılmasına katkıda bulunan bu çalışma yoksulluğa duyarlı okul psikolojik danışma hizmetlerinin arttırılmasına katkı sağlamıştır.

**Anahtar Kelimeler:** okul psikolojik danışmanlığı, yoksulluk, kavramsallaştırma, çoklu durum çalışması, sürekli karşılaştırmalı analiz

*I dedicate this dissertation to myself as a testament to my perseverance and determination throughout this long and challenging journey. Despite my obstacles and hardships, I have remained steadfast in my commitment to achieving my goals. This thesis is a testament to my resilience and indomitable spirit.*

# ACKNOWLEDGMENTS

I would like to start by thanking my esteemed advisor, Prof. Dr. Özgür Erdur Baker, who supported me during this long and demanding process. Working with her was enriching, fun, and inspiring. As a novice researcher who wants to improve himself, it was an excellent chance for me to study under her supervision. I will remember her as a wonderful person and mentor for the rest of my life.

I would also like to thank Prof. Dr. Perihan Savaş and Assist. Prof. Dr. Fatma Zehra Ünlü Kaynakçı, whose sincere and supportive approaches have always been good for me.

I would like to thank my fellow researchers, both in the research group and with whom I had the opportunity to work together, for their motivational and informational contribution to me in this challenging journey.

I would like to express my gratitude to my family for completing this thesis. My dear Mom, Dad, Brother, and Sister, I am grateful to all of you for your patience, love, and support throughout this challenging process. Each of you has been with me every moment, believing in and encouraging me. Your efforts and support made this success possible.

I would especially like to express my gratitude to my wife. Dear Kübra, this thesis would not have been possible without your love, understanding, and endless support. At every challenging moment, you stood by me patiently and encouraged me. Your presence inspires me daily and gives me the strength to reach my goals. Every moment of our journey together reminds me of what is important in life.

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF ABBREVIATIONS

| | |
|---|---|
| CSCP | Comprehensive School Counseling Programs |
| ERIC | Education Resources Information Centre |
| IPA | Interpretive Phenomenological Analysis |
| IPR | Interview Protocol Refinement |
| MCC | Multicultural Counseling Competence |
| METU | Middle East Technical University |
| P | Parent |
| PAR | Participatory Action Research |
| PTSD | Post Traumatic Stress Disorder |
| S | Student |
| SC | School Counselor |
| SES | Socioeconomic status |
| SP | School Principal |
| T | Teacher |
| TURKSTAT | Turkish Statistical Institute |
| TÜRK-İŞ | Confederation of Turkish Trade Unions |
| USA | United States of America |

**CHAPTER 1**

**INTRODUCTION**

This chapter consists of six main sections. Firstly, the background of the research is presented by referring to theoretical and statistical information. The problem statement of the study is presented secondarily. Then, the purpose and significance of this research are explained in detail. Finally, the research questions and definitions of terms are introduced.

## 1.1. Background to the Study

Poverty is a determining factor for underdeveloped or developing societies and societies with a high proportion of wealth. There are individuals in practically every society who do not have sufficient resources to ensure they can fulfill their basic needs. In the literature, this condition is called absolute poverty (Edward, 2006). According to the Multidimensional Poverty Index (MPI) reports, 1.1 billion of the overall 6.1 billion people suffer from severe poverty across 110 countries (Das et al., 2023).

The data published by the Confederation of Turkish Trade Unions (TÜRK-İŞ) in April 2024 showed that Türkiye's poverty and hunger thresholds expose people's financial difficulties. The hunger threshold for a family of four, the smallest amount of money needed to maintain a healthy and balanced diet, is 10,360 TL. This figure shows the rise in the prices of essential food products and demonstrates the challenges impoverished people face in fulfilling their nutritional needs. On the other hand, the poverty threshold rose to 33,752 TL. The term "threshold" in this context indicates the minimum income level a family must earn to cover essential expenses such as housing, clothing, transportation, education, healthcare, and other basic needs, in addition to their food expenses.

The economic conditions in Türkiye have become progressively tricky because of rising inflation rates and uncertainty in the exchange rate. In 2024, the minimum salary remained at 11,402 TL, resulting in several households residing below the poverty threshold. According to the TÜRK-İŞ studies, the expense of maintaining a basic standard of living for each amount to 13,471 TL. This exposes the scope of economic pressure, particularly for impoverished individuals and their families. The ongoing inflation of food costs and the concurrent spike in the cost of essential goods result in a daily raise in the poverty threshold.

Additionally, poverty is a condition that may be experienced when comparing one's financial standing to that of the local community. The situation at hand is defined as relative poverty (Decerf, 2021). It is evident that poverty, which impacts an essential percentage of humanity, should be recognized as one of the many global problems that need attention. Poverty is a dynamic topic that affects individuals across various dimensions of identity, including gender, sexual orientation, race, ethnicity, marital status, academic achievement, and geographic distribution (Harley et al., 2002).

Poverty impacts many aspects of life. Health, including mental health, is the most critical area in which poverty plays a detrimental role as it creates long-lasting distress (Compton et al., 2010). While individuals in poverty are at risk of developing psychological problems, those psychological problems further exacerbate their poverty-related challenges. Furthermore, research findings substantiate that children coming from families in poverty are especially in jeopardy of developing psychological issues (Egalite, 2016). Indeed, poverty is one of the fundamental predictors of adverse childhood events that create health problems in present and future life (Kim et al., 2013). The basis of poverty is the failure to meet needs. Individuals who cannot meet some of their needs experience poverty in some way.

Abraham Maslow (1987) developed the "Hierarchy of Needs" theory, which outlines the hierarchical order of people's needs, in which the most basic needs are at the base, and the rest are ranked in order of importance. Individuals living in poverty frequently lack the resources necessary to fulfill their most essential needs. The lack of fulfillment is why several sources claim that impoverished individuals'

physiological and mental growth is affected, causing them to lose their ability to escape poverty over time (Maslow & Lewis, 1987; Rojas et al., 2023). Here are some aspects that indicate how poverty directly relates to Maslow's Hierarchy of Needs:

*Basic Needs*: Impoverished people are prevented from meeting their most vital needs, such as water, food, and shelter. Therefore, poor health, malnutrition, and other negative consequences are inevitable (Maslow & Lewis, 1987; Rojas et al., 2023).

*Safety Needs*: Poverty creates life standards that prevent people from meeting their needs for safety, such as living in a safe and secure place. These situations can cause homelessness, exposure to violence, and other negative results (Maslow & Lewis, 1987; Rojas et al., 2023).

*Psychological Needs*: Poverty-related experiences can sometimes weaken psychological needs like self-confidence, self-esteem, or belonging (Maslow & Lewis, 1987; Rojas et al., 2023).

*Self-realization Needs*: Because of the limited resources caused by poverty, people living in poverty tend not to reach their full potential and achieve their goals. Then, these people lack motivation and give way to despair and other negative feelings (Maslow & Lewis, 1987; Rojas et al., 2023).

Being unable to meet the basic needs of impoverished people can continue over generations through a complex network of interconnected dynamics (Feuerbacher et al., 2020). These dynamics can be observed in various aspects. A notable factor to consider is the limited availability of educational opportunities. Families who live in poverty need help meeting the financial demands of their children's schooling. As a result, this leads to lower academic achievement and limited vocational opportunities, maintaining the cycle of poverty. Children born into poverty-stricken homes frequently find themselves in a position where they are required to contribute to their family's income, thereby limiting their access to school (Edmonds & Schady, 2012). The previously mentioned devastating circumstances persist in a discouraging manner as these individuals enter adulthood, facing restricted opportunities and becoming trapped inside the limitations passed on from their parents. The absence of social mobility exacerbates intergenerational poverty, hindering individuals' capacity

3

to advance within the socioeconomic order. Various factors, such as discrimination, limited access to resources, and limited career possibilities, all add to this obstacle (Kenny et al., 2003).

Progress in education offers an essential way for those from impoverished homes to rescue themselves from the endless cycle of poverty. By supporting individuals with schooling, societies can provide the resources to broaden their understanding, improve their critical thinking capacities, and foster core life competencies (Kupfer, 2012). Education empowers individuals by augmenting their abilities to attain enhanced employment prospects, get a steady source of income, and make meaningful contributions to their respective communities. Notably, education plays an integral part in breaking the cycle of poverty across generations by fostering a renewed sense of empowerment and ambition among younger groups, motivating them to see and eagerly pursue paths for socioeconomic progress (Kupfer, 2012; Tierney, 2015).

Eliminating the variables that adversely influence students' academic and psychological development requires supporting those in poverty. Poverty is one of the main reasons students have so many challenges in school (Rea & Zinskie, 2017). Due to financial constraints, students cannot acquire proper educational surroundings, adequate nutrition, and access to health services, which leads to absenteeism and lower academic performance (Brooks-Gunn & Duncan, 1997). Impoverished students struggle to access educational resources and participate in class activities (Oyserman et al., 2002). Their academic performance decreases due to this circumstance, and their likelihood of dropping out increases. Early school dropout limits the possibility of finding jobs and other facets of life, which keeps people in poverty for years (Rea & Zinskie, 2017).

Furthermore, discrimination and exclusion against impoverished students often occur in schools (Killen et al., 2016). This scenario harms students' psychosocial development by making them feel worthless and lonely (Rea & Zinskie, 2017). Students who experience social exclusion or stigmatization feel less like they belong at school and are less eager to learn. Poverty hinders the development of social skills,

damages peer relationships, and diminishes students' self-confidence (Seekamp, 2017). Therefore, it is imperative to address the negative consequences of poverty in schools to improve student academic progress and foster a more positive school environment. School counselors should try to figure out the difficulties experienced by impoverished students and create effective support strategies for them in collaboration with teachers and principals.

As poverty is a multifaceted issue, school counselors must work with every stakeholder in the school setting, including parents, teachers, and school administration personnel. Therefore, this thesis adapts the whole school approach to examine the nature and extent of poverty and its impacts on students' academic and psychosocial well-being. Firstly, teachers have first-hand experience with impoverished students' educational achievement, classroom behavior, and development. Teachers' observations offer critical awareness of how poverty influences students' academic experiences and the specific support these students require (McKinney, 2014). Also, teachers' perception of poverty and attitudes toward students in poverty have substantial impacts on students' performance in school as well as their feelings of belongingness. Similarly, school principals, as those responsible for the overall management of the school and the implementation of educational policies, can assess the effects of poverty at the school level and they play a vital role on successfully tackling poverty. Principals have a strategic perspective on the inadequacy of the school's resources, the difficulties in meeting the needs of poor students, and how school policies affect these students (Morgan, 2012).

As individuals who directly impact their children's educational processes, families share the effects of poverty on family dynamics and children's psychosocial development. School counselors can develop more effective interventions in cooperation with families by understanding how families cope with poverty and how this affects their children's education (Gehrke, 2005). The experiences of students living in poverty are critical to understanding the daily challenges they face in education. These students often struggle to meet their basic needs, such as inadequate nutrition, a lack of a working environment at home, and a lack of access to health

5

services. Such adverse conditions severely affect students' school attendance and capacity to focus on their studies (Gutman & Midgley, 2000). Information from these stakeholders helps foster a better understanding of poverty's effects on student's overall well-being and provides a foundation for developing poverty-sensitive school counseling practices. Considering the perspectives of teachers, parents, and principals offers a holistic approach to poor students' challenges. It helps create more effective strategies to overcome these challenges.

School counseling serves an integral role in dealing with the psychological and social repercussions of hardships brought on by poverty. These issues may arise from several sources. Impoverished students frequently face a shortage of guidance and involvement in their schoolwork due to time limitations, a lack of parental knowledge, and the priority of meeting immediate necessities (Lacour & Tissington, 2011). The adverse situation worsens due to inadequate nourishment from economic challenges, adversely affecting cognitive development and physical health, ultimately reducing academic achievement (Lacour & Tissington, 2011). Furthermore, educational resources are not shared equally when impoverished students go to schools without enough resources and overcrowded classrooms (Kupfer, 2012; Lott, 2001; Tierney, 2015).

The societal implications of poverty are as significant as the students face financial limitations, social exclusion, and subsequent degradation of self-worth. The outcome involves a complex network of obstacles, such as low academic achievement, leading to a compromised educational experience for impoverished children (Lacour & Tissington, 2011). Impoverished students face more challenges due to the shortage of extracurricular activities, a lack of a well-structured support system, and academic failure (Malott et al., 2023). Knowing that school counselors are the authorized professionals in this scenario, they are expected to demonstrate a particular level of expertise. Therefore, school counselors must address these diverse difficulties by implementing coordinated initiatives, policy interventions, and collaborative efforts to create an educational setting that empowers and lifts these students. The relationship between poverty and educational achievement necessitates a transformation in school counseling approaches, with a growing awareness of the

demand for remedies that are cognizant of poverty (Dell'Angelo, 2016). Impoverished students often encounter obstacles that negatively impact their academic success and psychological development. The obstacles include limited availability of educational materials, higher levels of stress and trauma symptoms, and lower family involvement in educational processes because of economic constraints (Duncan & Magnuson, 2005).

Thus, school counselors have a vital role in addressing resource-based problems, offering essential assistance that can help alleviate some of the challenges associated with economic difficulties. Considering poverty-related circumstances, there is a requirement to establish novel approaches to school counseling services that consider poverty-associated variables. These services need to transcend traditional counseling models by including an extensive understanding of the complexities of poverty. This means recognizing the inherent ability of impoverished people to come back from hardship and identifying their intrinsic strengths. It also calls for designing interventions to make the most of these strengths.

Counselors are expected to employ evidence-based strategies that are culturally sensitive and trauma-informed, ensuring that children receive mental, emotional, and social support. Counselors can assist in establishing an equitable learning atmosphere that acknowledges and addresses the needs of students who experience poverty by promoting structural changes in the school counseling and school systems at the same time. Therefore, every school counselor needs to consider poverty and poverty-related issues. However, counseling literature rarely considers poverty as the primary variable of the study; instead, it treats it as a peripheral variable. In short, education is one of the most important aspects that poverty impairs the worst. However, education is also a key to overcoming poverty and reaching welfare. Therefore, poverty in school is one crucial factor that needs to be researched to support students' both academic and psychosocial development. Outlining the Poverty-sensitive counseling services may help to create a positive and just school climate where better inclusion is possible.

Poverty-sensitive school counseling and culturally-sensitive school counseling are both approaches that aim to meet students' psychosocial needs. However, there are

significant differences between these two approaches, and it is necessary to look at these differences to make the nature of poverty-sensitive counseling services more intelligible. Poverty-sensitive school counseling focuses on understanding the economic conditions of students and their effects on their educational and psychosocial development (Payne, 2013).

Poverty impacts students' access to resources, social connections, educational opportunities, and quality of life. Therefore, poverty-sensitive counseling develops strategies to acknowledge how students' financial distress is reflected in their academic performance, mental health, and social relationships. These strategies address poverty-related stress and build student support networks (King, 2019).

Culturally sensitive school counseling aims to understand students' cultural characteristics and the effects of these characteristics on their perspectives, values, and behaviors. It considers cultural factors such as ethnicity, religion, and gender and shapes the counseling services considering these variables. While cultural awareness supports comprehending and expressing themselves, it also helps them overcome cultural barriers (Harley et al., 2002).

The main difference between these two approaches is that poverty-sensitive counseling focuses on financial factors and addresses their effects on individuals' lives. Poverty is a solely structural barrier that limits individuals' educational opportunities. Therefore, poverty-sensitive counseling focuses on recognizing these structural barriers and developing strategies to overcome them (King, 2019).

In recognizing these barriers, school counselors should cooperate with parents in addressing poverty. The counselor should guide families in understanding students' challenges and provide practical solutions. This cooperation with parents enables more comprehensive information about the children's in-home conditions and difficulties. This information allows for creating more effective strategies to address students' needs (Dell'Angelo, 2016).

School counselors can provide family support by acknowledging how families cope with poverty and its impact on their children's education, positively influencing

students' well-being and academic success. It is also necessary for school counselors to cooperate with teachers and school principals to prevent discrimination and exclusion that may exist in schools against poverty and to create a more inclusive school setting (Payne, 2013).

Teachers and school administrators have an essential role in students' school lives and must be aware of poverty-related challenges. This collaboration raises insight among teachers and principals on the impact of poverty on students and supports strategies against discrimination. By working with teachers and principals, school counselors can take steps to eliminate the obstacles faced by impoverished students and enable them to benefit from educational opportunities thoroughly (King, 2019).

The close relationship between poverty and school counseling is complex and interwoven, emphasizing the need for a school counseling service that addresses the challenges of poverty. The intricate effects of poverty on results underscore the importance of creating a contextually relevant framework (Dell'Angelo, 2016). This problem statement examines the nuanced link between poverty and school counseling, seeking to clarify how it affects process and achievement. Furthermore, it highlights the consequences of poverty-related issues in the school setting. The current research is critical to better acknowledging the unique challenges of impoverished students by investigating poverty within an educational system and exploring the expected nature of poverty-sensitive school counseling services.

## 1.2. Purpose of the Study

After reviewing the existing literature, it was discovered that there needs to be more studies to build and improve poverty-sensitive school counseling services. There appears to be an urgent need to deal with this issue by preparing school counselors for poverty and providing professional services in school settings to mitigate the harmful effects of poverty. In this context, the thesis primarily aims to develop foundations for poverty-sensitive school counseling services while uncovering the nature and dynamics of poverty in school setting. To reach this aim, this thesis focuses on how poverty, with its nature and its impacts, is conceptualized by students

and their parents, teachers, school principals, as well as their school counselors. In other words, understanding how these parties position themselves and their students in the context of poverty is the primary goal of this thesis.

It is possible to significantly improve impoverished students' lives on many fronts by considering the significant role that schools play since counseling services act as a support system for their well-being and guide their future direction, examining how interested parties conceptualize themselves and one another in the context of poverty would help to comprehend better how the individual and sociological system around poverty influences and guides educational processes and school settings. Understanding school staff perspectives on their experiences working with students living in poverty is one of the goals of this study.

The experiences of school staff can vary based on preconceptions, personal backgrounds, school resources, training, and cultures. The collective experiences of positively or negatively perceived situations influence school professionals' opinions on interacting with and assisting impoverished students. The insights into the school staff's perceptions of their experiences working with poverty have the potential to contribute to vital transformation within the field and academic discourse.

Another goal of this study is to investigate the factors influencing the perspectives of school staff and parents living in poverty regarding their collaborative engagement. The significance of parental involvement in schools is consistently underscored, particularly for students experiencing poor living conditions. Parents play a pivotal role in assisting their children's educational development. At this point, parents are in direct communication with school staff since the school staff maintains a natural relationship with parents. To support parental involvement, it is essential to prioritize the long-term stability of this partnership. The present study aims to fulfill its goals by investigating the influential factors that influence the perceptions of both sides.

## 1.3. Research Questions

The overall goal of this research is to understand how poverty and its impact on students' academic and psychosocial well-being are conceptualized in a school

setting and develop strategies for poverty-sensitive counseling services. To reach this goal, the following questions were developed.

1. What factors impact school staff's, impoverished students, and impoverished parents' conceptualizations of poverty?
2. What factors impact school staff's and impoverished parents' perceptions of working together?
3. What are the school staff's perspectives about their experience working with students living in poverty?
4. What would be the nature of poverty-sensitive school counseling services?

## 1.4. Significance of the Study

Exploring the nature of poverty-sensitive counseling services requires a deeper understanding of how poverty is conceptualized and how these parties' conceptualization impacts their positioning in school counseling services. A school counseling service's sensitivity to poverty is significant and influential within counseling and education. The current study bears great significance beyond its academic extent, as it aims to broadly impact the educational setting for students facing poverty, changing their possibilities (Brown et al., 2019). Counselors with the information and skill to carefully understand how poverty impacts students' daily routines and contextual facts help them ensure that counseling services are more effective, inclusive, just, and equitable. In a broader setting, the findings of this study resonate in the attempt to address the general inequality in school performance, which dramatically affects the field of school counseling. This study aimed to provide insight into building a poverty-sensitive approach in school counseling services by acknowledging the daily unfair learning activities that impoverished students face. Such efforts address the disparities among disadvantaged students by offering specific guidance and strategies (Johnson, 2017).

A critical aspect that increases the significance of this study is fostering the growth of empathy and greater awareness among school counselors and other school personnel. The study aimed to improve the efficacy of the relationship between

school counselors and impoverished students by enlightening school counselors in dealing with the complicated and diverse facts of poverty. The above status provides a substantial effect, changing the counselor's position to that of a compassionate confidant who can address the complicated psychological landscape of poverty (Brown et al., 2019). It is suggested that a greater degree of empathy can promote a more profound connection during counseling and guidance sessions and create an environment where students' experiences are heard and understood (Clark et al., 2020).

The significance of this study is social involvement and cooperation. School counselors act as mediators that connect schools, families, and communities instead of being restricted to the walls of the school facilities. This motivation allows school counselors to go outside the boundaries of traditional counseling, placing them as facilitators for broad community change. This perspective proposes that when parents, teachers, and communities work together, they can establish an integrative cooperation that offers various alternatives for students experiencing poverty (Johnson, 2017).

Culturally responsive counseling seeks to thoroughly comprehend people's cultural backgrounds and identities to offer them personalized support and guidance. Yet, counseling that considers the effects of poverty on students requires directly confronting financial difficulties. Gaining an understanding of the specific difficulties faced by students from poverty backgrounds and how these difficulties affect their well-being is crucial in providing school counseling that is sensitive to poverty-related problems. Within this framework, it is vital to acknowledge poverty as a significant element that profoundly impacts pupils' educational performance, interpersonal relationships, and general state of wellness (Milner, 2013; Payne, 2013).

This study is significant for the development of counseling services that are sensitive to poverty. Poverty not only results in a lack of material resources but also causes psychosocial effects such as social exclusion and stigmatization (Gulczyńska, 2019). This study aims to enhance awareness of how school counselors might

support impoverished children in dealing with their various issues. Furthermore, with the integration of poverty-sensitive counseling into current counseling approaches, an all-encompassing strategy is provided, which can better address the needs of students from poor backgrounds. This research fills a significant gap in school counseling by thoroughly examining the impact of poverty on students and developing solutions expressly customized to address poverty-related issues (Gorski, 2017; Jensen, 2009).

## 1.5. Definitions of Terms

**Poverty:** It is defined as a condition in which people are unable to pay for necessities like food, housing, and medical care, which lowers their level of living and restricts their access to necessary services (Laderchi et al., 2003).

**Poverty Line:** The minimum income needed for people to meet necessities, such as clothing, food, and housing, is determined by governments and international organizations. People are assumed to live in poverty if their income falls below this threshold (Jolliffe & Prydz, 2021).

**Socio-Economic Status (SES):** Socioeconomic status (SES) is an assessment of people's economic and social standing in comparison to others based on variables such as income, education, and profession (Etzioni & Lawrence, 2016).

**School Counseling:** School counseling is a professional field that focuses on providing educational, career, and psychosocial support to students in schools (American School Counselor Association, 2015).

**Poverty-Sensitive Counseling:** It is a counseling strategy specifically aimed at addressing and preventing the difficulties that people living in poverty experience (Brown et al., 2019).

**Educational Equity:** It is the principle of justice in education that guarantees that personal or social factors such as gender, ethnicity, or family background do not hinder students from reaching their full potential (OECD, 2012).

**Constant Comparative Analysis:** This method is employed in qualitative research for coding and analyzing data. It is essential to compare each item with other pieces of data to identify similarities and differences (Glaser & Strauss, 1967).

**Psychosocial Support:** Offering psychological and social resources to improve people's well-being is defined as psychosocial support. It includes emotional, cognitive, and social aspects to promote social interactions, coping strategies, and resilience (Wessells, 2009).

# CHAPTER 2

# LITERATURE REVIEW

## 2.1. Understanding Poverty

In social and academic contexts, poverty is often interpreted as a socioeconomic state where individuals lack the resources to satisfy their fundamental needs and maintain their ideal living level (Yip, 2021). The primary focus that requires attention is the dearth of basic needs, as it is only by considering this perspective that a complete comprehension of poverty can be accomplished (Kamruzzaman, 2015). Deprivation is a concept within the extent of poverty and refers to the shortage of things necessary for people to survive. Deprivation can be accepted as both a result and a cause of poverty (Boardman et al., 2022).

Poverty constitutes a significant social issue of paramount importance across different countries, but it must be more adequately underscored in academic research (Dübgen, 2020). In countries like Türkiye, in which there is a significant growth in birth rates and a growing young demographic, the insufficiency of income among these individuals may give rise to many problems with maintaining a satisfactory standard of living (Bayrakdar, 2020; Özpınar & Akdede, 2022).

Poverty, an ongoing societal issue transcending generations and geographic constraints, is vital for academic research and public concern (Payne, 2013) Although initially appearing simple on the surface, the idea of the subject shows a complex and varied nature upon closer investigation (Rojas, 2004). As it commences in academic research, this current chapter seeks to delve into the intricate texture that constitutes the concept of poverty. This research is more intelligible by delving into the complicated relationships between poverty's economic, social, cultural, and political aspects. Instead of considering poverty solely as a singular condition of

material lack, it is recognized as a complex system of interconnected variables and lived experiences. The purpose is to examine a complete framework of poverty by looking at conceptual explanations, patterns, frameworks, dimensions, and related research.

While poverty is typically viewed as an instance of economic deficiency, it also incorporates many difficulties particular to the social context. Future anxiety, social exclusion, inequalities, and violence illustrate a few of the social problems that emerge (Ridley et al., 2020). Not Integrating these aspects into the work would restrict the concept's meaning and fail to capture poverty only as an economic condition. In countries with a multicultural structure, such as Türkiye, the subject becomes more complex owing to social groups demonstrating distinct cultural, ethnic, and socioeconomic features (Şahin & Kılıç, 2021). When examining poverty, conducting research that accounts for cultural aspects seems crucial.

Child poverty is one aspect that has come to the front of the conversation independently of adult poverty. Impoverished children's struggles were examined before and with the rest of the families (Breheny, 2023). The idea that each person may have distinguished negative experiences of poverty due to the diverse roles they play inside and outside the family has led to the decision that this issue is a subject that must be investigated on its own (Lee et al., 2021).

One of the main concerns that should be focused on is that impoverished children have limited opportunities for needs, services, opportunities, and schooling. Since their families do not register them in the population, most children who are born in communities where poverty is extremely high and significant effects are experienced must start their lives behind. These people, whose births have never been recorded by any state institution, are forced to struggle in their future and the negative results of either living an unregistered life or registering themselves too late (Brooks-Gunn & Duncan, 1997).

Consequently, understanding poverty requires a comprehensive approach that recognizes its multifaceted nature. Poverty is not just an economic condition, but a

complex interplay of social, cultural and political factors. Addressing poverty effectively requires consideration of the diverse experiences of those affected, including children, who often face unique challenges. Recognizing the interconnectedness of these factors provides a more holistic approach to alleviating poverty and its impacts. As this section has shown, integrating these various dimensions is crucial to developing effective strategies and policies that genuinely address poverty's root causes and support the most vulnerable.

## 2.2. Causes of Poverty

Gaining a comprehensive knowledge of poverty's root causes is crucial to designing effective solutions that target issues. By identifying the root causes, school counselors can develop tailored intervention strategies and advocate for changes that address these underlying causes, ultimately helping minimize poverty's effects on students' school achievement.

Many variables influence poverty, yet some are seen as the primary determinants. Immigration, squatting, recessions, unemployment, inequalities in income, and social exclusion are the primary causes of poverty (Mitlin, 2003). These causes also seem to stem from challenges related to poverty. Stated differently, the variables that cause poverty can also be accepted as the result of poverty.

### 2.2.1. Immigration

Migration is the action of people emigrating to another location for economic, social, or political reasons. Economic shortcomings in villages and the appealing possibilities of city options such as education, healthcare, or higher life standards have increased individuals' tendency to go to urban areas (Siddiqui, 2012). This change has increased unregistered labor and a lack of social security (Erken, 2022). Additionally, there are shortages of human capital, inequitable employment opportunities, insufficient capital, and a need for self-initiative (Şavlı, 2017). Poverty in cities continues to exist due to factors including unequal income distribution, restricted access to critical services like education and healthcare, a lack of

knowledge and capabilities because of educational deficiencies, and the demographic characteristics of families negatively affecting urban poverty. (Anthony, 2008).

The movement of people to cities causes population concentration. However, urban resources and amenities are insufficient, resulting in demographic inflation caused by urbanization and high population growth. This causes an excess in the number of people looking for jobs in metropolitan regions (Sekkat, 2017). Urban poverty is generally rooted in city unemployment rates (Anderson, 2008). The migration problems increase the necessity for housing, resulting in many other issues. These problems comprise unsustainable urbanization, social exclusion, cultural conflicts, and the isolation of people. The inadequacy of housing compelled the transformation of public property into residential property (Wang et al., 2017)

The poverty of migrant students poses severe obstacles to their access to education. Migrant families face serious difficulties in accessing resources, which negatively affects their children's school attendance and educational achievement. Financial constraints limit migrant children's access to educational materials, nutrition programs, and additional support services, which reduces their academic success (Schafft, 2006). Moreover, migrant families face social exclusion and discrimination, leading children to feel isolated in the school setting and less motivated to study (Basok, 2004). Therefore, the poverty of migrant students and the fact that this poverty prevents them from accessing school is an important issue that needs to be addressed in educational policies and school support services. For migrant students to have equal opportunities in education, cultural and social integration programs should be developed in addition to economic support.

### 2.2.2. Inequality

Several variables cause poverty, the most significant of which is the cause of unequal income distribution. Income distribution is the division of money among different parties, such as individuals, groups, or production facilities, during a given period (Wade, 2020). Since the 1980s, the acceleration of rural-urban migration has resulted in housing problems in cities and the growth of an unskilled workforce. As a result,

people and families with minimal money to spend attempting to meet their housing needs chose to live in slums in exchange for rent (Ge et al., 2020).

Due to the low educational level or lack of skills among migrants, they are unlikely to accumulate savings or improve their economic conditions. Their incomes barely cover the expenses of housing and nutrition. Due to this self-sustaining life cycle, inequalities arise among various regions. Regional differences in development are one of the causes of poverty (Chen et al., 2021). The unequal distribution of resources among multiple regions, marked by disparities in different areas, gives rise to social, cultural, and political challenges (Greig et al., 2007). According to the World Bank's income distribution criteria, Türkiye is categorized as a middle-income country. People in Türkiye experiencing a steady rise in the significant risk of absolute poverty (Atalay, 2015). Due to recurring economic crises, earthquakes, and natural disasters, people faced financial difficulties and economic shortcomings. Therefore, there has been a rise in people looking for poverty aid, causing a significant impact on income inequality (Mavrouli et al., 2023).

### 2.2.3. Social Exclusion

Social exclusion, sometimes stemming from gender or racial discrimination, has profound implications for the psychology of poverty. Discrimination is a significant obstacle to societal advancement, evident in labor force employment, education, social involvement, housing possibilities, and public services. Significantly, it hinders people from reaching the basic needs and government services they need, frequently because of cultural, ethnic, religious, or racial biases. These biases harm women and children, making them more susceptible to the risks of social exclusion (Cedeno, 2023). So, people often drop into the black market or are restricted to low-income, unskilled jobs, making it more challenging to be freed from poverty. Employment practices that exclude some groups also hinder economic advancement by blocking people with limited resources from acquiring better work chances, career development, and skill enhancement chances (Tamsah et al., 2021).

Within the education field, discrimination that stems from factors such as socioeconomic class, ethnicity, and gender contributes to a broader tendency to

exclusion (Killen et al., 2016). This inherent discrimination causes below-average schooling for impoverished children or creates impassable barriers to their registration, thus maintaining the cycle of poverty throughout generations (Brady, 2023). Restricted access to high-standard education impairs individual potential and limits chances of profitable employment and career development, intensifying poverty's root causes (Misra et al., 2020).

Discrimination in housing contributes to the difficulties experienced by impoverished people. Discriminatory decisions in housing distribution, stemming from biases based on financial status, frequently result in overcrowded conditions of living, insufficient housing, and homelessness. Impoverished living conditions aggravate healthcare inequalities, restrict access to education, and promote social isolation, perpetuating poverty among groups (DeLuca & Rosen, 2022). Another crucial area is where social exclusion impacts access to public services. Mostly, financial status, language, religious, and racial biases give rise to discrimination, which in turn creates systematic barriers that hinder people from obtaining essential public support. This brings a lack of goods, intensifying poverty and hampering social mobility (Emerson et al., 2021).

Recognizing the significant effects of these inequalities on women and children is vital. Such people frequently face multiple forms of discrimination, which result in systematic disadvantages that exacerbate their vulnerability to poverty. So, it addresses the problems of creating inclusive societies where everyone has access to support and resources (Steenkamp et al., 2021). By eliminating the obstacles that trigger social exclusion, a path toward an equal and prosperous future can be created for everybody in society.

## 2.3. Attitudes Toward Poverty

This section covers the societal, individual, and fatalistic attitudes toward poverty. It demonstrates the impact of these attitudes on interactions with impoverished people. Attitudes toward poverty can substantially impact the efficiency of counseling services. Understanding these perspectives might help school counselors cultivate

more compassionate and encouraging strategies, thus boosting their capacity to interact with impoverished students more effectively.

Acknowledging the depth of poverty, which includes individualistic, structural, and fatalistic justifications, thoroughly comprehend attitudes toward poverty (Hunt & Bullock, 2016; Yun & Weaver, 2010). Poverty can be looked at in many aspects, and each category offers a different perspective on poverty-related issues. The following section describes the most known attitudinal perspectives on poverty.

### 2.3.1. Individualistic Perspective

It is assumed that individual characteristics and intentional acts are the major determinants of an individual's economic status. This is the notion of the individualistic perspective on poverty. Based on this point of view, a lack of inner determination, inadequate effort, or ability deficiencies are the main reasons that cause poverty. It supports the idea of personal responsibility, in which everyone is regarded as the producer of their fortune (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

According to supporters of this philosophical perspective, personal initiative and constant effort are the two most influential variables in escaping poverty. One of the most accustomed features of this perspective is a critical focus on systemic barriers, which implies that these challenges that need to be solved not the blocks that imprison impoverished individuals. On the contrary, people who dispute this viewpoint think it does not pay regard to the complex interaction of socioeconomic variables that can create a barrier to upward mobility. It is commonly accepted to ignore or overlook societal difficulties, such as limited access to better education, the technological divide, racial inequalities, and a healthcare system that can impoverish patients. This contrasts with the attention given to personal mistakes, such as laziness or irresponsible monetary choices (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

This point of view tends toward attempts that cultivate independence and self-confidence, which is critical based on societal implications that it offers. It prioritizes

assistance programs based on ability, in which impoverished people's efforts toward self-improvement are mandatory for getting welfare benefits. To motivate recipients of welfare benefits to acquire employable skills and to enter the labor market. From this perspective, long-term welfare programs are viewed as supporting the development of a culture. It is a fear that individuals may give up the drive to look for employment or better their living standards if they receive support that is not conditioned, which could result in a dependence on institutions or people who assist (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

Additionally, the individualistic perspective of poverty frequently matches economic strategies that encourage impoverished people to work and start businesses. There is a belief that supporting economic growth and, thus, giving opportunities for impoverished people to escape from poverty can be achieved through implementing tax benefits for businesses, lower taxes for individuals, and less bureaucracy. This perspective may also unconsciously stigmatize people who continue living in poverty while concurrently advocating self-sufficiency. This may give rise to a social narrative that those who are impoverished have not made enough efforts to change their situations, which lowers the necessity for participation in and support from society (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

In conclusion, although personal agency and responsibility are essential aspects of economic achievement, the individualistic perspective of poverty might need to see the realities that impoverished people must face. It is required to consider how personal actions, organizational institutions, and the socioeconomic setting connect to have a complete approach to comprehending and resolving poverty.

## 2.3.2. Structural Perspective

The structural poverty perspective claims external factors beyond people's control substantially impact their economic conditions. This viewpoint stresses the rigid social frames, financial systems, and governmental regulations that affect how wealth and opportunities are allocated in a society. This indicates the influence of permanent problems like inequality, historical and cultural racism, and disparities in

opportunities for quality education in keeping up with poverty (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

The quality of education is recognized as a crucial factor in an individual's ability to improve their socioeconomic status. Proponents of structural change underscore unequal access to quality education since schools in impoverished communities frequently encounter challenges like shortage in funding and resources. This inequality puts many people on a path that blocks their capacity to rise in social class from the first day of their lives. These difficulties have been worsened by systemic racism, which includes the prevalence of discriminatory practices embedded in various institutions, leading to inequalities in housing, employment, and the justice system. Institutional biases of this nature ensure that certain groups continue to suffer disadvantages and are more susceptible to poverty. Moreover, the inadequacy of social security programs constitutes structural issues, as individuals without enough access to healthcare, unemployment benefits, or retirement are very prone to economic instability (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

Given these structural problems, there is a necessity for initiatives that attempt to alleviate these broad societal problems. Increased taxation is considered a system of transferring money somewhat, whereas wide-ranging social welfare programs are implemented to offer a level of security for everyone. Affirmative action is an initiative proposed to tackle the enduring effects of discrimination and guarantee equal opportunities for impoverished groups of people (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

The structural perspective ultimately fosters an evolution from individual shortcomings to societal responsibility. It calls for an overall reorganization that assures equal chances and actively eliminates the hurdles that have sustained poverty among populations. This concept implies that effectively reducing poverty necessitates a collaborative effort integrating all aspects of society, like governmental institutions and community organizations, to establish and sustain a fair social setting (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

### 2.3.3. Fatalistic Perspective

Clarifications of poverty using a fatalistic perspective ascribe it to unavoidable causes, like fate, chance, or the intricate relationship of occurrences that cannot be changed by human intervention. This perspective argues that poverty frequently stems from circumstances such as severe illness, accidents, or natural catastrophes, which randomly disturb lives and can throw individuals or families into economic hardship. These variables are considered above the individual's or community's influence. Based on this perspective, poverty is generally considered an unavoidable human condition for specific individuals (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

This perspective suggests that poverty, as a possible result of challenging circumstances, should not be considered an individual's weakness. However, this can also occur from a deterministic perspective, where poverty appears as a natural and unchangeable facet of communities that cannot be addressed or reduced through individual choices or policy changes. The perspective that "some are innately unlucky" can cultivate a societal mindset in which poverty is considered a natural tragedy rather than a solvable problem (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

The fatalistic perspective can influence both policy and individual behaviors. If poverty is regarded as a condition determined by destiny, there can be less feeling of responsibility to create or maintain societal initiatives to reduce poverty. This viewpoint has the power to decrease the feeling of urgency with which societies address poverty alleviation, resulting in a reduction in resources allocated to these efforts. Additionally, people experiencing poverty may adopt a fatalistic attitude, which can cause helplessness feelings, eventually impacting their desire to pursue improvement or progress in their conditions. Moreover, it can also influence people in more advantageous economic circumstances to give support, as they may find their attempts fruitless in the face of inevitable destiny (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

However, admitting the influence of uncontrolled causes on poverty does not necessarily deny the possibility of making changes. Moreover, it can evoke empathy

and build a collective mind, promoting safety precautions and supportive mechanisms for those facing such hardships. This approach recognizes the role of destiny in causing poverty while simultaneously emphasizing the potency of societal action in offering assistance and support to impoverished individuals (Landmane & Reņģe, 2010; Yun & Weaver, 2010).

## 2.4. Poverty and Mental Health

This section explains the relationship between poverty and mental health, showing how financial hardships may cause several mental problems, such as depression and anxiety. The section explores the psychological implications of poverty and stresses the significance of mental health support. Understanding the relationship between poverty and mental health shows the importance of school counseling services to have the necessary resources to address these concerns. This explanation supports the necessity of poverty-sensitive counseling that covers not just academic problems but also impoverished students' mental well-being.

People who experience poverty in their early childhood or for an extended time are at risk of many adverse physical and psychological health effects throughout their life span. During childhood, poverty is associated with lower academic achievement, substantial behavioral, cognitive, and attention-related difficulties, increased criminality rates, a greater likelihood of depressive and anxiety disorders, and an elevated probability of multiple psychiatric diseases in adolescence (Kim et al., 2013). Similarly, poverty can cause emotional distress and suicide attempts (Patel & Kleinman, 2003). Extensive research has confirmed a relationship between poverty and psychological trouble. Access to basic human needs increases individuals' satisfaction with life, sense of self-confidence, and involvement within the community (Kim et al., 2013). Research suggests that poverty causes mental health problems and impedes the development of individuals, making it difficult for them to escape from poverty (Wagle, 2002).

The underdevelopment of impoverished people sustains an undesirable cycle of poverty and weak health conditions that persist over generations. Experiences of

25

marginalization and rejection can result in social isolation, a lower sense of self-worth, limited access to resources, homelessness, and eventually long-lasting poverty. The literature illustrates how economic, social, and environmental factors. Health inequalities mean systemic differences in the options that specific groups must attain optimal health and minimize unnecessary variances in health results. Life in poverty does not necessarily guarantee people's impoverished health status. However, there is proof of a recurrent impact and a concentration on addressing these unfavorable circumstances, improving the conditions of underprivileged populations, and reducing inequalities in healthcare (Hulme & Shepherd, 2003).

It is suggested that individual-level aspects that contribute include financial strain, subject to stressful life events, changes in other mental functions (such as processing language and executive functioning), adverse pregnancy health and birth delivery, insufficient nutrition, and a higher susceptibility to chemicals. Similarly, family-level aspects cover parental stress in the parent-child relationship, parental mental illnesses, an absence of parental attachment or affection, parenting identified by both rigidity and confusion, environments with limited possibility for encouragement, and incidents of child abuse and neglect (Hulme & Shepherd, 2003; Killen et al., 2016).

Economic inequalities have imposed both independent and dependent impacts on both mental health and poverty (Kim et al., 2013). Income inequalities at the local level have been related to several consequences, like depression, drug overdose deaths, and disadvantageous educational results for children (Boardman et al., 2022). However, many counselors have insufficient experience in recognizing and helping people who live in poverty. Counselors may hesitate or resist due to limited access to therapies or referrals. To reduce risk factors, counselors must undergo practical training that emphasizes using appropriate identification instruments and interventions to address poverty-related characteristics. Counselors also should have the information, insight, and skills to recognize people who need extra care and engage in collaborations that best serve impoverished clients. To effectively help impoverished individuals, counselors must inquire about further socioeconomic factors that may limit access to mental health services. The factors are general education, housing, immigrant positions, and legal issues (Jones, 2017).

## 2.5. Poverty in School Settings

The consequences of poverty on school counseling are defined by a significant and broad impact that covers many facets of schools. Empirical research supports the connection between poverty, academic success, and mental health (Poluektova et al., 2015). Research has investigated the problematic link between poverty and students' school performance, revealing a disturbing truth. Some research has clarified the complicated connection between poverty and students' school performance. Children raised in impoverished settings have numerous obstacles that negatively impact their cognitive development, including limited availability of educational materials, health issues, and malnourishment. (Battistich et al., 1995). Schools' challenges of having a major proportion of impoverished students have seen lower academic performance in fundamental courses of study (Sass et al., 2012).

Substantial deficiencies such as education or health arising from numerous factors within this disadvantage worsen poverty's effects (Vilar-Compte et al., 2021). Schools with high poverty rates are susceptible to magnified inequalities in academic achievement, particularly concerning children's special needs classification and qualification for school financial aid initiatives (Berends et al., 2002). Unexpectedly, these variations seem less noticeable when performance reaches the level of higher education preparedness. These changes show how complicated the link is between poverty and how it affects academic success (Lacour & Tissington, 2011). They also determined how vital it is to use customized strategies considering various factors and needs. This view claims the need to foster inclusive, supportive, and trauma-sensitive environments that reduce the harmful effects of poverty while creating conditions beneficial to the flourishing of all children (Parrett & Budge, 2020). School counseling services span a broad spectrum of poverty-associated problems, such as deficiencies in college and career readiness (Reback, 2010). Hence, school counseling has become increasingly significant as the stakeholder responsible for mitigating the consequences of poverty. School counselors have several responsibilities focused on mitigating problems arising from poverty conditions that may result in educational, social, and cognitive challenges.

The inability to appropriately address poverty-related challenges within educational institutions has significant consequences that surpass the confines of educational counseling services (Brown, 2016). One result of this scenario is the increased severity of inequalities in counseling opportunities. The lack of preventive action maintains a system in which children from impoverished households face challenges that impede their progress in school. This situation worsens existing educational inequities, creating a cycle of injustice that hampers equal access to school counseling and its resources (Silva-Laya et al., 2020).

The interconnection between poverty and educational success becomes apparent if one considers the lack of consideration for poverty-related barriers. The existence of different stresses associated with poverty significantly impedes cognitive development and concentration, increasing emotional distress and causing inadequate academic achievements among students in the areas of poverty (Najman et al., 2009). These variables lead to emotional, physiological, and social lagging behind, reducing school attendance and the potential for academic success. (Brown & James, 2020).

The absence of effective intervention causes the continuation of a school climate in which students from impoverished houses confront significant challenges in accomplishing their academic purposes (Goodman-Scott et al., 2022). This phenomenon worsens the ongoing pattern of poverty, as a decline in educational achievement reduces the possibilities for upward socioeconomic mobility among these individuals (Kupfer, 2012). The implications of not addressing poverty inside schools involve increased school dropout percentages because of the incapacity to deal with poverty-related problems. A combination of educational difficulties, psychological pressures, and inadequate counseling support develops a climate where students tend to walk away from their academic journey. The implications of stopping schooling have an immense effect because they involve continuing a cycle characterized by limited possibilities and the transmission of poverty throughout generations (Bianchi et al., 2021).

The failure of school counseling to address poverty also influences the psychological health of students. The state of poverty usually results in an array of psychological

challenges that significantly affect students' mental health, emotional balance, and social interactions. The dearth of specific interventions worsens these issues, which could result in lasting emotional trauma that interferes with individual growth and success (Nurius et al., 2020). In addition, the negative implications of not addressing poverty inside schools profoundly impact the educational system's basic framework. Impoverished populations confront systemic difficulties, including unsuitable housing, limited opportunities for vital services, and inadequate educational facilities. If school counselors fail to intervene appropriately with these students, these issues subject students from these communities to vulnerability, consequently maintaining a condition that hampers attaining ideal development and learning.

Poverty's impacts on students' educational performance have been investigated in the scientific literature. Jensen (2009) claimed that impoverished children often experience learning difficulties due to nutritional shortcomings, health problems, and a lack of an appropriate study environment at home. Due to malnutrition, these children lack the necessary power, which harms their attention span and cognitive performance. For example, children who experience food insecurity have difficulty concentrating in their classes and have low school performance (Jyoti, Frongillo, & Jones, 2005). A meta-analysis by Sirin (2005) similarly illustrated that low socioeconomic status negatively influences students' academic achievement. Sirin's study details how socioeconomic variables such as income level, education, and occupation affect children's educational achievement. In another study, Evans and Kim (2013) found that poverty increases children's stress levels and that this stress can cause psychological problems in the long run. Poor children often have high rates of stress, anxiety, and depression. A study by Luby et al. (2013) revealed that poverty adversely affects children's brain development, which impairs their ability to regulate emotions. Since poor children grow up under chronic stress, their levels of stress hormones remain constantly high, which negatively affects their cognitive and emotional development.

Furthermore, Santiago et al. (2011) found that poverty increases trauma and post-traumatic stress disorder (PTSD) symptoms in children. These children may develop long-term psychological problems due to economic hardship and negative

experiences such as violence in their social environment. Such psychological issues can harm children's psychosocial functioning and impair their school performance and social relationships.

Regarding social development, poverty causes significant challenges in children's social interactions and skills. Wilkinson and Pickett (2010) found that poverty causes social isolation and the exclusion of children. Impoverished children often face stigmatization and discrimination by their friends, making it harder for them to feel secure at school. Also, Schwartz and Gorman (2003) determined that impoverished children face more social and emotional difficulties, affecting their academic success. For example, these children often do not regularly attend school because their families' economic conditions may require them to work out-of-school jobs. This limits their participation in social activities at school and negatively affects their social interactions. Furthermore, social exclusion and bullying often expose poor children, undermining their self-confidence (Evans, 2004).

Various studies have addressed poverty in the school context. Hutchison (2011) studied how perceived poverty and academic success impact how school counselors conceptualize their work. Participants were assessed using Likert-type questions, and the findings revealed a correlation between perceived poverty and academic performance. The study determined that school counselors have a major role in supporting students from disadvantaged social backgrounds, namely in addressing difficulties associated with poverty and academic success. Counselors were also advised to reflect on their approaches, interact with underprivileged children, and adopt data-driven techniques to monitor the consequences of interventions. It is proposed that studies should study the utilization of school counseling, the effect of cultural differences on termination processes, and the insertion of social class aspects in multicultural counselor training curricula.

Bray and Schommer-Aikins (2014) researched the correlation between school counselors' beliefs about poverty, their ways of knowing, and social orientation. The study analyzed 513 American School Counselor Association members' responses on scales using canonical correlation analysis to determine the correlations among

30

counselors' beliefs about poverty and social orientations. Counselors who believe individual failings cause poverty to have hierarchical societal views and exhibit a separate understanding style. People who attribute the causes of poverty to external reasons tend to be inclined towards equality, use both "connected" and "separate" ways of learning, and have experienced more multicultural training. This study illustrates how counselors' beliefs impact their professional practices, particularly in addressing poverty in educational settings. It highlights the importance of multicultural competency and the necessity for a well-balanced epistemological strategy in school counseling.

Johnson (2017) examined how the CARE model can improve career and college preparedness for impoverished students. The CARE model, as developed by Foss et al. (2011), prioritizes cultivating strengths, acknowledging realities, removing barriers, and expanding on strengths, providing a comprehensive strategy for fulfilling the needs of impoverished individuals. Johnson describes the complex challenges faced by students from impoverished families, such as lower enrollment in advanced classes, standardized test performance, and high school graduation rates. School counselors must use specific strategies to address this demographic's college and career readiness gap. The CARE model is a developmental framework that recognizes the systemic impacts on teenagers in poverty and proposes culturally sensitive approaches tailored to their needs. Johnson claims that school counselors must not work alone but rather facilitate cooperation with school administrators, teachers, parents, and the broader community to develop a comprehensive support system for impoverished students. This highlights the potential to develop evidence-based models that can be integrated into comprehensive school counseling programs (CSCPs) to improve support for this disadvantaged group.

Seekamp (2017) completed a project that contributed to raising awareness of the difficulties children from impoverished families face and the role of school counselors in helping these students. The purpose was to create an understanding of how poverty influences students and to research successful strategies for school counselors to lessen the adverse impacts of poverty. The study utilized a qualitative methodology encompassing interviews, observations, literature reviews, and

questionnaires to obtain data on the experiences and demands of impoverished students. She engaged with schools, educators, and community groups to understand the unique challenges confronted by students from impoverished families and to uncover effective strategies and interventions that school counselors might utilize to support these students. Seekamp's study may have included cooperation with school counselors and other professionals who interact with students in poverty to gain insight into their viewpoints and experiences in offering support to this demographic. The study provides essential insights into the impact of poverty in schools by employing a thorough methodological approach and including crucial stakeholders. Her research emphasizes the significance of addressing the influence of poverty on students. It stresses school counselors' vital role in lessening poverty's consequences on educational achievement and overall well-being.

In their research, Brown, Dari, and Spencer (2019) applied a qualitative method with a positioned-subject approach to determine how school counselors in high-poverty schools serve teenagers affected by trauma. Data gathering with virtual applications involves people from different U.S. school districts. The data analysis involved examining interviews to discover general comments indicating how knowledge of ecological theory affects the attitudes of elementary school counselors toward advocacy for social justice for impoverished and mentally disabled children. The data analysis revealed six categories and parallel clusters: advocacy motivation, prioritizing mental health, trauma, school-based support, school district support, and preparedness. Two central categories that arose were complex and systemic trauma. The study presented an Ecological and Social Justice (ESJ) school counseling model developed mainly for high-poverty elementary schools. This model is designed to assist elementary school counselors in helping students impacted by trauma by emphasizing the importance of grasping the ecological factors affecting students' mental health and advocating social justice in the schools. The study offers helpful insights into the implications of trauma in high-poverty schools and provides a system for school counselors to support children impacted by trauma in these contexts.

Generali and Foss-Kelly (2022) evaluated the I-CARE Model and its application in educating prospective school counselors to assist adolescents from impoverished

backgrounds. The model seeks to improve school counselors' competence in socioeconomic concerns over five domains: internally reflect, cultivate relationships, acknowledge realities, remove barriers, and expand on strengths. This systematic approach focuses on nurturing impoverished children's development and educational achievement while emphasizing empathy and compassion. The I-CARE Model encourages self-reflection on one's socioeconomic background, establishing an empathetic approach to impoverished students and families, acknowledging societal structures that lead to economic disparities, and developing interventions to remove barriers to success while utilizing students' inner abilities. The investigation suggests incorporating the I-CARE Model into school counselor training curricula to strengthen counselors' abilities to deal with the difficulties of poverty in educational settings. Improving the I-CARE Model using qualitative research and creating a manualized version could maximize its efficiency and usage in counselor training.

## 2.6. Previous Studies in Poverty-Sensitive Counseling

A comprehensive analysis of prior research helps identify successful methods, interventions, and aspects that might be strengthened. This background is based on earlier information and practices, corresponding to the current study's goal of improving the poverty sensitivity of school counseling services. Examining prior research on counseling for impoverished people puts this thesis within an expanded academic context, exposes deficiencies in the current literature, and underlines the requirement for tailored counseling approaches that consider impoverished people's difficulties.

Counseling and poverty are crucial concepts investigated in academic research concerning each other in educational research. Some researchers have developed models and frameworks in their investigations to make counseling services more sensitive while working with this socioeconomic class (Bemak & Chung, 2005). This section offers an overview of earlier studies, underscoring the divergent results in the research conducted.

In 2011, Foss et al. implemented research to develop the CARE model as an integrative approach for counseling impoverished people. This model concentrates

on investigating the unique difficulties and strengths of impoverished people. It includes strategies to build positive relationships, acknowledge the realities of poverty, remove barriers to counseling, and expand on clients' strengths. Based on humanitarian and social justice notions, the CARE model offers a framework for culturally sensitive and empathic counseling that addresses the different effects of poverty on mental wellness. The researchers recommend employing the model in counseling practices and more research to empirically evaluate its effectiveness in multiple groups and settings.

Foss-Kelly et al. (2017) conducted an inquiry that reviewed and described the I-CARE model developed for counseling impoverished individuals. This model is a compass framework meant to enhance the effectiveness of counseling practices for this group, stressing the link between poverty and psychological difficulties. The researchers did not use a traditional scientific approach; instead, they incorporated the latest literature, theories, and professional knowledge to stand for a highly reflective counseling model that is culturally sensitive and aware of impoverished clients' economic challenges. The I-CARE model points out the importance of counselors performing in contemplation concerning their biases and perspectives on poverty, acknowledging the multiple impacts of financial status on mental health, and establishing a counseling setting that enables clients to concentrate on their strengths and remove the barriers to their development. This research covers the gap in culturally responsive techniques for working with disadvantaged groups in counseling, advocating an evolution towards more inclusive and fair counseling practices.

Clark (2016) completed a thesis study examining the correlation between counselors' multicultural counseling competence and their beliefs about poverty using a quantitative methodology. The study investigated the correlation between higher multicultural counseling competence, structural poverty beliefs, and fewer individualistic poverty beliefs while considering demographic variables. The study underscored the requirement of recognizing poverty in counseling using confirmed and validated instruments and a sample from different counseling fields. The results showed that improving multicultural competence in counselors could result in more

effective support for clients experiencing poverty, highlighting the importance of training courses involving poverty awareness and multicultural counseling competence enhancement. This work has implications for counseling practice, laws, and education, promoting a holistic approach to helping clients that takes seriously the societal structures that impact poverty.

Lavell (2014) studied the critical requirement for counselors to increase their awareness of social class to assist working-class and marginalized individuals efficiently. Lavell argues that the working class, a major part of the population, lacks adequate support in counseling since counselors usually lack awareness of social class challenges. This oversight can damage the building of therapeutic trust and have an unfavorable impact on the counseling relationship. The study recommends a thorough analysis of social class in counseling practice, training, and research, noting the importance of identifying attitudes and experiences associated with social class. The researcher used personal and professional viewpoints to push for a transition from a basic kindness policy to a deeper awareness of classism, underscoring the reality of social class cultures and the significance for counselors to recognize and embrace this distinction in their work.

Tucker, Schmit, and Giordano (2021) studied counseling students' attitudes toward working with impoverished clients compared to other therapeutic challenges. The study employed a method of quantitative investigation and recruited 131 graduate counseling students from five universities in different regions of the USA. The research utilized a demographic questionnaire and two main instruments: a ranking of 11 possible presenting issues and clinical case vignettes depicting four different presenting challenges (self-growth, poverty, substance use, and PTSD). Participants were required to pick their clinical choice for addressing distinct presented problems and assess their perceived level of competence along with training for four different conditions. The results revealed a preference for concentrating on anxiety and self-growth rather than issues typically linked to poverty. The study showed that counseling students might prefer and feel more able to handle non-poverty-related problems, exposing shortcomings in their training and preparedness to work with impoverished clients. The researchers analyzed the findings' implications for

counselor education, noting the necessity of improving poverty-related skills and training in counseling curricula. The research claimed the need for a comprehensive strategy for training counseling students to effectively help clients living in poverty, reinforcing the crucial role of counselor educators in filling this gap (Tucker et al., 2021).

Clark, Moe, and Hays (2017) investigated the predictive role of counselors' multicultural counseling competence (MCC) on their beliefs and attitudes toward poverty. A quantitative methodology was used to examine data gathered from 251 licensed counselors or counselor trainees with multiple counseling expertise, most of whom had experience working in contexts including people with poor conditions. The study employed the Multicultural Counseling Knowledge and Awareness Scale (MCKAS) to assess Multicultural Counseling Competence (MCC) and the Beliefs About Poverty Scale (BAPS) to look at beliefs about poverty, notably individualistic and structural attributions for poverty. The hierarchical linear regression analysis demonstrated that MCC significantly predicted individualistic and structural poverty attributions. Increased levels of MCC were related to lower individualistic poverty attributions and higher structural poverty attributions. Counselors with higher levels of multicultural competency tend to attribute poverty to societal and institutional problems rather than individual deficiencies, as shown by this finding. The research shows the need to incorporate multicultural education and training within counseling programs to reduce biases regarding poverty and foster a more profound comprehension of poverty. The study highlights the vitality of counselor education programs that prioritize multicultural competence in training to advance counselors' attitudes toward poverty and their success in assisting clients from diverse socioeconomic backgrounds.

Clark et al. (2020) conducted research to seek empirically reliable counseling strategies for clients experiencing poverty. They interviewed 21 professional counselors who had experience working with clients in poverty. The data collection involved detailed individual interviews using a 13-item interview protocol to investigate participants' experiences and skills in interacting with this group. The research uncovered five essential components for influential counseling with

impoverished clients: training, awareness, information, skills, and advocacy. This research greatly enhanced the counseling field by providing a grounded theory model of best practices for counseling clients facing poverty, emphasizing the need for training, awareness, information, skills, and advocacy to serve this population effectively. The study emphasizes the complicated structure of poverty and its influence on clients, advocating a holistic approach that addresses personal and structural factors.

Ballo and Tribe (2023) studied the complex experiences of therapists who work with impoverished clients, showing the challenges and intricacies of these therapeutic interactions. The researchers used interpretive phenomenological analysis (IPA) for detailed interviews and evaluation, identifying three primary categories: resilience to participate in therapeutic work, difficulty promoting social activism, and navigating multiple challenges. Therapists confront emotional labor, efforts for advocacy, and practical difficulties when treating clients touched by poverty. The results highlight the significant influence of poverty on people's mental well-being, pointing out the significance for therapists to understand the structural injustices that influence their clients' experiences. The study supports a comprehensive therapeutic approach that considers the socioeconomic variables affecting health, encourages social activism, and advocates for impoverished clients. Based on previous research, therapists need training and support to properly fulfill the needs of needy clients, as indicated by the research. The study highlights therapists' difficulties in this setting and advocates for additional research to create evidence-based interventions, guidelines, and training programs. It is proposed that the following research must examine the efficiency of advocacy and social activism in therapy, analyze the influence of poverty on therapeutic outcomes, and explore the involvement of specialists in addressing social justice issues in mental health care.

Sackett et al. (2023) studied teens' perspectives on poverty using the photovoice method. The study utilized a participatory action research (PAR) methodology involving participants in the cooperative data analysis procedure. Participants used disposable cameras to photograph their experiences of poverty over a week. Participants selected and discussed their images in a group setting, detecting

categories that emerged in their visual narratives. The analysis uncovered six significant categories: materialistic world and discrepancies, care for self and others, racism and discrimination, vandalism and abandonment, community responses, ignorance of issues, and lack of awareness. The researchers carefully evaluated the data via photovoice techniques and transcript data for coding processes to ensure the participants extensively examined the categories. The research urges how important it is to comprehend teenagers' perspectives on poverty and highlights the need for counselors to be responsive to the complex experiences of impoverished people. It is suggested that counselors can enhance their support strategies and efforts to advocate for teenagers in poverty by applying the research findings.

## 2.7. Summary of the Literature Review

In line with the research aims, some information is presented in this literature review section. Since it is deemed necessary to understand poverty as a notion and a phenomenon, this concept is discussed first. Information about the appearance and foundations of poverty within the social structure is accepted as one of the critical aspects of poverty-sensitive counseling.

School counselors' awareness of the causes of poverty may positively affect their interactions with students, so these causes are also described in this chapter. The effects of migration, economic crises, inequality, and social exclusion on the persistent state of poverty are explained in detail. The concept of attitudes towards poverty, which is considered to have social implications for poverty and poor people, is presented with its different aspects. This is because this study on poverty sensitivity has also examined people's attitudes, and that information on this subject will improve both the research and the reader.

The differences between attributing poverty to the individual, the system, and fate and the differences in people's perspectives and attitudes are explained. The necessity and contribution of an explanation of how poverty affects people's mental health as a dimension of human health is considered in this section. Especially the description of mental problems like depression and PTSD, which are emphasized to emerge later due to poverty, is the striking part of this section. Considering that the research aims

to improve the school environment and the counseling services provided to students living in poverty, a section on the relationship between school setting and poverty is also included. Finally, a detailed review of the research on poverty that preceded the current study and opened the path for developments in this field is provided. The models, structures, and systems developed previously clearly illustrate the state of the art of counseling the poor. All the sections are designed and presented to enhance the research's clarity and contribution.

# CHAPTER 3

# METHODOLOGY

This chapter offers a thorough overview of the research's methodological aspects. The first step is to explain the research methodology. Then, the research setting, research participants, data collection process, pilot study, data analysis, reflexivity of the researcher, and trustworthiness are explained in extensive detail.

## 3.1. Research Design

The study employs multiple case studies inside the structure of its methodology. The primary justification for utilizing this methodology is its ability to facilitate an in-depth investigation, comprehension, and identification of the correlations or one-way impact of occurrences on people or groups. Researchers may obtain necessary information from participants by asking some questions about the research questions' deep meaning and specific contents. The conceptual framework of a case study research is established through multiple critical perspectives of utility (Creswell & Poth, 2016).

For a case study to satisfy the requirements of this methodology, it must focus on a current problem, incident, or condition. Otherwise, the study cannot be imposed as fitting to the requirements of this methodology. Another requirement is that there must be a relationship between the topic being addressed and the individual experiences of those participating. For a condition such as poverty to be considered an essential factor in a case study, it must explicitly show an apparent effect on the lives of the individuals in it. Another vital requirement for a case study is its detailed investigative approach. A case study is a method utilized to gather in-depth knowledge of the complicated circumstances within a specific examination content

and its effects on the people (Baxter & Jack, 2008; Yin, 2003). The advantages of utilizing this method are given in Table 1.

**Table 1.** Advantages of Multiple Case Study Design

| Advantage | Description |
| --- | --- |
| Triangulation | Increases data validity through cross-case analysis |
| Complete, Contextual Understanding | Provides deep insights into each case's context |
| Comparative Analysis | Facilitates identifying patterns across cases |
| Theory Development | Helps in developing and testing theories |
| Practical Importance | Offers real-world applications and implications |
| Methodological Flexibility | Allows multiple data gathering and analysis methods |

Note: This table was created based on Halkias et al. (2022).

Triangulation uses multiple case studies to gather data on the same matter, utilizing more than one approach. This methodology improves the data reliability by enabling the identification of disparities and patterns among different scenarios (Yin, 2003). Triangulation increases the validity of research findings by minimizing the bias and errors associated with leaning on just a single approach. Multiple case studies comprehensively grasp each case within its natural context. The level of understanding is advantageous, particularly in complex phenomena where context has a significant role (Moon, 2019). Every case can be acknowledged in its distinctiveness, allowing the researcher to recognize the details and distinctions implicated.

Comparative analysis is a research design that is beneficial for figuring out patterns, relationships, and differences among instances. It can offer vital insights into understanding many facets of the topic (Baxter & Jack, 2008). Performing a comparative analysis can result in solid and more broadly applicable inferences, as it provides the investigation of whether and how results stay coherent throughout different settings. Multiple case studies are highly suited for the establishment and confirmability of theories. Researchers can investigate if theoretical predictions are valid in many contexts, allowing them to improve and progress theories (Akar, 2019; George & Bennett, 2005). Since case studies frequently focus on practical, real-life

41

issues, they can give essential perspectives with clear practical implications and consequences. Applying this method makes the results extremely relevant to experts and decision-makers (Akar, 2019; Yin, 2003).

Methodological flexibility is one of the critical advantages of multiple case study methods. It helps researchers utilize various data-gathering and analysis techniques for each instance. The capacity to adjust is particularly advantageous when addressing complicated phenomena that demand a comprehensive approach to gathering and analyzing data (Akar, 2019). The advantages of multiple case study research highlight its importance as a design, especially in descriptive and exploratory studies where comprehending the context and complexity of a phenomenon is crucial.

## 3.2. Context of the Study

This research was implemented in several high schools. The study context was intentionally chosen to provide an intimate knowledge of the impacts of poverty on educational settings while also representing a range of socioeconomic backgrounds. The study includes different types of public schools to describe a spectrum of school settings. Most students in public schools come from low- and middle-class families, and they frequently cope with issues including crowded classrooms, limited resources, and high student-teacher proportions. The region's cultural and economic diversity was seen in each school's unique population. Understanding how different socioeconomic backgrounds impact students' experiences and the nature of school counseling services relies on this diversity.

The study participants came from five prominent cases: school principals, teachers, school counselors, low-income parents, and low-income high school students. Principals are in charge of overall management and the execution of policies in the schools they lead. Their observations provided a broad perspective on the difficulties and strategies for addressing school poverty. Teachers who educate students daily have seen firsthand how poverty impacts the classroom and academic performance. Their opinions and experiences were essential in helping the researcher to comprehend the challenges impoverished students face daily.

In addition to offering direct insight into impoverished students' wellness concerns and support needs, school counselors were critical in helping students receive psychological and emotional support. Impoverished high school students provided first-hand narratives of their personal and academic difficulties, providing essential insight into their lived experiences of poverty. These students were identified based on family income and socioeconomic status criteria. Impoverished parents developed their awareness of the broader socioeconomic context by sharing their opinions on communication with school staff, their children's experiences in schools, and their challenges in supporting their children's schooling.

The data was obtained by semi-structured interviews in multiple school settings like counseling and administrative offices. These settings were selected to promote honest and open communication and guarantee participant privacy and comfort. To avoid any disruptions to the participants' daily routines, interviews were scheduled at convenient times. The efficiency of the data gathering process was largely due to the schools' readiness to help and participate in the research.

The easy and effective implementation of the research was made achievable by the school principals' assistance and the cooperation of the school staff. With everything considered, the changing and diverse study settings offered a rich structure for exploring the complexities of poverty in schools and valuable views on how different stakeholders perceive and deal with poverty-related problems in schools.

### 3.3. Participants

This study employed the typical case sampling method to recruit participants, including school principals, teachers, school counselors, impoverished students, and impoverished parents. Suri (2011) defined typical case sampling as a method where the sample is chosen from individuals or cases that hold characteristics that are representative of an average, typical person. Another researcher described typical case sampling as a method used in naturalistic investigations to prevent disregarding evidence based on it being obtained from unique or unusual examples (Onwuegbuzie & Leech, 2007).

The rationale for choosing case groups for this study is to thoroughly investigate the effect of poverty on schools and gain insights into each group's different perspectives and experiences on poverty. Semi-structured interviews were conducted with school principals, teachers, school counselors, impoverished high school students, and impoverished parents. Each of these groups possesses the potential to provide unique and valuable opinions on poverty within schools.

School principals retain substantial control over the school's overall administration and policies. They are vital in advancing and delivering resources and support services for impoverished students. Their level of knowledge of the poverty problem in their schools and their strategies to combat it influence the school's overall policy in addressing poverty. Therefore, their viewpoints can significantly contribute to developing and implementing poverty-sensitive strategies (Leithwood et al., 2020).

Teachers, however, play an essential role in directly engaging with students and monitoring their progress in both intellectual and social facets. They can directly observe impoverished students' educational challenges, lack of determination, and achievements. Teachers' observations provide valuable ideas for formulating and carrying out practical counseling approaches for disadvantaged students. Furthermore, the interactions between teachers, students, and their families are critical in recognizing the impact of poverty on education (Omoniyi et al., 2019).

Furthermore, school counselors are highly competent professionals who assist children in their academic, professional, and social growth. They possess expertise in the psychosocial needs of impoverished students and the interventions necessary to satisfy them. Counselors' viewpoints play a key role in identifying the psychological impact of poverty on students and designing strategies to deal with these impacts effectively. Additionally, via personalized interactions with students and their families, counselors can offer practical suggestions for enhancing the quality of poverty-sensitive counseling services (American School Counselor Association, 2019).

Impoverished high school students are one of the crucial demographics in the study as they immediately confront the consequences of poverty and attempt to manage them. Their points of view offer unique perspectives that enhance the comprehension of the immediate implications of poverty on education and daily life. This group provides firsthand experiences of the difficulties, demands, and support systems they face because of poverty, thus improving the main findings of the research (Jensen, 2009).

Impoverished parents have one of the most profound understandings of their children's difficulties in school and their whole lives, as well as their strategies for resolving them. Understanding parents' opinions can help comprehend how families navigate challenges and support their children. In addition, the extent to which parents are involved in the educational process and their interactions with schools offer beneficial information for establishing school strategies that consider the necessities of impoverished students (Brooks-Gunn & Duncan, 1997).

The study recruited participants who fit the criteria for each case and had poverty-oriented experiences to guarantee the inclusion of all typical cases and avoid missing information from unusual or deviant cases. Consequently, individuals displaying the characteristics were included in the research solely upon their voluntary provision of informed consent to participate. The participant selection criteria for the cases are presented in Table 2.

**Table 2.** Participant Selection Criteria

| Case Groups | Selection Criteria |
| --- | --- |
| School Staff (School principals, teachers, and school counselors) | - Having at least 5 years of experience<br>- Working in a state high school in Türkiye<br>- Voluntarily taking part in the research |
| Impoverished Parents | - Having a family income at or below the poverty line defined by TURKSTAT<br>- Having at least one child attending high school<br>- Voluntarily taking part in the research |

Table 2. (continued)

| Impoverished Students | - Having a family income at or below the poverty line defined by TURKSTAT |
| | - Being a registered student in a state high school |
| | - Voluntarily taking part in the research |

When the eligible participants were invited to participate in the study, their information was collected. Some assessments have been made to examine the impoverished conditions of students and parents. Based on the May 2024 data analysis from TÜRK-İŞ, the poverty threshold for a family of four was 61,788.99 TL. This amount denotes the monthly expenses required to fulfill the family's basic needs, including food, clothing, housing (rent, electricity, water, fuel), transportation, schooling, and healthcare. Similarly, the minimum food cost necessary for a family of four to sustain a healthy and balanced diet is determined to be 18,969.22 TL. The economic levels of the students and parents who participated in the current research are below these limits, so they can be considered impoverished (TÜRK-İŞ, 2024). Since the information obtained varies by case, the profiles of these stakeholders are presented in the tables so the reader can comprehend the participant demographics in each case.

**Table 3.** Profile of School Principals

| | Gender | Age | Marital Status | Branch | Recent Education Degree | Years of Professional Experience | Years at Current School |
|---|---|---|---|---|---|---|---|
| SP1 | Female | 47 | Married | Turkish Language and Literature | Bachelor's | 24 | 2 |
| SP2 | Male | 49 | Married | Physics | Master's | 26 | 4 |
| SP3 | Female | 41 | Married | History | Bachelor's | 17 | 2 |

School Principal 1 is a 47-year-old married woman whose field is Turkish Language and Literature. She has a bachelor's degree and has amassed 24 years of work experience. She has been working in her current school for two years. When asked about their experiences of poverty, School Principal 1 said, "Yes, we were not deprived, but of course, we had certain limitations because we had four children, the education of 4 children, family living, renting the house, and similar things. For example, let me tell you a concise story. Once a month, we would go to the market. My mother and father would sit at the table, and when my father received a salary, that salary would be calculated. Kitchen expenses, money to go to the market, and children's allowances were always allocated, and I used to admire these economic arrangements."

School Principal 2 is a 49-year-old married man who has experience in the field of Physics. He holds a master's degree and has accumulated 26 years of teaching experience. He has been teaching at his current school for four years. When asked about their experiences of poverty, School Principal 2 said, "Let me tell you about myself; at that time, my father worked at a factory for a minimum wage. I always tell this to my students. Don't talk about your poverty; don't make excuses. Today you have access to everything, don't make excuses. I give myself as an example."

School Principal 3 is a 41-year-old married woman with an academic background in History. She has a bachelor's degree and a professional background covering 17 years, with 2 years of service at her present school. When asked about their experiences of poverty, School Principal 3 said the following: "For example, I don't know if you can call us poor now, but we were like that. We were five siblings. My father was a tradesman; my mother was a housewife; the house and shop were rented, and none of us had a room. I tell this to my students. I communicate more easily because I talk about myself. None of us had a room of our own. We lived in a 2-room house, and the kitchen and bathroom doors opened to the living room. No matter which room we studied in, the noise of the living room and the sound of guests coming and going were always in our study environment."

**Table 4.** Profile of Teachers

|    | Gender | Age | Marital Status | Branch | Recent Education Degree | Years of Professional Experience | Years at Current School |
|----|--------|-----|----------------|--------|-------------------------|----------------------------------|--------------------------|
| T1 | Male   | 38  | Married        | Turkish Language and Literature | Master's | 13 | 3 |
| T2 | Female | 31  | Divorced       | English | Bachelor's | 9 | 5 |
| T3 | Male   | 46  | Single         | History | Bachelor's | 20 | 1 |

Teacher 1 is a 38-year-old married man with a Turkish Language and Literature background. He has a master's degree and has amassed 13 years of teaching experience. He has been working in his current school for three years. When asked about their experiences of poverty, Teacher 1 said, "I am from Kırıkkale. In Central Anatolia, poor people lived in our neighborhood, apartment, and surroundings. We also had a dialog with these people. You don't understand much when you are a child, but when you grow up, you become more aware. At that time, you understand later."

Teacher 2 is a 31-year-old woman who is divorced and an English language teacher. She has a bachelor's degree and nine years of professional experience, including 5 years served at her current institution. When asked about their experiences of poverty, Teacher 2 said, "Our situation was not very good. Only my father was working; my mother was a housewife, and we were three siblings. My sister is now an air hostess at Turkish Airlines, my brother is a police officer, and I am an English teacher. We are doing very well now but did not get to this stage easily. My father tried to support all of us on one salary. Then, my sister and I entered university simultaneously, and he tried to educate both of us. We had a tough time financially; we were in a terrible situation."

Teacher 3 is a 46-year-old unmarried male specializing in the field of History. He has a bachelor's degree and 20 years of experience, including one year at his current

school. When asked about their experiences of poverty, T 3 said the following: "I don't have any experience of poverty in my personal life, but we had such friends in our neighborhood, in my high school and university years, in my environment and neighbors."

**Table 5.** Profile of School Counselors

|  | Gender | Age | Marital Status | Branch | Recent Education Degree | Years of Professional Experience | Years at Current School |
|---|---|---|---|---|---|---|---|
| SC1 | Male | 56 | Married | School Counselor | Master's | 32 | 4 |
| SC2 | Female | 35 | Married | School Counselor | Bachelor's | 10 | 1 |
| SC3 | Male | 28 | Single | School Counselor | Master's | 5 | 1 |

School Counselor 1 is a 56-year-old married man. He possesses a master's degree and has accumulated 32 years of experience in his field. He has held a job at his present school for four years. When asked about their experiences of poverty, School Counselor 1 said the following: "My parents were poor. We were six siblings, and we thought we were poor. Now I look at it, no people were earning a regular salary in those days. My father worked in iron and steel, and he had a monthly salary much better than many people, but they were anxious. They always felt like bad things were going to happen in the future. We were not poor; we were doing very well. If our resources were spent on us, we would have a much more peaceful and happy life. But we have become like this by constantly shrinking. It is a matter of perception."

School Counselor 2 is a 35-year-old married woman. She has a bachelor's degree and has gained a decade of working experience. She has been working at her current school for one year. When asked about their experiences of poverty, School Counselor 2 said the following: "I did not experience such a problem in my own nuclear family, but there were people among our relatives and neighbors who were not well off. I could feel their difficulties communicating with them, even though I

was young as a middle and high school student. I could observe situations such as low purchasing power or insufficient salary."

School Counselor 3 is a 28-year-old single male who is working as a school counselor. He has a master's degree and has amassed five years of experience, counting one year at his present school. When asked about their experiences of poverty, School Counselor 3 said, "My father was a civil servant, and his salary was below the poverty line. My father met our needs to a certain extent, but we could not go on vacation yearly. My father, who has been a police officer for thirty years, and I were able to go on vacation in a police camp two years ago. Going on vacation once in thirty years is a clear indicator of poverty. We could afford food, clothes, and education, but that's not all there is to life."

**Table 6.** Profile of Parents

| | Gender | Age | Marital Status | Number of People Living Together | Number of Children | Level of Education | Occupation | House Status Owner/Tenant | Family Monthly Income |
|---|---|---|---|---|---|---|---|---|---|
| P1 | Female | 48 | Married | 3 | 1 daughter | High school | Officer | Tenant | 35.000 TL 1085 $ |
| P2 | Female | 47 | Married | 3 | 2 sons | Bachelor's degree | Pharmacist | Owner | 33.000 TL 1023 $ |
| P3 | Male | 46 | Married | 5 | 2 daughters 1 son | High school | Librarian | Owner | 25.000 TL 775 $ |

Parent 1 is a 48-year-old married woman who has one daughter. She has received a high school education and currently has a position as an officer. She is the official owner of her home. Parent 2 is a 47-year-old married woman who has two sons. She has a bachelor's degree and works as a pharmacist. She owns her own house. Parent 3 is a 46-year-old married man with three children: two girls and a boy. He has graduated from high school and currently works as a librarian. Like the rest, he owns his own house. Despite their varied work and homeownership status, these parents are experiencing financial difficulties.

**Table 7.** Profile of Students

|   | Gender | Grade Level | with Whom they live | Parent Status | Number of Siblings | Home Population | Number of students at home | How to Come to School | House Status | Family Monthly Income |
|---|--------|-------------|---------------------|---------------|--------------------|-----------------|----------------------------|------------------------|--------------|------------------------|
| S1 | Male | 12th | Mother | Widower | 4 | 4 | 1 | Bus | Owner | 15.000 TL 465 $ |
| S2 | Male | 12th | Family | Together | 3 | 5 | 3 | On foot | Owner | 32.000 TL 992 $ |
| S3 | Female | 11th | Mother | Divorced | 2 | 2 | 1 | On foot | Owner | 6.000 TL 186 $ |

Student 1 is a male student in the 12th grade who lives with his mother. She lost his partner, and she has three sons and one daughter. Student 1's father was a primary school graduate and a construction worker. His mother is a primary school graduate and housewife. Four people live in her house, with one currently studying. Student 1 goes to school via bus. Student 2, a 12th-grade male student, lives with his family. He is from a nuclear family with both parents there, and he has two siblings. Student 2's father is a high school graduate and factory worker, while his mother is a high school graduate and housewife. There are a total of five people living in his house, with three of them currently involved in educational activities. Student 2 goes to school on foot. Student 3 is an eleventh-grade female student living with her mother. She is from a broken family with divorced parents and has one sibling. Student 3's father is a tradesman who graduated from primary school, and her mother is a housewife who graduated from primary school. Within her house is a cohabitation of two people; one is involved in pursuing education. Student 3 also goes to school on foot. Many face financial challenges despite these high school students' different familial circumstances and housing arrangements.

## 3.4. Data Collection Instruments

### 3.4.1. Semi-Structured Interview Forms

It is stated that interviews facilitate the discovery of an interviewee's knowledge, choices, and ideas by gathering their inner thoughts (Kvale & Brinkmann, 2009). This study employed the semi-structured interview procedure, allowing the

researcher to understand the participants' perspectives in-depth. Interviews are critical tools for gathering case study information, as every participant holds unique knowledge and distinct narratives to share (Rowley, 2012).

As Creswell and Báez (2020) state, interviewing is a frequently employed qualitative study methodology for gathering information. It involves asking people open-ended questions. A significant advantage of conducting interviews for qualitative researchers is the chance for participants to articulate their points of view to the interviewers. Semi-structured interviews provide greater pliability in altering the sequence of questions and permitting additional follow-up answers (Creswell & Báez, 2020).

Interviews are regarded to be more consistent with the qualitative paradigm because of its capacity to facilitate deeper conversations and personalized answers compared to a researcher who focuses entirely on pre-coded questions. Case study interviews are implemented to obtain data from significant people about the dimensions of a subject and their perspectives about occurrences. Interviews serve as valuable sources of case study research when those being interviewed are experienced respondents and offer broad insights into the topic. In-depth interviews assist researchers in learning the viewpoints of their participants about processes, norms, choices, belief systems, conceptual frameworks, interpretations, motivations, demands, desires, and concerns (Knott et al., 2022).

The interview protocol refinement framework (IPR) established by Castillo-Montoya (2016) has been used in designing the interview protocols in this research. The IRP framework formed by four phases to develop and refine interview protocols before collecting data (see Table 8).

**Table 8.** Interview Protocol Refinement (IPR) Method

| Phase | Purpose of Phase |
|---|---|
| Phase 1:<br>Ensuring interview questions align with research questions | To develop an interview protocol matrix to connect the interview questions with the research questions |

Table 8. (continued)

| | |
|---|---|
| Phase 2: Constructing a question-based conversation | To build an interview form that balances aims with conversation |
| Phase 3: Getting feedback on the interview protocol | To get feedback on interview protocol |
| Phase 4: Conducting a pilot study with the interview protocol | Conducting a pilot study with the interview protocol |

Note: This table was created based on Castillo-Montoya (2016).

The researcher established set of semi-structured interview questions based on the research questions and the existing literature to meet the study's goals. During the development phases, the number of questions was progressively reduced by considering factors such as the research's purpose, the questions' suitability, and ethical restrictions. Consequently, the first drafts of semi-structured interview protocols were established. In the next phase, the first protocols were examined with the expert who had experience on psychological counseling and qualitative study. Formative conversations were made to evaluate the validity of the data-gathering tools. Based on the expert's feedback, the forms were restructured, resulting in a second draft prepared for presentation at the thesis monitoring committee.

The researcher established the interview questions and reviewed with seven researchers from a research group and two other academicians for any necessary revisions. The research group members gave feedback on the explicitness of the questions. The debate on using specific questions in this study arose at multiple points. Hence, the researcher revised the questions and removed any redundant ones.

During the next phase, the thesis monitoring committee members reviewed the questions as expert opinions and provided more comprehensive comments regarding the questions' content, clarity, and vitality. The discussion centered on crucial issues, such as the appropriate way to call people living in poverty. Based on the feedback obtained, the interview questions were completed.

The protocols were developed during the spring semester of 2022-2023. Three separate protocols were developed based on the study participants' characteristics. After analyzing studies that include similar subjects and methodologies, it was determined that the research could profit from developing three protocols: one for school staff, one for students, and one for parents.

In recognition that school staff (including school principals, teachers, and school counselors) have the potential to impact the poverty-sensitive school counseling model that is planned to be developed, a comprehensive protocol has been designed exclusively for them.

A shortened form has been developed to measure the extent to which the involvement of poor parents influences their contribution to the school. Similarly, a simplified version was explicitly designed for poor students, considering their cognitive abilities, research limits, and moral concerns. The matrix in Table 7 displays the content and distribution of question groups in the semi-structured interview protocols and how they are associated with the research questions.

**Table 9.** The Matrix of Semi-Structured Interview Protocols

| Context | School Staff Protocol | Student Protocol | Family Protocol | RQ 1 | RQ 2 | RQ 3 | RQ 4 |
|---|---|---|---|---|---|---|---|
| Demographic information | X | X | X | X | X | X | |
| Poverty conceptualizations | X | X | X | X | | | X |
| Poverty work experience | X | | | | X | | X |
| School-family relationship | X | | X | | | X | X |

The three interview protocols incorporated a demographic information section that was developed by taking account of the relevant literature. The data collected from these parts have been considered when analyzing the information that remains to be gathered. The question group related to the conceptualizations of poverty is present

in all three forms. These questions aim to gain insight into how individuals viewpoints the poverty-oriented situations and occurrences. Some examples of this group of questions are "Do you have any past experiences, such as being a member of a poor family or being in a close relationship with poor people?" "If so, what would you say about the effects of these experiences on your work with poor students?" The question structure prompted the respondents to share their thoughts and reflect on the other side.

School staff might hold a variety of experiences, together with their poverty conceptualizations (Olson & Craig, 2001). Therefore, a group of questions entitled "Experiences of Poverty" was designed for these participants, as the findings gained from the group for this content would significantly improve the research results. Questions like "How would you evaluate your experience of working with poor students so far?" and "Can you talk about the importance of your experience working with poor students for you?" were asked to capture the experiences of the school staff.

Further questions concerning the communication between school staff and poor parents are only present in the school staff form and the poor parent form. The aim of these questions was to understand the ideas of both stakeholders regarding their communication thus far. With the questions "Can you tell us about the difficulties you face when communicating with poor families?" and "What are the ways you find useful when communicating with poor families?" the interaction between these two groups was attempted to be comprehended in all details.

### 3.4.2. Reflective Journal

Keeping a reflective journal in different case studies is a methodological technique that extends the comprehensiveness of qualitative research. Reflective diaries, kept by researchers, offer meaningful first-person experiences that assist the data-collecting process, facilitating a more profound comprehension of one's experiences, thoughts, and feelings about the researched phenomena. Zimmerman and Wieder (1977) claimed that reflective diaries help describe individuals' evolving and growing experiences during time. They believe that these diaries produce an

exhaustive database and allow researchers to monitor changes in individuals' thoughts, attitudes, and behaviors as time passes. Continuous evaluation is precious in several case studies because it permits comparing changes over different cases to identify patterns, categories, and variances that may not be apparent through basic data collection methods.

Reflective journal in case studies are scientifically noteworthy due to their role in improving reflexivity and validity. Bolton (2005) highlighted the importance of reflective diaries in encouraging reflexivity among researchers. This involves critically examining their beliefs, attitudes, and biases while interacting with, gathering, and analyzing the data. Engaging in insight is necessary in qualitative research to reduce biases and strengthen the reliability of the findings. Reflective diaries can motivate researchers to reflect on themselves, resulting in more detailed and authentic inquiry contributions. Stake (1995) suggested that using reflective diaries can enhance the validity of case studies through triangulation. By including a reflective journal as one of multiple data sources, researchers can assess findings across different sources, enhancing the study's overall reliability and validity.

Reflective journals help researchers engage more deeply with the emotional and subjective facets of the research topics. Jünger and Fegter (2020) noted that diaries empower participants to express feelings, disputes, and awareness that might not be readily revealed in formal study settings like interviews or questionnaires. Reaching the innermost thoughts of participants improves the analysis by allowing researchers to gain insight into the emotional and psychological aspects of the phenomena being investigated. Depth is essential across various case studies to grasp personal experiences and opinions.

### 3.5. Data Collection Procedures

The data collection process was finished in the 2023–2024 academic year. After obtaining ethical permission from the METU Human Research Ethics Committee, the necessary permissions for the implementation of the research in the state high schools were obtained from the provincial directorate of national education. The

researcher reached out to arbitrary state high schools and contacted school principals to ask for their participation as a school and help in finding participants for the research. The ones who agreed to participate, as a school, made announcements to the school staff to call for their voluntary participation. Also, they helped find the poor students and parents.

When an adequate number of participants, which comprises at least one person from that specific school for each case, is reached, the researcher contacts them to schedule a meeting to conduct the semi-structured interviews. The interviews were conducted on the participants' most appropriate schedules to create a full focalization. After getting the necessary permissions, conducting pilot studies, making essential changes, and waiting to finalize school operational orders, it has been determined that this month is the most suitable time for implementation.

The researcher scheduled and met with the participants at irregular intervals according to the equally convenient time slots. On average, interviews with all participants were conducted in school settings. Since the principal's office, vice principal's office, and guidance services were the most suitable environments for conducting the interviews within the schools, the interviews were conducted in these rooms. Interviews with school staff case groups lasted longer due to the many questions asked and lasted, on average, 45-60 minutes. Interviews with parents lasted 30-45 minutes, while interviews with students lasted 25-40 minutes. In the end, all the interviews finished within about three weeks.

In this research, a procedure following ERIC (Education Resources Information Centre) guidelines was followed to manage the data collection process for children. Firstly, approval was obtained from the relevant ethics committee to ensure that the research was conducted following ethical standards. This process is critical in terms of protecting children and their rights. The ethics committee approved the research after evaluating the data collection instruments' potential effects on the participants. Before beginning the study, informed consent was gathered from both children and their parents. Parents were informed about the study's purpose, process, potential risks, and benefits.

Children were explained what the research was about. In this process, consent forms prepared separately for parents and children were utilized, and the consent of both parties was obtained. The data collection process prioritized confidentiality. Children's personal information was kept confidential and accessible only to the researcher. Children's identities were anonymized in data analysis, eliminating the risk of exposing personal information. This is critical in protecting children's privacy and ensuring a safe research setting. The data collection process was conducted in places where children felt comfortable and secure. The interviewer's attitudes were based on the children's age and developmental phase. The researcher collected data by observing children, ensuring their active participation, and encouraging voluntary involvement.

During the analysis and reporting of the collected data, ethical standards were followed by paying attention to the confidentiality of children. While sharing the research results, the children's identities were protected, and the findings were aimed at contributing to education and policy development processes. In addition, the results obtained at the end of the research were explained to children and parents in an appropriate language. This feedback process made children feel their contributions to the research process were valuable.

### 3.5.1. Pilot Study

Pilot studies were implemented to improve the data collection strategies regarding the data content and the processes that must be followed. The cases for the pilot study were picked by selecting people who fulfilled the same criteria as the individuals chosen to participate in the main investigation. The purpose was to offer the researcher an opportunity to assess the effectiveness of the adopted approach for data gathering.

Since the pilot study was conducted during the summer, the participants were invited to the study by the school administrators whom the researcher asked for help. Then, the researcher started the process by informing the volunteer participants about the research and having them fill out the voluntary participation forms. Since the parents of the student participating in the pilot study also agreed to participate, the parents

signed the parental consent form. Interviews with the school principal, teacher, and counselor were conducted in the school setting and the counselor's office. The interviews with the parents and students were conducted at their homes.

In addition to contributing to the researcher's experience, the interviews also provided significant feedback on the interview protocols. Since all the school employee case groups answered the questions through the same interview protocol, important feedback was received on this form. For example, the question "What are your expectations from working with poor students?" was considered a personal expectation by the majority and was revised as "What results do you expect to achieve?" before the actual interviews. Similarly, word arrangements that could cause misunderstandings were made through these interviews. The parent interviews showed that the form prepared for them needed to be restructured. In the first version, it was planned to ask these parents questions with statements such as "your poverty" on the assumption that they knew that they were poor. However, the interview showed that such an approach to this group would reduce the efficiency of the interviews. Hence, the researcher revised the questions and asked them to answer questions about poverty from an outside perspective in the main process. There was no requirement to change the student interview questions, so they continued with the current form.

The researcher's inexperience in conducting interviews also became apparent during this pilot study.  Considering the impact of emotional states and efforts on the interview, especially in cases where the questions were not understood, an alternative approach was taken. The pilot study results were the effect of the environment in which the interviews were conducted on the outcomes. It was seen that interviewing parents and children outside the school environment negatively affected the sincerity and transparency of these people, so it was decided to conduct the actual study in the school environment.

### 3.6. Data Analysis

The constant comparison method was the most appropriate analysis approach to analyze the data gathered. It is a qualitative method used in social sciences to

develop new approaches through qualitative data analysis. This method successfully compounds the missions of collecting and analyzing information, allowing researchers to compare new information with existing ones quickly. The effective use of constant comparative analysis in exploring the deeper meaning of qualitative data has opened the path for its application in many types of qualitative research (Fram, 2013; Glaser, 1965; Kolb, 2012).

This methodology's proper data comprises interviews, observations, document or video analysis, and other qualitative information. The current research includes interviews to be analyzed. The constant comparative method involves breaking down information into different segments, coding them, and ultimately organizing these codes into more significant categories. Categories are created by combining similar codes. These categories are constantly combined and improved, which builds connections between them and results in developing theoretical constructs. The analysis method is continuous, which incorporates repeating stages and making changes based on new information. This may result in modifying existing categories or creating new ones. The iteration of analysis continues until the theoretical border is reached, the stage where the newly collected information no longer provides new insights (Glaser, 1965; Leech & Onwuegbuzie, 2008). The theoretical border of this research is based on the poverty-sensitive school counseling model that is aimed to be developed and the subsequent research questions.

A vital element of this process involves writing memos, in which researchers record their experiences, thoughts, and coding decisions, providing necessary documentation of analytical progress. Constant comparative analysis differs from the methods that test preset knowledge as it aims to build a theory from the existing and newly analyzed data. This approach is helpful for studies that aim to verify their understanding using empirical evidence (Leech & Onwuegbuzie, 2008).

To fully achieve the purposes of this study, the gathered information was analyzed, and the required steps were applied and outlined for the constant comparative analysis method. All five cases were investigated using this method to answer the first research question. Furthermore, the sub-research questions were responded to

using the constant comparative method for the responses of the individuals interviewed.

Maykut and Morehouse's (1994) Constant Comparative Method was utilized in this study. This method involves four main stages:

1. Inductive category coding and simultaneous comparing units of meaning across categories: The research data were segmented into meaningful categories, and comparisons were made across these categories.
2. Refinement of the categories: After creating them, they were reviewed and refined to enhance detail and meaning.
3. Explorations of connections and patterns among categories: Possible relationships and patterns were examined to establish meaningful connections within the data.
4. Integration of data showing people's perspectives and settings: In the final stage, all the information was integrated to explore the cases in-depth.

Yin (2003) suggests examining each case individually and performing a cross-case analysis for a multiple-case study. The aim of cross-case analysis is to highlight the shared linkages among cases. According to Yin (2003), a recommended analytical approach for studying several examples is identifying concerns specific to each case and then searching for similar categories beyond individual cases. Nevertheless, cross-case analysis is performed to identify shared characteristics among cases rather than focus on the distinct aspects of each example (Stake, 1995). A standard process in analyzing a multiple case study involves providing a comprehensive description of each case and identifying the recurring categories within each instance, referred to as a within-case analysis. Subsequently, cross-case research would involve thematic analysis across the cases. After this process, interpretations of the meaning of the case, known as assertions, are given. As a concluding measure, the researcher presents the significance of the case, sometimes referred to as "perceptions learned" from the case (Lincoln & Guba, 1985).

The interview and research questions were used to categorize the participant responses after several transcript checks. The researcher highlighted and annotated

the most relevant statements before assigning descriptive codes to them. These codes incorporated only the researcher's minimal assumptions and interpretations and functioned as the data's original labels. After that, the researcher examined pattern codes, indicating how often the same codes generate categories. The researcher divided the data into broader categories to find parallels and differences between the participants' opinions. The analysis method involved coding the data and grouping these codes into broad groups to categorize the information systematically. Afterward, visual tools like tables and figures were utilized to present the data.

## 3.7. Trustworthiness

In qualitative research, it is essential to use several validation methods to guarantee the validity and reliability of the findings. Therefore, qualitative researchers must validate the "trustworthiness" of their examinations by assuring their research's credibility, confirmability, dependability, and transferability using several strategies (Noble & Smith, 2015). This study used the qualitative inquiry strategies suggested by Lincoln and Guba (1985). Triangulation is used in this study to enhance trustworthiness (Moon, 2019). Patton (2014) stated that multiple techniques can achieve triangulation. Two data-collection instruments were used to ensure triangulation. Data was gathered using two different data gathering instruments, semi-structured interview forms and reflective journals, that serve different research questions. Member checking is a different way to ensure trustworthiness (Birt et al., 2016). Member checking involves participants in validating the reliability of the information collected from them, hence verifying the current study's trustworthiness. This member-checking procedure improves the findings' trustworthiness by ensuring the results appropriately depict their opinions and experiences. In qualitative studies, participants are given instructions to analyze earlier drafts of their research results, notably the transcripts of their interviews. The participants are requested to assess the researcher's analyses for their correctness. The participants reviewed the comprehensive initial draft of the findings to confirm its accuracy and detect any possible misunderstandings, ensuring the data's reliability. According to Lincoln and Guba (1985), it is essential for establishing credibility.

Transferability was used as the second strategy in the present study to establish trustworthiness. A detailed description is a technique used to ensure the transferability of data. It refers to presenting a comprehensive and in-depth phenomenon description, allowing those interested in connecting the research results to different contexts, situations, and individuals (Shenton, 2004). So, this study provides an extensive overview by offering an extended depiction of the study's context, participants, and data collection procedure, which allows for the generalizability of the research's findings to different settings.

Dependability is the third strategy to ensure trustworthiness (Hadi & José Closs, 2016). To verify the reliability of the study, two independent coders have evaluated the study's methodology and data. Therefore, a third-party coder analyzed and assessed the sufficiency of this study's preliminary information and initial findings. The coders comprise a Ph.D. candidate with expertise in Psychological Counseling and Guidance and an academician with a Ph.D. in Turkish Teacher Education. The researcher and the coders independently examined and classified the data. Afterward, the codes that the researcher equally agreed upon and the coders were considered acceptable. In contrast, the codes that lacked agreement followed a process of reconsideration and revision until a consensus was reached.

Confirmability is the final strategy to ensure trustworthiness. Audit trails are a method employed to guarantee the verifiability of qualitative studies. This is a concise and easily understood overview of the steps taken from the initial stages of the investigation to the dissemination of the results. It is crucial to offer a straightforward and explicit account of the study progression, including the research structure, the sampling technique, data collection processes, and the steps taken to monitor, analyze, and present the results (Shenton, 2004). For the confirmability of this study, the researcher carefully wrote process notes describing the research steps taken during the investigation and regularly documented them throughout the study.

### 3.8. The Role of the Researcher

The researcher had multiple roles during the entire research procedure, from planning to completion. As a counselor, educator, and doctoral candidate researcher,

the researcher also studied in various cities, countries, and universities. Furthermore, working as an academician in different institutions allowed him to assess many cultural differences. His experience level can be measured by the courses he has completed up to his level of education and teaching methods. The most crucial factor is that he is an individual who has had a socio-economic upward mobility and has seen many different circumstances, which gives him an awareness of the subject topic. Suppose the researcher's position in this study is assessed according to these parameters. In that case, he has sufficient awareness, empathy, and abilities to maintain the research by occupying various roles and experiencing varied conditions.

The researcher has several advantages from his broad personal, cultural, social, and organizational experiences, but he also carries certain negative biases. Professional inclinations additionally add to these biases. Initially, the researcher had concerns about the ethical values of people with poor economic standing. While he refrains from making overarching generalizations, he believes that certain poor people find themselves in their position because of their choices and actions. The researcher's thorough examination of poverty and its associated problems has also contributed to developing his bias. The researcher's thoughts may have developed biases based on the beliefs and behaviors of the poor individuals.

Another bias exists in the opposite way, which had exciting implications for the researcher throughout the research procedure. This bias encompasses the belief that certain individuals who suffer from poverty experience discrimination inside society. Thus, developing sympathy towards a poor participant who narrated an event in this context could hinder the researcher from performing the procedure correctly. As someone who encompasses a positive psychology-oriented approach in his professional development and values such behavior in his interactions with others, the researcher may exhibit tendencies to be influenced by these negative biases when witnessing participants who hold pessimistic views about themselves and the World. The researcher's effort, dedication, and contribution directly impacted the research's progress. The researcher's character had an apparent influence during every step. The researcher's assertiveness and enthusiasm led to more efficient and accelerated fulfillment of many tasks, including consulting with the academic adviser to clarify

the matter, generating semi-structured interview protocols, reaching participants, and conducting interviews. The researcher's effective use of body language and style in the interviews specifically helped the collection of more genuine answers from the participants.

The researcher had both academic and personal impacts because of this research. Conducting interviews with this number of cases significantly determined the quality of these effects. Conducting interviews with various individuals significantly impacted the researcher from personal and professional levels. Observing points of view and thoughts on an issue at hand showed the researcher the importance of neutrality as an academic and human being. Investigating the extent of disparity between people's viewpoints can be counted as an advancement for the researcher. As a student who mostly knows quantitative study methods, applying qualitative research methodology in this study has proven challenging and enlightening.

The researcher's experiences were significantly impacted by the notion of reflexivity, notably in the data-collection process. The researcher, aware of the necessity of skillfully controlling the dynamics in interviews with individuals of diverse characteristics, showed a manner based on establishing trust with the participants and openly expressed this desire. He tried to carry on with the interviews by providing information and conducting that built a sense of safety in the participants concerning the confidentiality of the information they would share their freedom to withdraw, and probable ethical issues.

Consequently, the researcher established a completion strategy that carefully addressed potential instances regarding personal and methodological aspects in each phase of this investigation. Substantial considerations have been made, and preventative measures have been implemented to get rid of any possible negative effects of the study's details on the researcher, participants, or findings.

## 3.9. Limitations of the Study

Despite the utmost care and precision with which this research was carried out, it is necessary to recognize its inherent limitations. Invitations were made to people from

five distinct cases to discover their views and opinions on poverty. These invitations were issued based on a predefined set of criteria. To accomplish this objective, the purposive sampling method was employed. The researcher selectively invited school administrators, teachers, psychological counselors, and impoverished students and their parents. This circumstance limited the study and resulted in the dissemination of findings from a confined group of individuals living in a particular area. It is essential to consider that the data is derived from only a small number of individuals within a specific sociological framework.

The absence of any possible observations limits the study. An observation concerning the influence of poverty on the school environment and participants may have been conducted, which would have provided an additional perspective to the research (Baker, 2006). Nevertheless, the observation could have been conducted precisely, considering the potential adverse impacts on school operations and the resulting compromise in data quality. Therefore, the research findings were limited to a small group of participants' verbal sharing and the researcher's reflective journal.

Establishing a particular time frame for conducting interviews during the research process restricted the ability to assess those who participated and monitor long-term alternations fully. The imposition of a set time limit for conducting interviews bears the potential of not capturing the lasting shifts in the lives and views of participants (Kallio et al., 2016). It is crucial to recall that the research's findings are limited to today's context and are susceptible to potential changes in time. This is because participants' answers may differ as time and conditions change. This culminates in the obstacle of being unable to comprehend the patterns of participants' experiences and perceptions over some time.

The semi-structured interviews allow participants to express their own experiences and opinions openly. However, it is essential to acknowledge that the questions and prompts posed by the interviewer might shape the responses provided by the participants (Gubrium & Holstein, 2002). The interviews conducted in the current research may also be influenced by the characteristics of the researcher. The researcher's communication skills, demographic characteristics, level of knowledge

and experience on the topic, biases, and attitudes may affect the interaction with the respondent.

Semi-structured interviews enable the researcher to concentrate on concerns, and the participants offer answers within an established structure. The researcher's biases or anticipations can influence the participants' answers, restricting their capacity to express themselves openly and from a more profound stance. Hence, the questions and attitude of the researcher can impact the information acquired in interviews. This means that the results may not completely represent the actual thoughts and experiences of the participants (Patton, 2014).

The researcher's biases and beliefs can potentially impact the study procedure and the analysis of the findings. The researcher's journal promotes reflexivity by recording these biases and beliefs but does not ensure absolute objectivity. The researcher's personal background, values, and thoughts can inadvertently alter the questions asked and the answers received during the interviews. Thus, the interpretation of research outcomes may be affected by subjective factors. Acknowledging and reducing one's personal biases and their impact on the decision-making process is critical (Patton, 2014).

The research was conducted within a distinct cultural and socioeconomic setting. The participants' opinions and experiences of poverty may have been impacted by the cultural and social context in which they live (Mehra, 2002; Patton, 2014). The socioeconomic status of the location can have a direct impact on how participants feel about poverty. Additionally, these conditions may vary in other regions or cultural contexts. Hence, varied cultural and social circumstances can produce varying effects, potentially limiting the direct relevance of the findings from this research to other contexts. When evaluating the practicality of the results, it is vital to consider the variances in culture and society (Mehra, 2002).

# CHAPTER 4

## RESULTS

This thesis mainly aims to comprehend how poverty and its impact on students' educational and psychosocial well-being are conceptualized in school settings to develop strategies for poverty-sensitive counseling services. This chapter presents the findings from analyzing the responses of the semi-structured interviews conducted as part of the research to accomplish this aim. The chapter is purposefully structured to address the below research questions:

1. What factors impact high school staff's, impoverished students, and impoverished parents' conceptualizations of poverty?
2. What factors impact school staff's and impoverished parents' perceptions of working together?
3. What are the school staff's perspectives about their experience working with students living in poverty?
4. What would be the nature of poverty-sensitive school counseling services?

After reviewing the transcripts multiple times and using the data reduction approach, the participants' responses were categorized based on the interview questions and research questions. Upon identifying the most prominent statements by highlighting and marking them, the researcher assigned descriptive codes. These codes served as initial labels for the data and included minimal assumptions and interpretations by the researcher. Subsequently, the researcher directed their attention towards pattern codes, which denote the frequency of recurrent utilization of the same codes to establish categories. Finally, the researcher categorized the data into broader categories to identify similarities and contrasts in the participants' perspectives. The analysis approach entailed systematically categorizing data by coding and organizing these codes into overarching categories. Subsequently, the data was presented and compared using visual representations such as graphs and tables. The research

findings are divided and organized into distinct parts for a complete understanding. The results of constant comparative analyses revealed twenty-two categories. To improve the findings' clarity, findings are accompanied by statements from various participants representing each case group.

## 4.1. Research Question 1: What factors impact high school staff's (principals, teachers, and counselors) impoverished students and impoverished parents' conceptualizations of poverty?

All cases' conceptualizations of poverty were examined to answer the first research question. In this context, the categories that emerged are named as a) definitions of poverty, b) causes of poverty, c) cultural characteristics of impoverished people, d) personal experience of poverty, f) the impact of the socio-economic group on communication with people in poverty, g) the impact of poverty on school achievement i) the impact of poverty on school climate, and h) evaluations of school staff's poverty approaches. Understanding the points of overlap and divergence in the responses given by the participants from all cases provides a more in-depth perspective on evaluating each code. Figure 1 shows the category distribution for the first research question.
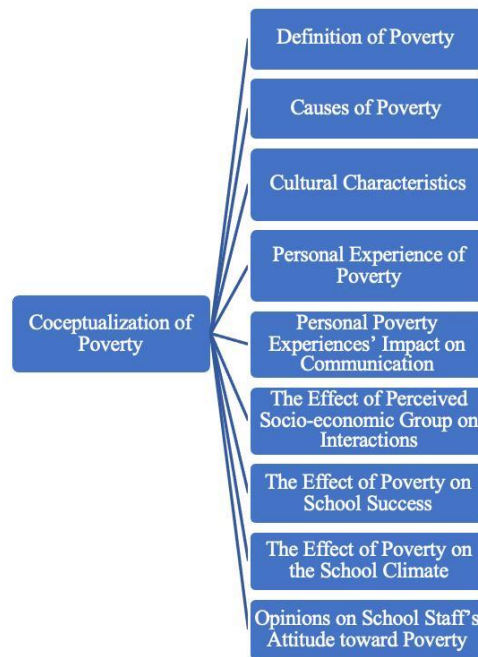


**Figure 1.** Factors Impacting the Conceptualization of Poverty.

The table below shows the categories and code frequencies that emerged in answering the first research question about the conceptualizations of poverty. The data in the table enables the understanding of the overall context of the question.

**Table 10.** Category and Code Distribution for Five Cases: Determining Factors of All Case Groups' Conceptualization of Poverty

| Category | Code | SP | T | SC | P | S |
|---|---|---|---|---|---|---|
| 1.1. Definition of Poverty | Failure to Meet Basic Needs | 2 | 2 | 0 | 2 | 1 |
| | Based on Income Level | 0 | 0 | 2 | 1 | 1 |
| | Functional Impairment | 0 | 1 | 1 | 0 | 1 |
| | Spiritual poverty | 0 | 1 | 1 | 0 | 0 |
| | Emotional poverty | 2 | 0 | 1 | 0 | 0 |
| 1.2 Causes of Poverty | Personal habits | 2 | 1 | 0 | 1 | 2 |
| | Lack of job opportunities | 0 | 2 | 1 | 0 | 2 |
| | Weakness in purchasing power | 1 | 0 | 2 | 1 | 1 |
| | Economic Instability | 1 | 1 | 1 | 0 | 1 |
| | Unfair Income Distribution | 0 | 0 | 1 | 1 | 1 |
| | Governmental Issues | 1 | 2 | 2 | 2 | 1 |
| 1.3. Cultural Characteristics | Family Structure and Education | 0 | 2 | 3 | 0 | 0 |
| | Immigration and Origin | 0 | 1 | 2 | 0 | 0 |
| 1.4. The Effect of Perceived Socio-economic Group on Interactions with People in Poverty | Communicative contributions | 1 | 1 | 0 | 2 | 0 |
| | Proximity to the same group | 0 | 0 | 0 | 1 | 0 |
| | Establishing intimacy | 1 | 0 | 2 | 0 | 0 |
| | Empathy | 0 | 1 | 1 | 1 | 1 |
| | Sense of responsibility | 1 | 0 | 0 | 0 | 0 |
| | Financial support | 3 | 2 | 0 | 1 | 0 |
| | Inconsequential | 0 | 0 | 2 | 2 | 2 |

Table 10. (continued)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.5. The Effect of Poverty on School Success | Increased Effort and Diligence | 2 | 0 | 1 | 2 | 0 |
| | Inadequacy in Meeting Needs | 1 | 2 | 2 | 0 | 3 |
| | Hopelessness | 1 | 0 | 2 | 0 | 0 |
| | Deficiencies in Personal Development | 1 | 1 | 2 | 2 | 0 |
| 1.6. The Effect of Poverty on the School Climate | Deception, Peer Bullying, and Self-comparison with Others | 0 | 0 | 0 | 2 | 1 |
| | Negative Social Group Experiences | 0 | 1 | 2 | 1 | 1 |
| | Inconsequential | 1 | 2 | 2 | 0 | 0 |
| 1.7. Opinions on School Staff's Attitude toward Poverty | Courtesy, Realistic Point of View, and Conscious awareness | 1 | 2 | 1 | 2 | 4 |
| | Benevolence, Altruism, and Susceptibility | 3 | 2 | 3 | 2 | 3 |
| | Politeness, Supportiveness, and Inclusivity | 2 | 1 | 3 | 1 | 3 |
| | Biasness and Exclusivism | 0 | 0 | 2 | 1 | 0 |

### 4.1.1. Category 1: Definition of Poverty

Understanding the definitions of poverty held by the case groups is essential to investigate the factors that impact how they perceive poverty.

Examining the definition of poverty can determine whether individuals' perspectives agree or diverge, establishing a basis for assessing their conceptualizations. In the analysis of poverty definitions, constant comparative analysis revealed five codes. These codes include failure to meet basic needs, functional impairment, poverty based on income level, spiritual poverty, and emotional poverty. The responses to

how participants define poverty were deemed essential in evaluating poverty regarding their situations and the context around them. The answers to this subject are categorized based on the participants' responses and shown in this section. Figure 2 shows the code distribution for the category of the definition of poverty.
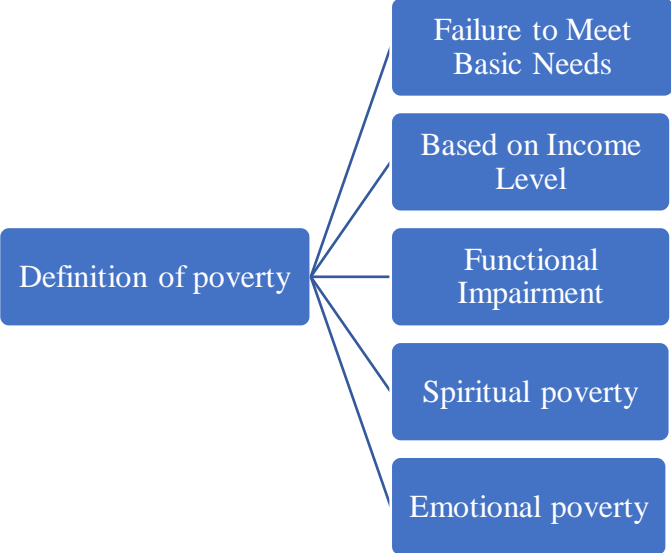


**Figure 2.** The Codes Emerged in the Definition of Poverty Category

### 4.1.1.1. Code 1: Failure to Meet Basic Needs

In the semi-structured interviews, participants stated that poverty is a condition where specific basic needs cannot be fulfilled. Notably, only teachers as a school staff case group identified poverty as the condition of being unable to meet basic needs. The prolonged duration of teacher-student interactions can be assumed to contribute to this occurrence. Students and parents also reported basic needs as a criterion for identifying poverty. Some examples of the participants' statements are Parent 1: "To live humanely, people have rights and laws such as nutrition, shelter, clothing, and their place in society, which are determined by law. I think it's the absence of those factors."

> Student 3: We're struggling with the activities and whether it's my own needs. How should I explain it? I find it unbalanced and cruel. Comparing with others is difficult when you look at those who are well-off and have the means. When I look at my possibilities, for example, I see that you have needs and difficulty meeting them.

72

### 4.1.1.2. Code 2: Functional Impairment

According to some participants, poverty is defined as the condition in which people act to fulfill daily needs. It was considered that school principals did not make any statements in this regard, while teachers and counselors expressed this view. One participant, School Counselor 3, clearly expressed this view by stating that individuals unable to perform specific tasks are deemed impoverished. Another participant, Teacher 2, further elaborated on this concept by noting, "I think not being able to do what they want to do. Lack of means, not necessarily in terms of money."

Moreover, one student, Student 2, expressed ideas that overlapped with this notion and defined poverty as "not being able to catch up with what you want." These approaches emphasize that poverty is not only about the absence of monetary resources but also involves the incapacity to participate in desired activities due to inadequate resources.

### 4.1.1.3. Code 3: Poverty Based on Income Level

An alternate viewpoint claims that poverty is exclusively related to an individual's income and directly results from inadequate financial assets. In addition to the student and parent cases, only school counselors expressed poverty, which was defined based on income level. This fact was considered a detail that distinguishes them from the others. One school counselor, School Counselor 2, expressed this perspective: "I believe the economic condition is insufficient. It is slightly more difficult in terms of financial security." Parent 3 clearly expressed this viewpoint, stating that poverty, as we comprehend it, is families' economic hardship. These comments underscore the idea that poverty is primarily a financial problem directly connected to a scarcity of money. A student, Student 1, further expanded this idea by declaring that an individual who does not earn any sort of income can be classified as impoverished. To clarify, I consider someone who hasn't earned any money or possesses minimal material assets impoverished.

73

### 4.1.1.4. Code 4: Spiritual Poverty

This definition covers instances when individuals fail to fulfill religious and spiritual duties or have no intentions in these areas, which can also be regarded as poverty. Only one school counselor shared this idea. The researcher considered it valuable to include and present a finding as explaining poverty from an emotional perspective would contribute to the research. School Counselor 3 shared this viewpoint by saying, "You know, for some people, others call them religious. There is a spiritual dimension, and there are those who experience spiritual poverty in the religious sense.".

### 4.1.1.5. Code 5: Emotional Poverty

The participants explained people's emotional shortcomings and situations in which they lack sufficient emotional assistance from those around them as a form of emotional poverty. The use of emotions in a definition of poverty only appeared in the statements of school principals and counselors. The absence of this statement from any other case revealed an interesting pattern. The statements they explain emotional poverty are as follows: School Principal 3: "Now, although poverty seems to be immateriality when it comes to the meaning of the word directly, in fact, poverty is a vast concept, that is, we call it deprivation, but in my opinion, inadequate love is also a type of poverty.".

> School Counselor 3: In terms of psychological counseling, I can say that people can experience emotional poverty. The child does not receive love from parents, does not receive attention, and is ostracized by friends. There's poverty here because he doesn't meet his own emotional needs.

### 4.1.2. Category 2: Cause of Poverty

The analysis of the poverty causes category offers a valuable understanding of the fundamental beliefs and attitudes toward individuals living in poverty. This category explores whether poverty is attributed to a structural problem or a personal shortcoming, substantially impacting social interactions and self-perception. Gaining insight into these factors facilitates the exploration of the underlying ideas that

influence attitudes and behaviors toward poverty within the educational environment. Exploring this category is essential for understanding how conceptualizations are developed.

Through the analysis of perceived causes of poverty, the constant comparative method uncovered six distinct codes. These codes are personal habits, lack of job opportunities, economic instability, unfair income distribution, and governmental issues. Each code emerged from a detailed investigation and data comparison across different cases, showcasing unique patterns and similarities within the causes of poverty category. This section presents the participants' perceptions of the underlying factors that cause poverty. Gaining insight into the causes that individuals associate with the genesis of poverty is essential for this study. Figure 3 shows the code distribution for the category of causes of poverty.
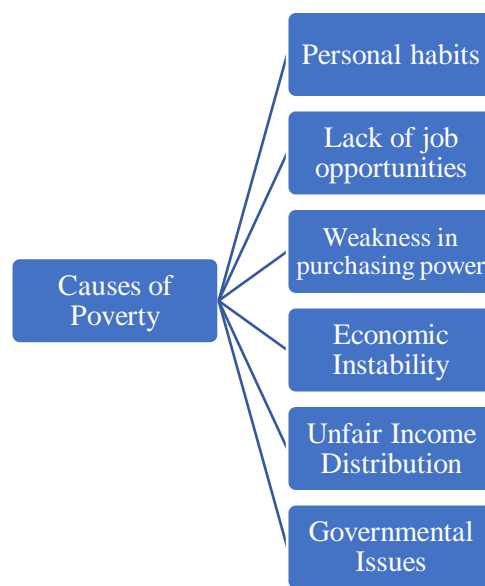


**Figure 3.** The Codes Emerged in the Causes of Poverty Category

### 4.1.2.1. Code 1: Personal Habits

Several participants stated that certain personal habits play a role in the causes of poverty. Some of these personal habits are attributed to laziness and focusing on prestige-oriented consumption, not sharing and consuming focused lifestyle. The cases that included parents, school principals, and teachers claimed that personal

habits are the primary causes of poverty. The critical point in recognizing personal habits as a cause of poverty is that all cases except the counselors support this view. This exception indicates that counselors attribute poverty to social conditions rather than individual responsibility. In addition, students who are living in poverty did not make such a statement. Various reasons, including personal experiences, societal advancement, and views on human behavior, may influence the absence of attributing poverty to individuals. Teacher 2 declared, "Also, people don't want to produce. They are constantly in a state of let's consume, buy, consume, buy, consume, but not produce."

> Parent 1: Our people are also lazy and do not like to work. Nowadays, making money easily, accessing things quickly, and so on have been put into people's eyes. Therefore, I think the reason for poverty is that our people are lazy, and the system is very convenient.

> School Principal 3: Recently, a father came to take his child's phone from me. The father is assigned by the daily worker in the municipality, who is designated for only ten months a year and pays a very average fee. I was about to deliver the phone to the father. The phone was a very high-quality brand. I'm not going to tell you the brand now. It was not the father's phone, and I can't buy that phone for my child. For example, I can't buy that phone because the child wants it. The demands of our young people, our children, their emotional perspectives on the family's possibilities, their approaches in that regard… maybe the fact that we need much more than we need, do we aspire? In other words, I see that people set their standards higher than their means as a reason they face financial difficulties.

### 4.1.2.2. Code 2: Lack of Job Opportunities

Some participants expressed that individuals experience poverty due to a lack of sufficient employment prospects. Teachers, counselors, and students were the cases that provided their opinions. School principals and parents do not consider a lack of job opportunities as a cause of poverty. Differences in professional and social experience can justify this. Some examples that support this idea are as follows: Teacher 3 reinforced this claim by stating, "So, the reason for poverty is, of course, people are unemployed.". Additionally, Student 1 said, "I think it's because of the few employments. Job opportunities are scarce.". These statements stress that an inadequate number of job alternatives is a critical contributor that causes poverty.

### 4.1.2.3. Code 3: Economic Instability

Multiple participants noted that the economic crisis in Türkiye and worldwide is an influential factor in poverty. Participants from all cases of school staff reported economic instability as a cause of poverty, indicating a communal consensus. Furthermore, students agreed with this sentiment, whereas parents did not. These are some example statements of the participants regarding this issue: School Principal 3: "Of course, the reason for poverty is our conditions, both as a country and as a world. In the current circumstances, people cannot keep track of their daily needs with the earnings they are making." Student 2: "There are relentless price increases. I mean, it's not nice. So that's the way it is. Let's say the man is saving, the man lives on the street, he saves, he sells garbage, collects and sells cardboard, but by the time he saves, the house price has doubled."

### 4.1.2.4. Code 4: Unfair Income Distribution

Participants suggested that the unfair income distribution within society can be one of the primary causes of poverty. While one participant from the counselor, parent, and student cases referred to inequitable income distribution as a cause of poverty, there were no statements from the principals and parents in this line. Parent 3 stated his thought: "There's income inequality in that.". There was a lack of remarks from school principals or teachers about this matter. As previously pointed out, teachers again expressed reluctance to identify a societal-level cause of poverty.

### 4.1.2.5. Code 5: Governmental Issues

Participants from all cases spoke about the role of some governmental problems in poverty. The answers given by most participants to the inquiry regarding the origins of poverty have been classified under the umbrella term "governmental issues." Many individuals have claimed that poverty has grown as a societal issue because of governmental issues. One of the examples is Parent 1: "I mean those who leave people to be impoverished. I attribute it to those who govern us, and nothing else because I think they don't use the taxes collected from for the benefit of us.".

Teacher 1: I think the cause of the poverty in Türkiye, even though we are the middle class or deprived of certain things, is purely political. Because when people are kept at a certain level, they must be needy. It's a political situation, and it's a deliberate thing. That is, to discipline the people with poverty. To discipline by depriving them of certain things.

School Principal 2: If I answer the question without spreading too much, the state is the biggest reason. It is the government that governs. So, if I'm running this school here and there's a problem, it's not my fault anyway, but I'm the one who must figure it out.

### 4.1.3. Category 3: Perceived Cultural Characteristics of People in Poverty

Examining the perceived cultural characteristics linked to poverty helps comprehend the biases that shape conceptualizations. Analyzing these traits provides valuable insight into the cultural forces that shape the perception and experience of poverty. Examining this issue is necessary because cultural influences substantially impact perceptions and interactions.

The analysis of perceived cultural characteristics of people in poverty using constant comparative analysis identified four codes: family structure, family educational background, immigration, and farming origin. This section shows the analysis results of the participants' responses regarding their perception of impoverished people's cultural characteristics. The categories and codes are explained categorically in the following sections. Figure 4 shows the code distribution for the category of cultural characteristics.
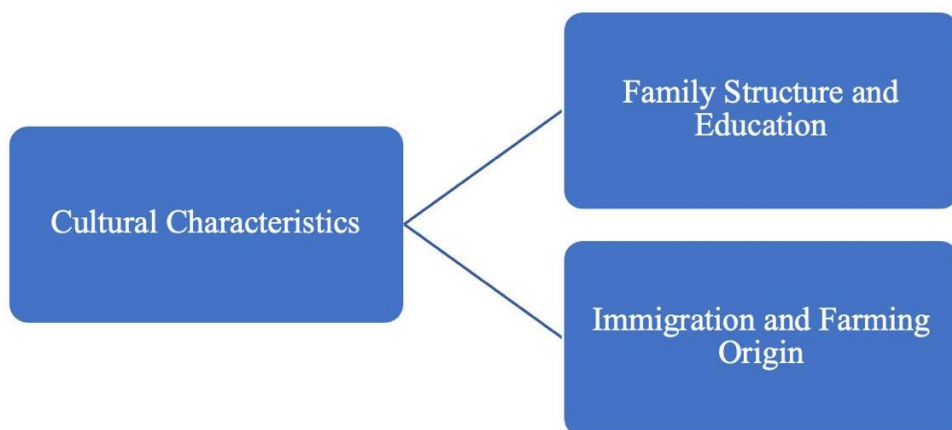


**Figure 4.** The Codes Emerged in the Cultural Characteristics Category

78

### 4.1.3.1. Code 1: Family Structure and Educational Background

The participants were asked about the cultural, ethnic, and structural features of families comprising impoverished students. The school staff, teachers, and counselors had in-depth observations on this issue, while the lack of input from principals was significant. The primary focuses of their statements were on educational background, family history, job prospects, conservativeness, and familial type. These are some of their observations: Teacher 3: The children in poverty are mostly from families who do not have a regular material income, such as seasonal workers, such as construction workers.

> School Counselor 3: They generally come from conservative families in terms of cultural characteristics. These families are closed to communication with outsiders. They withdraw into themselves. These children can't share things with their families. Grandparents generally live with them, as they are sociologically subordinated. I think they have large families. As far as I can see, they are trying to cohabit to minimize the financial expenses.

### 4.1.3.2. Code 2: Immigration and Farming Origin

An alternative standpoint on the characteristics of families who live in poverty is closely connected to immigration and rural background. Some participants say poverty households consist of migrants living in metropolitan cities or those from rural areas. These views came only from school counselors and teachers. This is understandable because teachers and counselors have more contact with children and parents. Their statements are as follows: Teacher 3: "...families living in the countryside, engaged in farming,". School Counselor 1: " Migrants from rural to urban areas, the ones who come to work in the city, these can be the ones who are poor.".

### 4.1.4. Category 4: The Effect of Socioeconomic Groups on Interactions with Impoverished People

Studying the Influence of perceived socioeconomic groups on Interactions with impoverished people provides insights into how socioeconomic perceptions influence social interactions. Examining this category is crucial as it offers

information on the effect of socioeconomic status on social relationships with people in poverty, which is essential to the study inquiry. In the analysis of the effect of how the participants perceive their socio-economic group on their interactions with people in the poverty category, constant comparative analysis revealed seven codes. These codes include communicative contributions, proximity to the same group, establishing intimacy, empathy, a sense of responsibility, financial support, and inconsequentiality. This section provides the inquiry results that examine the impact of perceived socioeconomic groups on interactions with impoverished people. Participants were asked to consider how their financial status impacts their interactions with impoverished individuals. The responses to this query exhibited an elaborated distribution, changing across instances and exhibiting overlapped thoughts across case groups. As this question was only asked to the school staff case groups, the diverging and overlapping factors among school staff are detailed in the following sections. Figure 5 shows the code distribution for the category.
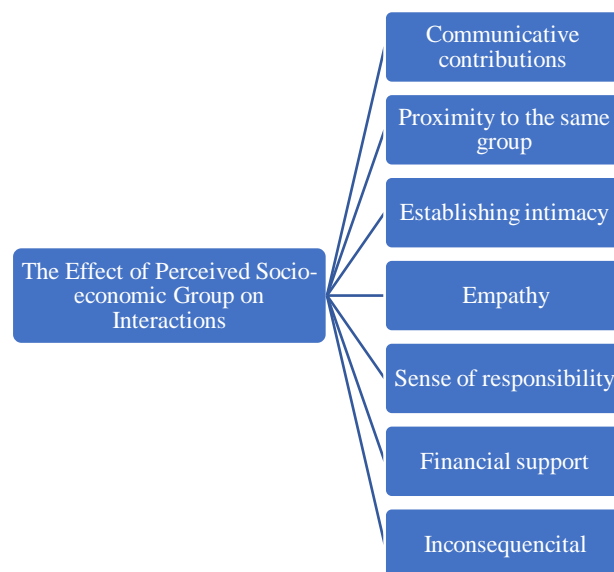


**Figure 5.** The Codes Emerged in the Effect of Socioeconomic Group on the Interactions with Impoverished People Category

### 4.1.4.1. Code 1: Communicative contributions

This section provides the study's results on the effect of participants' perceived socio-economic status on how they interact with others. The parts cover several positive

and negative impacts and explain their implications. Furthermore, the situations where its inconsequentiality was also stated and confirmed by participant testimonies.

### 4.1.4.2. Code 2: Proximity to the same group

This idea, told by two parents, suggests that two people at the same level can sometimes form closer relationships and share their means. Parent 3 stated the following about this idea: There are many differences between what those people share and what others share. I've been through it. In other words, I have been exchanging money and borrowing more with middle or below-average people. We met our need for each other right then. As long as we can, within the framework of possibilities, but with those people above, we may not be able to create that situation. So, we're not in the same place.

### 4.1.4.3. Code 3: Establishing intimacy

The researcher examined the participants' awareness of their current conditions and their responses toward impoverished individuals during their time with them. Establishing intimacy is an impact promoted by school principals and counselors. There were no such comments from teachers or other cases. The arguments suggest that people develop a well-balanced communication style with impoverished individuals if they're on the same level. The following statements support this view: School Principal 3: "So, I'm glad I'm in this situation now that I'm in a medium to good position. If I put it between medium and low. I couldn't have had contact with so many of my students.". School Counselor 3: "I can more easily analyze what they are going through. If I had come from a higher economic level, I would probably have difficulty establishing intimate communications."

### 4.1.4.4. Code 4: Empathy

Empathy was often brought up at multiple stages of the study. Once more, in part analyzing the impact of the current socio-economic status on poverty interactions,

participants reported more empathy towards people in poverty because of their experiences with their circumstances. The fact that the school principals did not remark empathy may be related to their sense of responsibility Since participants from all cases except them prioritized empathy. Some prioritizing explanations are as follows: Teacher 2: "Because, as I said, like the example of Nasreddin Hodja, I need to understand his situation very well. If I don't understand, it means I've forgotten those lanes I've passed." Student 1: "It affects communication. For example, they would also consider impoverished if they were middle-income. If I were rich, I would think even more. So, I try to understand the situation of those people as much as I can."

### 4.1.4.5. Code 5: Sense of responsibility

Only school principal cases claimed this critical impact of the perceived socioeconomic status on their interactions. Only School Principal 1 commented on evaluating the approach to poverty based on people's socio-economic status. She stated that possessing a particular amount of assets leads to a sense of responsibility to help these impoverished individuals.

> School Principal 1: Because I've been through them, I feel responsible for giving a certain amount of my salary to impoverished people. In other words, I need to meet a student's financial needs, a tuition fee, or a bus fare. If I have it, I must share it. I try to understand it at a certain level.

### 4.1.4.6. Code 6: Financial support

Through the investigation of socioeconomic conditions' impact on the poverty approach, patterns of material support were also identified. While principals, teachers, and parents made statements about financial support, counselors and students did not mention this subject. Several participants indicated that possessing a specific income level and having access to opportunities encouraged them to provide financial support to impoverished people. Some examples are as follows: Parent 1: "So, I try not to turn it down as much as possible. So, if there's something to be done for someone as much as I can, we do things like that in our friend groups.".

Teacher 1: It would have been done right now. I could have increased the amount I allocate to these charities. This is why I did those charities; I couldn't stand it. They do it without seeing it, without me noticing it. That's why I do it regularly for them every month. That's as much as we can.

### 4.1.4.7. Code 7: Inconsequential

The last viewpoint on the influence of socio-economic conditions on poverty approaches is that these conditions do not influence poverty approaches. The participants uniformly declared that their conditions do not affect their interactions with impoverished individuals, both within the school setting and in other settings. Only school counselors, students, and parents reported that socioeconomic status did not influence their interactions with people. This information is significant because while the cases living in poverty and school counselors found it inconsequential, other cases did not have the same feeling. Professional attributes can have an impact on this distinction. These are some supporting statements:

> School Counselor 2: Sometimes, I don't very much associate my situation with his situation. I don't like to make a lot of comparisons with the child, or maybe I don't associate it much because of my profession. You know, you can just give me an idea. It may have contributed, but I don't associate it much. I think a bit more like that side is independent, and my side is independent.
>
> Parent 3: That doesn't affect me. Why doesn't it affect? We communicate with those people correctly. Being impoverished doesn't mean constantly scolding or speaking in the wrong way. You can express yourself in a very accurate way. Or rather, I don't think it will affect me.

### 4.1.5. Category 5: The Effect of Poverty on School Success

The study evaluates how the school stakeholders perceive poverty's effect on school success, offering a valuable understanding of the educational difficulties experienced by students living in poverty. Examining this category is necessary because of the substantial influence of poverty on students' lives and self-perceptions, particularly about educational performance. The analysis uncovered four distinct codes by analyzing the effect of poverty on the category of school success. These codes are the effect of poverty on school success, increased effort and diligence, inadequacy in

meeting needs, hopelessness, and deficiencies in personal development. This section covers the findings of the analysis of participants' perspectives on how poverty affects school achievement. Below are the codes determined and the associated participant statements that fall under each. Figure 6 shows the code distribution for poverty effect on school success.
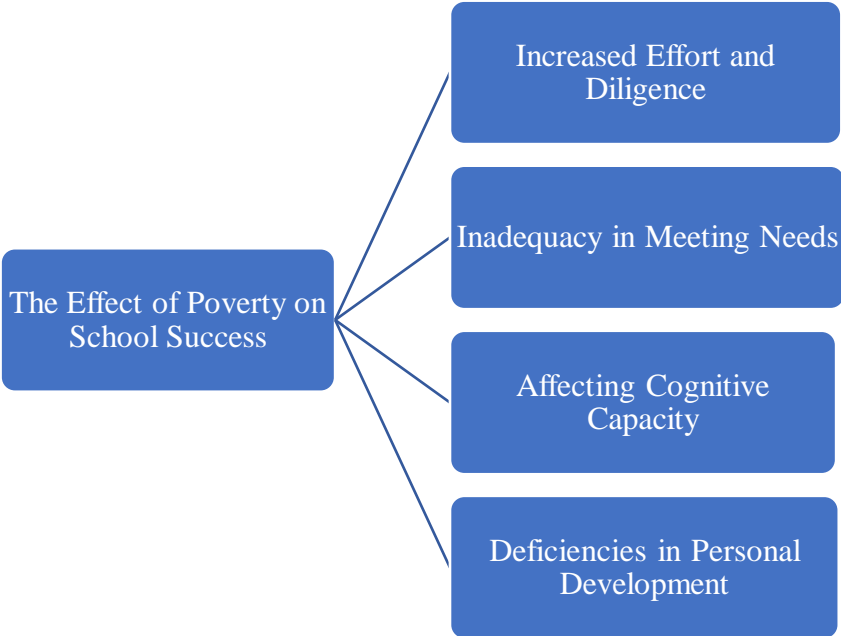


**Figure 6.** The Codes Emerged in the Effect of Poverty on School Success Category

### 4.1.5.1. Code 1: Increased Effort and Diligence

Several participants believed poverty positively affects academic achievement, suggesting a common rationale. The popular justification for this perspective is that people from impoverished backgrounds tend to show incredible determination and exert more effort, resulting in higher degrees of academic success. School principals, counselors, and parents have suggested that students living in poverty put more effort and diligence into their coursework. Teachers and students did not respond in a way that supported this idea. Sample statements that support this idea are as follows: School Counselor 3: "If the child has reached a certain cognitive level if he wants to get out of the situation and to make an effort and not to experience the poverty that

his family is experiencing, he does his best and Works so hard.". School Principal 3: "These kids are contributing to the entire school's success positively because they're already studying and putting in the effort."

> Parent 2: Sometimes, it works so well that that student holds on. He thinks I should be in a better condition. He believes that I should be able to build my future well and come to better places. These students are already hanging on more and working harder on their studies, but personality is significant.

### 4.1.5.2. Code 2: Inadequacy in Meeting Needs

This research proposes that the inadequacies caused by poverty, which impede the ability to meet basic needs and other daily demands, adversely affect the academic achievement of impoverished pupils. All cases made statements to this aspect. Some participant statements that express the ways and conditions in which these inadequacies may exist are as follows: Student 3: "There is a pilot exam at school. You even shy away from this and tell your family. Sometimes you don't want to. The canteen is expensive—the expense of coming to school. An impoverished person's needs are generally unmet." Teacher 2: "If the child lives in the village or doesn't have the necessary conditions. There is no internet in his house. Sometimes, they say, "I couldn't do the homework because I didn't have the internet or anything." Of course it does, so naturally."

> School Counselor 2: In other words, what we call poverty in the economic sense, for example, the nutrition of the children, in the academic sense, textbooks, resources, books or courses at work, etc., the things that will support the child in terms of education, unfortunately, pass through the economic situation.

### 4.1.5.3. Code 3: Hopelessness

The debate highlighted that the psychological difficulties that children may confront because of poverty can also lead to impoverished academic performance. School principals and counselors reported that students living in poverty have lower educational achievement because of their hopelessness. There were no responses from other cases that overlapped with this idea. One example statement is as follows:

85

School Counselor 1: "Pessimism descends on those who are depressed. These are the things that such students experience the most. So, these dysfunctional emotions and what those emotions affect them.".

### 4.1.5.4. Code 4: Deficiencies in Personal Development

The last category linked to the adverse effects of poverty on academic achievement has been identified as deficiencies in personal development. All cases, except the students, expressed that poor people's educational achievement declines due to personal developmental deficiencies. Within this specific structure, it was said that students in poverty may experience a decrease in their self-confidence and motivation due to deficits caused by poverty. Also, it was pointed out that the scarcity of individuals in their social circle who could serve as role models may hinder personal growth. The unified presence of the entire school staff in providing remarks on this topic serves as irrefutable proof of their comprehension.

On the other hand, personal development was not noted by any of the children or parents. This demonstrates a difference in their objectives and a lack of readiness to address such matters. Some participant responses addressing these factors are given Teacher 3: "If he comes from an educated family or if there are many educated people around him, the child will be interested in one of them, his profession. In general, children who come from impoverished families do not have such a role model."

> School Counselor 1: Then, after 1-2 unsuccessful experiences, their sense of self-efficacy is also damaged at some point. Therefore, there is no self-confidence. In other words, they do not have the energy to trigger development and success because I can do this, and they move away.

### 4.1.5.5. Code 5: Inconsequential

Only from the school principal case was the inconsequentiality of poverty on school success claimed. One of the principals stated the idea that poverty does not have any effect on academic achievement. School Principal 2 asserted that circumstances other than poverty play a role in determining this level of achievement.

School Principal 2: I don't think poverty is adequate. The effect of poverty on academic achievement does not exceed 5% to 10%. The most significant proof is that if I give an example from outside my school, in the last few years, two brothers who have been shepherds in Tunceli's village for two years became the first in Türkiye. Two kids who were chasing sheep did it. If they can do it, so can the others. Students must want it. It has nothing to do with poverty.

### 4.1.6. Category 6: The Effect of Poverty on the School Climate

Analyzing the perceived influence of poverty on the school climate exposes the broader societal context. This category delves into the shared attitudes and behaviors inside the school, highlighting systemic problems and opportunities for intervention. Examining this issue is essential since the school's general atmosphere significantly impacts the experiences and conceptualizations of all individuals.

Using constant comparative analysis, the effect of poverty on the school climate category identified five codes: deception, peer bullying, self-comparison with others, negative social group experiences, and inconsequentiality. This section covers the findings of the analysis of participants' perspectives on how poverty affects school climate. Gaining a grasp of how poverty affects the school's social climate is essential. The observations and thoughts of the participants have been gathered for this purpose. Figure 7 shows the code distribution for the effect of poverty on school climate.
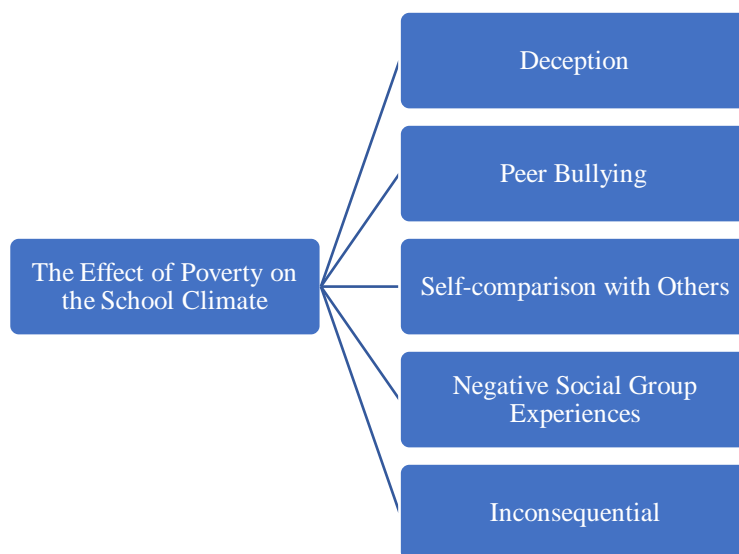


**Figure 7.** The Codes Emerged in the Effect of Poverty on School Climate Category

**4.1.6.1. Code 1: Deception, Peer Bullying, and Comparison with Others**

Each case had distinct perspectives on the impact of poverty on school climate, and significant observations were noted. Notable issues were deception, peer bullying, and comparing oneself to others. Participants from the parent and student cases underlined these negative experiences of poor students in the school environment. The fact that no school staff members touched on these issues shows a clear differentiation. The statements that stood out the most were from the socioeconomically disadvantaged individuals since they provided specific examples of real-life occurrences that they or their children had experienced. Some of these explanations are as follows:

> Parent 1: And it's easier for the other people to trick those kids in those places because they're needy. They are deceived more quickly. Because the child is already impoverished, they have restrictions on their access to things. They can be directed to different places and put in various positions by creating opportunities they can easily access.

> Student 3: I mean, I think you're comparing yourself. You know, people compare themselves. He does it, but I can't. For example, people are happy with their families around the school. Okay? He goes home and is glad. You know, people are happy in school. It makes you smile. But if he has experienced bad things at home, he is generally unhappy, and his attitude towards his circle of friends and teachers changes naturally. That's how it can affect.

**4.1.6.2. Code 2: Interaction with Social Groups**

Participants explained that students in poverty are excluded from their peer groups only because of their financial circumstances and their relatively impoverished underperformance in school compared to their classmates. All cases, except for school principals, replied in the same way. One possible explanation is that they spend less time in the school environment than in other inside-school cases due to their administrative duties. These responses stemmed from individual and contextual evaluations within the less affluent demographics. Some of these explanations are as follows: Teacher 1: "Of course, some of our students in poverty tried to get into that group. But it can only go so far. After all, he must have some financial power to

adapt to them fully. Without that, he inevitably falls behind.". Student 1: "I think it's socially affected. For example, everyone can walk in public. Sometimes, he's left with him. He may have been alone. People may be ostracizing them because they are impoverished. I think they can be ostracized."

### 4.1.6.3. Code 3: Inconsequential Role

The final notable set of opinions regarding the effect of poverty on the school atmosphere and social life is hinged around inefficiency. As school staff, participants from all cases in the research noted this inconsequentiality. The consensus on this issue is a significant overlap. Some supporting statements are as follows: Teacher 1: "By God, they don't impact much. Since the richer and active students determine the school's environment, our impoverished students do not have much of an impact on the school.". School Principal 2: "I mean, it's about separating between those in a perfect economic situation or those who are very bad, even though they can separate it in themselves. Our separation can only be made by detection." School Counselor 1: "They don't have much of a function in terms of influencing the school atmosphere.". The fact that teachers and school principals made similar comments revealed the generalizability of the situation."

### 4.1.7. Category 7: Opinions on School Staff's Attitudes toward Poverty

Examining the case members' evaluations of school staff's poverty approaches offers valuable insights into organizational attitudes and support mechanisms. Examining this category is essential because institutional approaches and support are critical in influencing how poverty is addressed and perceived in schools. In reviewing the category of opinions on school staff's attitude toward poverty, applying constant comparative analysis identified eleven codes. These include courtesy, a realistic point of view, conscious awareness, benevolence, altruism, susceptibility, politeness, supportiveness and inclusivity, biases, and exclusivism.

This section shows the results of the analysis of the participants' perceptions of how school staff approach poverty. Developing insight into school staff's approaches to

89

students in poverty can have an advantageous impact on recognizing the problem and the research results. Hence, inquiries were posed to the participants to get their observations on school staff's attitudes towards poverty. Figure 8 shows the code distribution for the opinions on school staff's attitude toward poverty category.
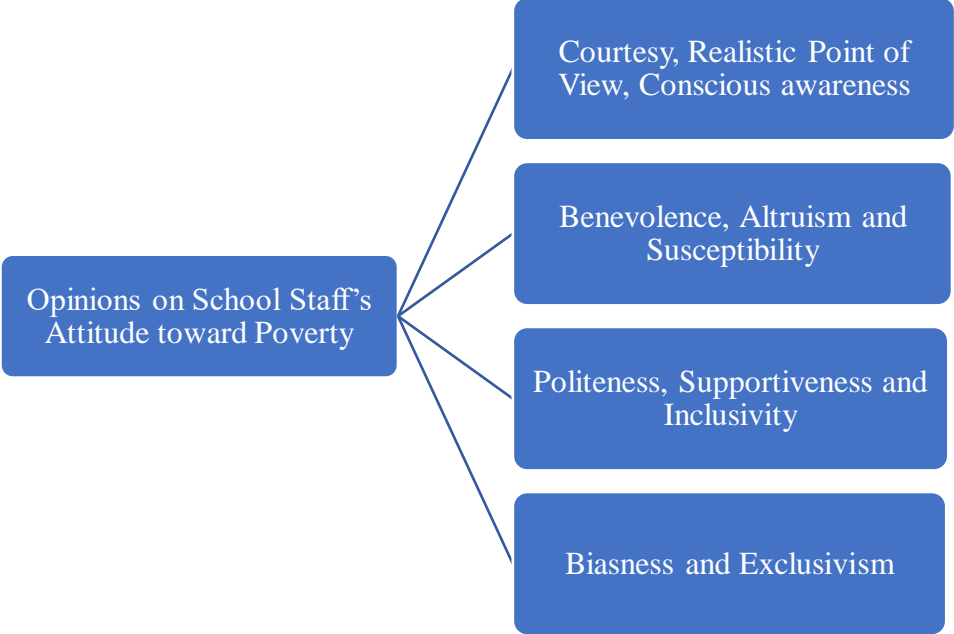


**Figure 8.** The Codes Emerged in the Opinions on School Staff's Attitude toward Poverty Category

### 4.1.7.1. Code 1: Courtesy, Realistic Point of View, and Conscious awareness

When a few less intense but noteworthy statements were evaluated as a group, the emphasis on school staff being courteous, realistic, and conscious stood out. Participants from all cases, except for parents, stated that these characteristics are the general qualities that school staff have. One student, Student 3, mentioned, "I think they're courteous." Another comment from a school counselor, School Counselor 1, highlighted the staff's realism: "They're realistic." A teacher, Teacher 1, also expressed awareness: "I think they're conscious of that." Finally, another staff member, School Principal 1, emphasized the teachers' attentiveness, saying, "A person who is a teacher would never say I was unaware of it, and we are lucky as a school." The unanimous consensus among all cases, except the parents, shows that those who closely follow the school's interactions share a collective opinion.

### 4.1.7.2. Code 2: Benevolence, Altruism, and Susceptibility

The participants reviewed the attitudes and approaches of school staff focused on benefiting kids and provided assessments based on two critical concepts. The concepts being alluded to are benevolence and altruism. According to some participants, school staff members are committed to improving impoverished pupils' lives and demonstrate this mindset with an altruistic attitude. Another approach discussed by the participants was susceptibility. The purpose of this observation is to prove that school staff consider the traumatic situations that may result from poverty to avoid steps that could traumatize students. All cases had participants who responded similarly, showing that these attributes are commonly observed in different institutions. Some sample explanations are as follows:

> Student 3: They think these students need to be helped. They help if they can. I believe they have a willingness to help. You know, because that's what they've got. But apart from that, I have not seen them withhold their help when there is a psychological, financial, or moral situation. They are accommodating. You know, they cure your problems.

> Teacher 2: Our teachers are very dedicated at the school where I work now. I want my children to study there because they put in much effort. They are all just like me; if the child needs something, they take it out of their pockets and give it to him. When they have a problem, I have never seen a teacher say to me "no" or "why."

> Parent 2: For example, in school, there is no freedom of this dress, so it is not understood differently because each student will want to wear something different, but one will have the other's eye on his outfit and will want to wear it. It is not tolerated at school because it is thought that the other student can say that I will have it too.

### 4.1.7.3. Code 3: Politeness, Supportiveness, and Inclusivity

Several participants emphasized qualities that are beneficial for students in poverty. According to some of them, the school staff exhibited the ability to moderate how they react to impoverished student's state. Further, they shared examples of their colleagues who show a supportive attitude towards children in need, in addition to their moderate behavior. At last, the participants who commented that there are

school staff members who make attempts to motivate and engage impoverished students in the school setting provided helpful feedback to the research. The consensus among the school staff revolved around these attributes. In this context, school staff observe positive behaviors exhibited by one another. Some sample explanations are given:

> School Principal 3: These teachers would never approach these students as if they were different in the classroom or make them feel that a piece of work is being done for their economic conditions. They would never do that.

> School Counselor 2: There is always work to be done on this issue. Financial support was provided, and some of our teachers also provided educational support to this child without asking for any fee, which was entirely voluntary. As I said, these children are not in a good economic situation, but for children with good academic status, we have always had such a hand on them because we have continuously progressed with the logic that we should save this child. I've never seen impoverished students being cast aside in the other schools I work in. Usually, we, the class teachers, or the administration know these students, so I know which classes some students are not doing well in.

### 4.1.7.4. Code 4: Biasness and Exclusivism

Some participants described and exemplified some of the detrimental qualities. Counselors and parents were the only participants who reported their perceptions that school staff may be biased and exclusionary. It was reported that teachers sometimes exhibit biased actions towards students based on their financial status and low academic performance. Furthermore, an unpleasant example was given concerning excluding these impoverished students. The intentional exclusion of students who are impoverished by certain teachers within the school setting is an iconic example of evaluating and understanding the pedagogical competencies of school staff. Some sample explanations are given as follows:

> Parent 3: There is such a thing as white-collar conversations have always been valued a little more in society. I mean, we love jargon. Those who wear a tie are valued a little more in society.

> School Counselor 1: But other than that, we have many minds reading. So, he doesn't do it out of laziness. There is an understanding that he can study even if he is impoverished. In other words, there is an attitude that rejects this

phenomenon that rejects this perception of the human being. So, if the child fails, no one wants to see him.

## 4.2. Research Question 2: What factors impact school staff (principals, teachers, and counselors) and impoverished parents' perceptions of working together?

The views of parents and school staff about cooperating were analyzed to address the second research question. Using constant comparative analysis, the following aspects emerged as categories: high-priority concerns, strategies to facilitate communication, the importance of communication, and an overall evaluation of communication between these two groups. To answer this research question, semi-structured interviews were conducted with only school staff and parents in poverty. The results of these interviews are reported in the following sections. The notions are clarified and illustrated within the sections for each topic. The advantage of addressing this research question with two cases was utilized, and the explanations on each topic were presented separately, such as "school staff" and "impoverished parents," for better comprehensibility. Figure 9 shows the category distribution for the second research question.
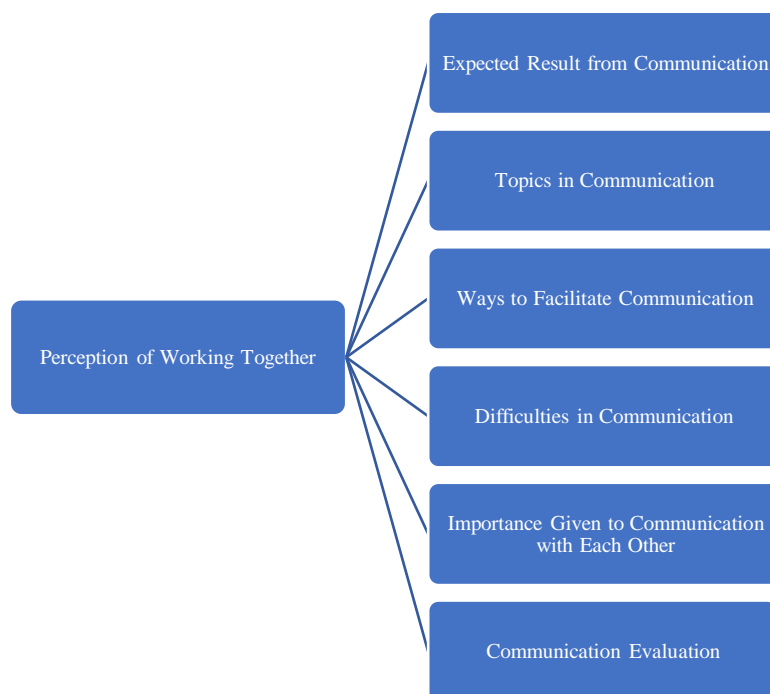


**Figure 9.** The Categories Emerged in Answering the Research Question 2.

The table below shows the categories and code frequencies that emerged in the second research question. This table facilitates the observation of disparities and intersections among the cases.

**Table 11.** The Categories and Code Frequencies Regarding School Staff's and Impoverished Parents' Perception of Working Together

| Category | Code | SP | T | SC | P |
|---|---|---|---|---|---|
| 2.1. Expected Result from Communication | Improving Children's Development | 0 | 2 | 2 | 2 |
| | Cooperation Incentive | 3 | 3 | 2 | 0 |
| | Social welfare | 2 | 0 | 0 | 0 |
| | Evaluation of Current Issues | 0 | 2 | 2 | 1 |
| 2.2. Topics in Communication with Each Other | Condition Monitoring | 0 | 0 | 0 | 2 |
| | Needs Oriented | 2 | 0 | 0 | 1 |
| | Solution-Oriented | 0 | 2 | 0 | 0 |
| 2.3. Ways to Facilitate Communication with Each Other | Regular and Frequent Communication | 0 | 0 | 0 | 1 |
| | Non-Offensive and Accepting Approach | 2 | 0 | 1 | 0 |
| | Sincerity | 2 | 1 | 2 | 0 |
| | Reduction of Physical Obstruction | 1 | 0 | 0 | 0 |
| | Child-centeredness | 0 | 1 | 1 | 0 |
| 2.4. Difficulties in Communication with Each Other | Communication Frequency-Based Difficulties | 2 | 2 | 1 | 1 |
| | Excessive Emotionality and Neglection | 1 | 0 | 1 | 0 |
| | Professional Emotional Management | 1 | 0 | 1 | 0 |

94

Table 11. (continued)

| | | | | | |
|---|---|---|---|---|---|
| 2.5. Importance Given to Communication with Each Other | Leaving a Positive Impression | 0 | 0 | 0 | 1 |
| | Communication Networks in Crisis Situations | 0 | 0 | 0 | 1 |
| | Facilitating the Solution | 0 | 0 | 0 | 1 |
| | Changing Perspective and Favorableness | 2 | 2 | 3 | 0 |
| | Building Trust in the Government | 1 | 0 | 0 | 0 |
| 2.6. Overall Communication Evaluation | Needs-Based Communication versus Caring | 0 | 0 | 0 | 2 |
| | Communication strategies | 1 | 1 | 2 | 0 |
| | Inability to Communicate | 1 | 0 | 0 | 1 |
| | Apathy | 1 | 2 | 1 | 0 |
| | Emotionality, Biasness, and Negative Attitude | 0 | 0 | 2 | 0 |

### 4.2.1. Category 1: Expected Result from Communication with Each Other

The expected result from the communication category focuses on the intended results that school staff and parents expect from their contacts. Comprehending these expectations is vital as it exposes the motivating factors and intended goals of their communication activities, which is essential in forming their collaborating perspectives. The study of expectations from communication between them category revealed four codes through constant comparative analysis. These codes, improving children's development, cooperative incentive, social welfare, and evaluation of current issues, were extracted from a thorough data review and inter-case comparison, highlighting unique patterns and commonalities inherent in the

expectation area. This section summarizes the findings about the expected results of communication between parents in poverty and school staff. The initial criterion for presenting these ideas as findings was that the majority recognized them. Thus, it can be concluded that the aspects that received support were adequately addressed in all the categories provided. Figure 10 shows the code distribution for the category of expected results from communication.
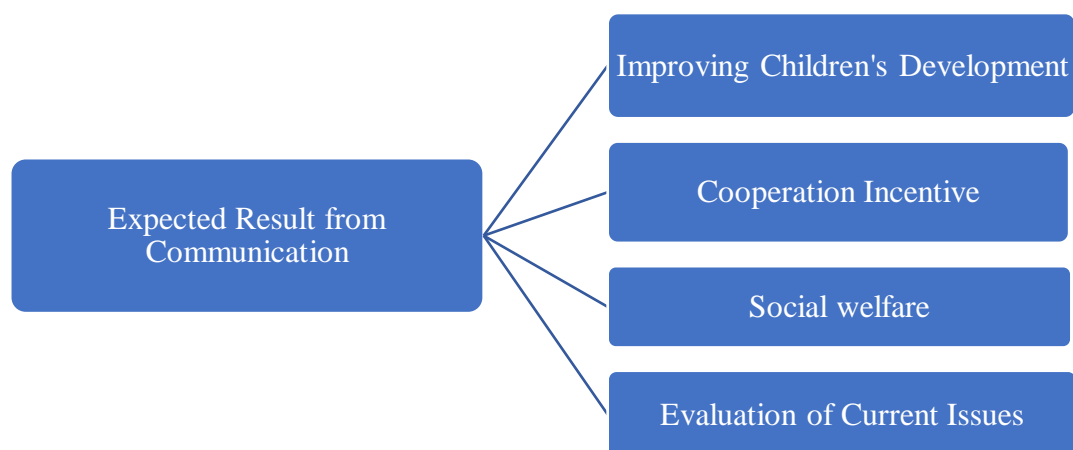


**Figure 10.** The Codes Emerged in the Expected Result from Communication Category

### 4.2.1.1. Code 1: Improving Children's Development

Parent 3 clearly stated that he cares about the school staff and keeps in touch with them since he hopes for her child's future and academic success. Parent 2 shared an example of how she actively engaged in dialogue with school staff to ensure that her child was introduced to and learned the ethical and moral values that she deemed essential.

> Parent 3: Considering what kind of result I expect, the university's success after graduation, and the cause-and-effect relationship afterlife there. Because what does that school care about? Placing the student in a university, but what is the first goal? If it is not a technical high school, the aim of Anatolian high schools is a success. What is success? Placing them in college.

Parent 2: But we can't just tie it to academic success. Either we can't put it this way: he has had very good academic success, but if his style or behavior in society and his level of morality are problematic, then he is useless. I'm giving an example; maybe it could be a straightforward example, but if it didn't give place to someone in the minibus, I think there was a problem. I mean, outstanding academic achievement is admirable, but a top-down perspective is what I don't like at all. I'm talking about my own family; I'm talking about my children. I say it very clearly. There is excellent academic achievement, but it is unpleasant if he says the waiter brings me tea. I don't like it.

### 4.2.1.2. Code 2: Cooperation Incentive

As a result of their communication with parents in poverty, specific school staff wish to see collaboration between these two cases. Considering this logic, they are confident that they will likely keep in touch with them and collaborate via this approach. School principals, teachers, and counselors were unanimous on this subject, and all stated their expectations for increased cooperation. The statements that reveal the expectation of collaborative incentives are as follows:

School Counselor 2: Working on this issue with teachers is essential for progress. Since we usually go through passes, we work with class teachers. We don't know every kid in the classrooms. Unfortunately, we do not have information about the economic status of children. But you know, teachers give us information about these students, and when we manage this process by collaborating with them in the same way, I think this process develops better. In this process, sometimes the principal is involved, or, as I said, the parent is also involved. When you complete the legs of this table, I think there are better developments in this case. All our stakeholders must participate in the process.

Teacher 1: So, when we raise funds, our students help too. So, of course, we get students' support this way without knowing that person. We also get support from our teachers. But what I usually do is that there are no students in their class who do not have a financial situation, but there are these charities and so on, so we try to do something as much as we can.

### 4.2.1.3. Code 3: Social Welfare

The semi-structured interviews also disclosed the necessity of contacting impoverished parents to provide social welfare. School principals were the only case who expected developments in providing support and identifying those in need. The

fact that none of the other participants had such an expectation proves that school principals look at the matter from a different angle. According to this approach, it is thought that regular communication with parents in poverty must be maintained to establish trust in the government and identify those who need help. The following statement is one of the claiming this expectation:

> School Principal 1: My point is that I must know that if this child is not fed at home, this child does not have an allowance to come to school. I'm trying to measure it, and this kid can't eat lunch at school. They come in the morning, and until the evening, this child is eager to listen to a lecture at school. That's what we're trying to determine.

### 4.2.1.4. Code 4: Evaluation of Current Issues

Those who stressed the value of communicating with parents in poverty to assess and resolve existing issues regarded the topic from multiple perspectives. The presence of participants from all cases of school staff who continue this interaction with the expectation that existing problems will be assessed and solved shows a consensus on this issue and a strong willingness to support students in poverty. They thought that if there is an existing problem with impoverished people, having conversations can help find solutions. Moreover, they contend that these conversations can tackle specific issues related to promoting children's development through efficient communication. One of the example statements supporting this expectation is as follows:

> Teacher 1: So, like I said, it's to provide better opportunities to the child because we're focusing on the child. When we communicate with them, we try our best as educators here. When that side is helped, I ensure the child has the necessary nutrition or clothing.

### 4.2.2. Category 2: Topics in Communication with Each Other

The category of "Topics in Communication" pertains to the main concerns and subjects of the utmost importance to both cases involved in their interactions. Analyzing these topics allows insight into the primary focus areas and potential conflict areas or shared interests to be discovered. In analyzing topics in

communication between them category, constant comparative analysis revealed three codes. These codes include condition monitoring, needs-oriented, and solution-oriented. Findings on the topics that parents and school staff prioritize in their communication are presented in this section. The following two sections present the findings on the prioritized issues in communication between impoverished parents and school staff. Figure 11 shows the code distribution for the category of topics in communication.
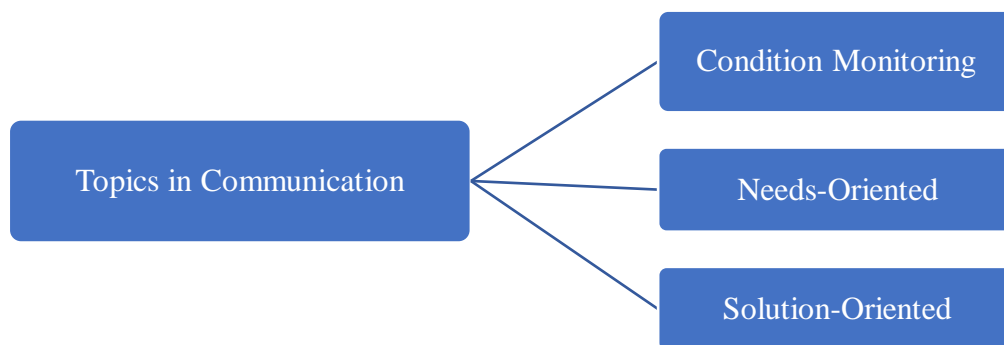


**Figure 11.** The Codes Emerged in the Topics in Communication Category

### 4.2.2.1. Code 1: Condition Monitoring

Parents in poverty stressed the advantages of maintaining communication with school staff. Using this connection, they realized the benefits of monitoring the educational facility where they registered their children to improve the school's physical and social resources. Some participants stated that they sustained this connection to create training opportunities that would be helpful for them, and they adjusted their communication to correspond with these opportunities. The statement that reveals the expectation of collaborative incentive is as follows:

> Parent 2: "So, if there's no problem with the school, the possible updates can be communicated at the point where we say, for example, there can be this improvement in our school.". Parent 3: "Or maybe you can get in touch about

99

providing training on certain topics. These are also being done. I don't know, addiction stress management is explained."

**4.2.2.2. Code 2: Needs Oriented**

School staff provided comments suggesting that during parent interviews, the focus was on the needs of the child or the parents themselves. This could be because individuals with lower socioeconomic status expect their requirements to be addressed according to their priorities. Counselors and principals provide these clarifications since these are the first units they meet. Teachers ignored to address such issues as they were primarily concentrated on teaching. One of the statements made is as follows:

> School Principal 1: Now it's about whether the child's biological needs are met at a certain limited level. I mean, can this kid eat dinner? You can't say this directly, but we can catch him in different sentences or from a few sentences that the parent or I use. Is the child's stomach full? Is this kid getting enough food? Does he sleep in a peaceful house? Does he sleep in a warm house?

**4.2.2.3. Code 3: Solution-Oriented**

Only participants from the teacher case stated solution orientation as a priority, while other school staff did not express this view. This reveals a clear mindset of teachers looking for solutions for students. Some sample statements are as follows:

> Teacher 2: I'm always in favor of them being solution-oriented. Is there a situation? I would say don't go and complain right away. There is nothing to complain about. We are all working here for the child. None of us are that child's enemy. I am both a mother and a teacher. Naturally, I want the well-being of your child.

**4.2.3. Category 3: Ways to Facilitate Communication with Each Other**

This category explores the techniques and strategies that school staff and parents find successful in improving communication. Examining these facilitation strategies aids in identifying practical solutions and optimal methods that might improve

collaboration, directly influencing their perceptions of working collectively. The constant comparative method uncovered five distinct codes by analyzing the ways to facilitate communication. These codes are regular and frequent communication, non-offensive and accepting approach, sincerity, reduction of physical obstruction, and child-centeredness. Each code emerged from a detailed investigation and data comparison across different cases, showcasing unique patterns and similarities within the category. Impoverished parents and school staff were asked about their methods and strategies to improve communication. Upon analysis of the replies, it became apparent that both cases had differing opinions. Figure 12 shows the code distribution for ways to facilitate communication.
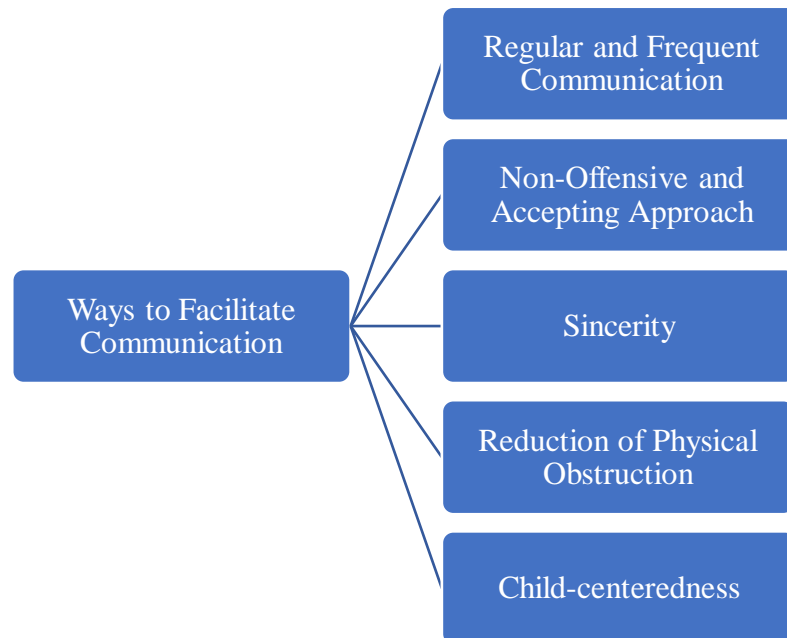


**Figure 12.** The Codes Emerged in the Ways to Facilitate Communication Category

### 4.2.3.1. Code 1: Regular and Frequent Communication

Among the parents, Parent 3's emphasis on frequent and regular communication was regarded as a remarkable response in facilitating communication. Parent 3 thought building a working alliance with school staff would immediately impact the child.

> Parent 3: I think communication is the beginning of everything. When you say communication, it doesn't mean once at the beginning or at the end of the

academic year. To go and meet as much as possible, to get their opinions, and to share a problem with your child, if any. I am in favor of this, that is, frequent communication, and then it is good to bond with either teachers, psychological counselors, or principals during the school period when there is an opportunity. So that's how we see the benefit. Because that's what happens; he takes care of her child; he wants academic success. Let's do it at as much level as we can. If the father cares so much, the thought of what we can contribute to his child always arises.

### 4.2.3.2. Code 2: Non-Offensive and Accepting Approach

Several school staff members pointed out that a non-offensive and non-judgmental attitude effectively communicates with parents with financial difficulties. Also, according to some school staff members, showing an unconditional, accepting attitude towards impoverished parents can be helpful while communicating with them. In this case, it was found that school staff members who were more likely to interact with parents preferred to prioritize the benefits of engaging parents in a non-judgmental and accepting approach. School principals and counselors were the participants who conveyed their views on this matter. Any of the teachers did not comment in support of this idea. The statements supporting this view are SA2: "Well, if you say in terms of encouragement, we try not to offend them in every way in terms of detection. Because, oh, are you impoverished? It's not directly said to people. We always say we're here.". School Counselor 1: "Not to judge, to be accepting, and not to look at the incident as discipline if you are negotiating for a disciplinary problem. Of course, it is imperative to be accepting.".

### 4.2.3.3. Code 3: Sincerity

An essential aspect in facilitating communication is the emphasis school staff places on demonstrating sincerity towards impoverished parents. Participants from different branches agreed that the sincerity and honesty of their attitude during conversations contributed to better communication. Sincerity is significant as it is derived from all school staff cases. This shows that a sincere attitude provides a better communication atmosphere for impoverished parents. Participants from all school staff cases supported this view. It is evident from these similar statements that there is a standard view on sincerity. The thoughts they conveyed are as follows:

School Counselor 3: I generally have conversations in the style of sister and brother with impoverished families. I try to be sincere in my way. When I act warm-blooded, I think they get into the mode of understanding me a little more, which is how I see it. I'm trying to be warm and sincere, close rather than formal.

School Principal 3: When the parents who are older than me come here, they sometimes come here with a shying attitude, and when I look at them with a smiling attitude and say welcome, they feel more relieved. When I feel the tension of that parent, I try to move it to a little warmer weather.

### 4.2.3.4. Code 4: Reduction of Physical Obstruction

Participant School Principal 1, a school principal, underlined the necessity of removing physical obstacles while conversing with impoverished parents. This includes physically positioning oneself next to the parents. The response submitted by a school principal helped achieve the research goals. The similarity between the principal's office and the counseling service regarding the physical environment sparked the notion of stressing awareness of physical barriers in the planned poverty-sensitive school counseling nature.

School Principal 1: Now that we're administrators, it's not always that kind of thing. If there is a table here, it is always an obstacle to our communication. Because I'm on this side of the table at that point, I would not sit here in such a situation. I prefer seats when it's financially at work or something like that. I like to sit in the same place.

### 4.2.3.5. Code 5: Child-centeredness

The last strategy adopted by school staff to improve communication with parents in poverty involved choosing a communication way that focuses on the parent's child—recommending the worth of focusing on the child during conversations or having direct information on the child as a method to increase the effectiveness of the interview with the parent. Teachers and counselors were the school staff who mentioned child-centeredness as a facilitating factor. The fact that principals did not express this view was a detail that distinguished them from the others. Some sample statements are as follows: Teacher 1: "Proceed over their child. In other words, we want the child to come to a good place. Let's say that's what the family wants. If we

talk about the child, the family can open a little more.". School Counselor 2: "It's a little more comfortable for me to meet with the parent whose student I know. Since you tell the child to the parent while you are interviewing, the parent can open himself to you very easily."

**4.2.4. Category 4: Difficulties in Communication with Each Other**

This category explores the barriers and difficulties faced by all cases in their efforts to communicate with each other. By identifying and comprehending these difficulties, the research can bring attention to the problems that hinder successful collaboration and provide valuable insights into how these impediments lead to wrong impressions in their relationship. The analysis of difficulties in communication between them using constant comparative analysis identified three codes: communication frequency-based difficulties, excessive emotionality and neglect, and professional emotional management. Findings on the subjects that parents and school staff had difficulty in communicating with each other are presented in this section. When asked about their problems communicating with each other, school staff and impoverished parents shared similar and contrasting opinions. The opinions of both sides are outlined in the sections below. Figure 13 shows the code distribution for the category of communication difficulties.
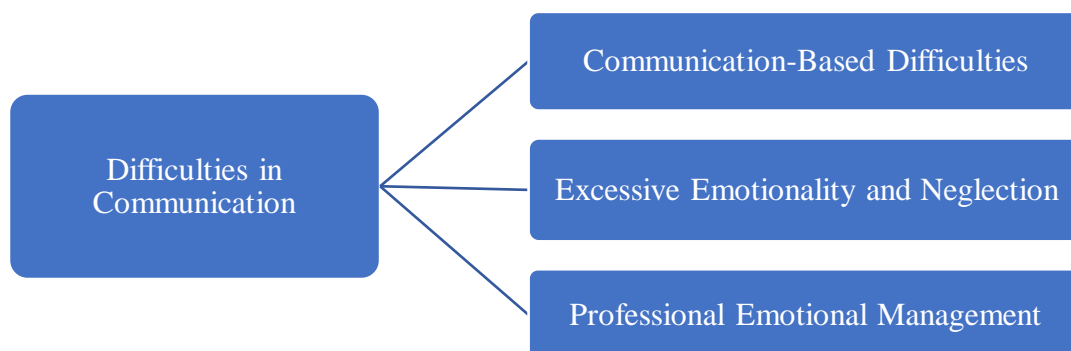


**Figure 13.** The Codes Emerged in the Difficulties in Communication Category

**4.2.4.1. Code 1: Communication Frequency-Based Difficulties**

The primary difficulty stated by parents was a lack of frequent communication. Parent 1 pointed out that the school's communication with them was highly constrained. This parent's critique about the lack of frequent communication was deemed necessary to coincide with the opposing cases' thoughts and was included in the findings. This similarity of thoughts shows that communication shortcomings are occasionally a common concern.

> Parent 1: I don't know when they have a parent meeting. They need to inform me somehow. He needs to send me a written paper saying there is a parent meeting on this day, or he needs to send me a message on my phone. After all, I have my phone number. They need to give a briefing there. There's nothing about it. My child has been at that school for three years, and I have never seen a parent meeting. I usually keep in touch with the administration. Zero on the teacher's side. I don't know any of them in general.

The school staff reported some difficulties in communicating, like the parents. In addition to the fact that school staff noted that parents in poverty have limited contact with them, they also expressed discomfort with parents who do communicate, as they lack the required abilities and awareness to communicate effectively.

Communication issues were emphasized in all the cases of school staff who participated in the investigation. Like the parents, deficiencies and shortcomings were cited as hurdles that impeded effective communication. Some prominent examples of statements are as follows: Teacher 3: "So, I have some difficulties in communicating, but just getting them to school and getting them to come to school, which was periodic parent meetings, it's challenging.".

> School Counselor 3: In general, we have a lot of difficulty in communicating. The families we speak with can also not control their children or do not know how to help children acquire certain desired behaviors. We have these kinds of difficulties. Some families are interested; they want to be curious but don't know. They don't know how to fight, what to do, or how to get their child to behave, and they apply to us. We provide the necessary information, but they cannot be patient. They cannot behave at a certain level. They treat the child up and down, not always in the same way.

### 4.2.4.2. Code 2: Excessive Emotionality and Neglection

The school principals and counselors also recognized that the emotional responses they occasionally encountered during meetings with parents from impoverished backgrounds were a communication difficulty for them. Furthermore, the fact that these impoverished parents show a lack of regard for their children's education and don't give priority to it was also noted as a barrier that seriously damaged their communication. Some prominent examples of statements are as follows: School Principal 1: "Their emotionality often overwhelms us when we communicate.".

> School Counselor 1: That is, they do not see education as a priority. They do not know the child's problem; the school issue is a priority. Their priorities are different. Since he doesn't see it as a priority, what you say is like writing on water. So, it doesn't make a lot of sense. I mean, we're losing it from the start.

### 4.2.4.3. Code 3: Professional Emotional Management

Some school staff (principals and counselors) admitted that both on an individual basis and in their professional roles, they often react emotionally to the difficulties faced by parents in poverty and struggle to control their emotional reactions. The dialogue underlined the difficulty of successfully managing emotions in a professional context. School principals and counselors must recognize professional emotional management as a problematic aspect of their work. It aligns closely with their replies to the preceding questions. Given that their primary contact line for students and parents, emotional management is critical. This can be regarded as an inevitable challenge, particularly given the nature of the issues that counselors address in their field, which require emotional regulation. Here are some examples of responses from both cases: School Principal 1: "You have to stand strong there. Because you're there, so you can't cry. You just must be in search of a solution, a crisis intervention, or a solution. That's what you must do.".

> School Counselor 2: I mean, inevitably, we are human beings after all, although in our profession, in our emotional aspect, it is not a very ethical and beautiful thing to reflect. Sometimes, there are short times of a few minutes when we pause at that point or cannot intervene in too many events. It can be challenging for me at the time.

### 4.2.5. Category 5: Importance Given to Communication with Each Other

This category examines the importance that school staff and parents attribute to their interactions. Effective communication is crucial in determining the level of commitment that both sides are willing to contribute, consequently affecting their overall perception of the collaborative process. In examining the importance of communication with each other, the application of constant comparative analysis identified five codes. These include leaving a positive impression, communicating networks in crises, facilitating the solution, changing perspective and favorableness, and building trust in the government. Findings on the importance that parents and school staff attach to communication with each other are presented in this section. Figure 14 shows the code distribution for the category of importance given to communication with each other.
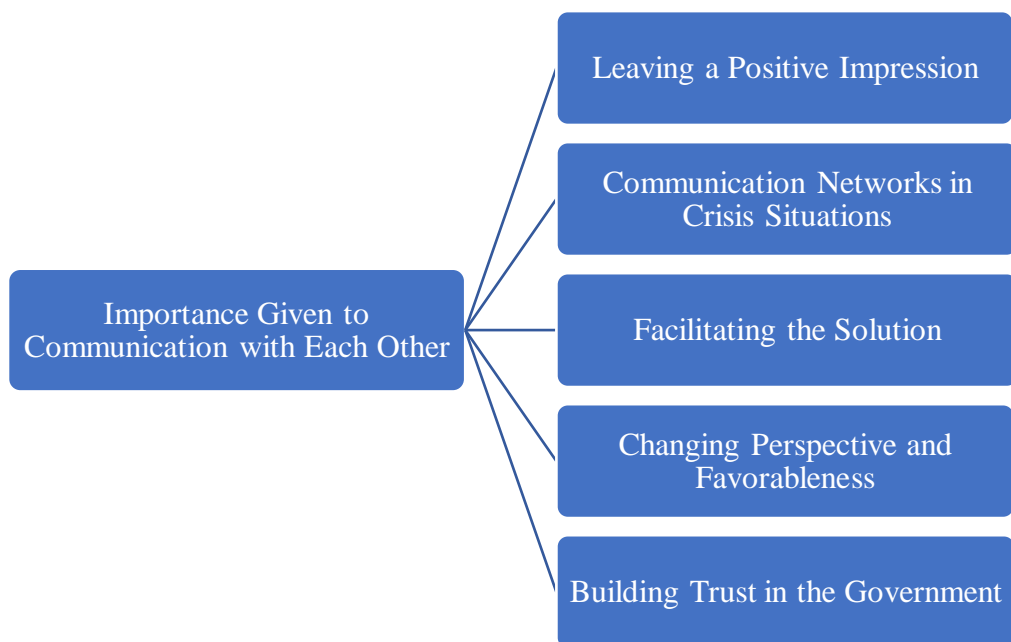


**Figure 14.** The Codes Emerged in the Importance Given to Communication with Each Other Category

### 4.2.5.1. Code 1: Leaving a Positive Impression

Parent 3 underscored the importance of maintaining communication with school staff, as it results in favorable outcomes for both the parent and their child by leaving a positive impression on school staff.

107

Parent 3: This communication is vital. Firstly, it is essential from the point of view of the student. Secondly, it is crucial to consider the teacher's students' perspectives. It also creates the impression that children are cared for, which is essential for the teacher's perspective on the parents. Despite everything, teachers have a better impression that your family cares about academic success and that you need to progress.

### 4.2.5.2. Code 2: Communication Networks in Crisis Situations

Parent 1's statement emphasizes the significance of communication with school staff, as it ensures the availability of people who can be called during emergencies.

Parent 1: Well, my child spends about 8 hours a day there. In other words, I want to have an interlocutor when I experience any situation related to my child. Of course, I would like to have an interlocutor when there is an illness, a health problem, a beating, a fall down a ladder, or something related to her lesson or a problem that my child has.

### 4.2.5.3. Code 3: Facilitating the Solution

Parent 2 asserts that efficient communication is vital in reaching a solution, acting as the last viewpoint. According to her, how you build communication is essential, in addition to simply maintaining it. Parent 2: "It's the same with my child's teaching. In other words, if something can be done, what can and can't be done is related to communication and non-communication. That's why it's important, of course."

### 4.2.5.4. Code 4: Changing Perspective and Favorableness

All cases of school staff underlined the significance of retaining communication with parents in poverty, as they believe this communication is necessary for changing their perspectives. Also, they value collaborations that aim to support children, therefore considering it critical to be involved in communication with parents in poverty. Changing attitudes and being favorable to them was common in all three school cases. This proves that school staff generally care about social sensitivity and being beneficial. Some of their statements are as follows: Teacher 2: "I think it's imperative. Because the more cultured the family, the more broad-minded they are, the better the child is.".

School Counselor 2: Sir, if I want to help a child, I think I must have touched a parent beforehand. Because they are interconnected, if I want my meetings with the student to take place in line with the goal I want, I think I must include the parent in this place in this job.

### 4.2.5.5. Code 5: Building Trust in the Government

School Principal 2 was the only one to raise the issue of trust in the government as an essential example of social sensitivity. This sharing is considered valuable as it emphasizes trust at a societal level and is presented in the findings on its own.

School Principal 2: As crucial as students are, so are families. Families also feel the presence of the state here. In other words, the state's principal in the public school cared for our child. They don't rebel against their state. At least they can say you look; our state has taken care of us.

### 4.2.6. Category 6: Overall Communication Evaluation

This category focuses on evaluating and providing feedback on the efficacy of communication among school staff and parents. By assessing their communication procedures, school staff, and parents can analyze what is functioning effectively and identify areas that require enhancement. An evaluative stance is crucial for accurately understanding their cooperation efforts.

The overall communication evaluation category analysis revealed four codes through constant comparative analysis. These codes, gaining experience, observations, activities performed, and negative emotional experiences were extracted from a thorough data review and inter-case comparison, highlighting unique patterns and commonalities in evaluating the communication area.

This section presents the results regarding parents' and school staff's general evaluation of communication. When impoverished parents and school staff were asked about their assessment of communication with each other, each participant expressed their key ideas. The thoughts are outlined in the following sections. Figure 15 shows the code distribution for the category of communication evaluation.
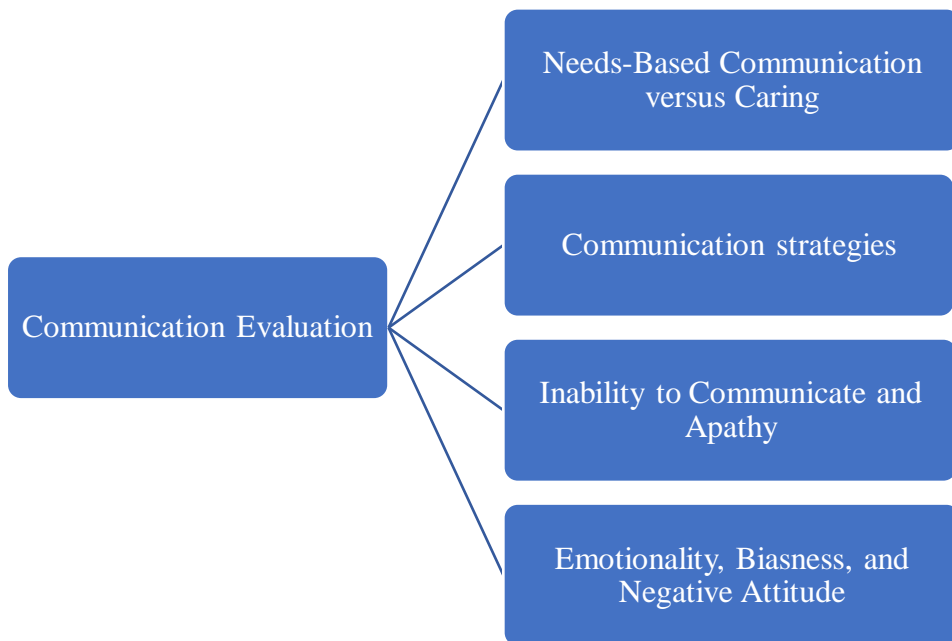
**Figure 15.** The Codes Emerged in the Communication Evaluation Category

### 4.2.6.1. Code 1: Needs-Based Communication versus Caring

Parent 2 and Parent 3 offered distinct approaches to the matter, each identified by their fundamentally differing views. While Parent 2 professed to only speak with teachers, when necessary, Parent 3 underscored the importance of this communication and the possible benefits it could bring. The presence of parents who brought up the power of regular communication, in addition to those who contact the school when only necessary, appeared as a tangible sign of the involvement of parents that could be achieved. Here are the comments of the two polarized thoughts: Parent 2: "I don't communicate very often, but I do when it is necessary.". Parent 3: "This communication is critical. First, it is essential from the point of view of the student. Secondly, it is important for the teacher's student perspective."

### 4.2.6.2. Code 2: Communication strategies

Participants from all the school staff cases made assessments based on their observations and conversations on the interactions with parents in poverty. School Counselor 3 recognized the need for more interaction with impoverished families

110

who have children having behavioral problems. In addition, School Counselor 1 indicated that she could empathize with them, which gave them a sense of being understood. Several school staff members also stated that, during their meeting with impoverished parents, they utilized a series of implied inquiries to determine the difficulties they were experiencing. Communication strategies were discussed in all cases by school staff. From this point of view, it can be concluded that all of them are searching for a method for this communication. The statements of teachers and school principals supporting this are as follows:

> Teacher 3: So now, for example, we are interviewing with you. You have some questions, right? What do parents do? How long is she in the house? Is the husband separated from the family, does he work out of town, or is he with the children? When you look at such things, you can already see if there is unity in the family.

> School Principal 3: Even if the kid himself is involved. We communicate in this direction to have either phone calls or private conversations, so when we call, we often learn more. We know that the economic condition is not good, but what other reasons are behind this not being good? That brings out my opinion.

### 4.2.6.3. Code 3: Inability to Communicate

School principals voiced considerable concern about communication difficulties faced by impoverished parents. They explained that there was either a lack of communication with these parents or problems with the established communication. Notably, school principals were the only case to answer in this regard. It can be assumed as an essential indication that families living in poverty do not engage as much as they should because, in a school, the principal's office is the first position to be reached in search of essential support. Still, they did not respond in this way. The statements of school principals claiming this are as follows: SA2: "So impoverished families, we don't communicate a lot. We can't do anything after we identify them. We can only come and see them here the most."

> School Principal 1: Communication with impoverished families is the most challenging communication, in my opinion. Reason? The family members do not open themselves to you. You know, as I just said, as far as the family tells me, I know, I see the continuation as coercion.

111

### 4.2.6.4. Code 4: Apathy

The apathy shown by parents in poverty was one specific area of focus for principals, teachers, and counselors. It was broadly accepted that these individuals showed indifference towards their children's education. Some examples of such comments from the cases are as follows: School Counselor 3: "Our main problem is that we can't communicate. We call them on the phone, but most of them don't want to participate, and they always have an excuse.".

> Teacher 2: So, they don't ask for too much. They don't want anything to burden them. When you want them to buy something, they are not very enthusiastic. And that's natural because they don't have the means. They're not interested. Let me put it that way. They're not interested because they don't have the means.
>
> School Principal 3: We don't get a lot of these parent-to-parent meetings. They always stay private. We have face-to-face meetings here with very few parents, either by phone or as if they need to hide themselves. We are trying to follow up by phone. Because the mother also works. When the father is also working, we cannot invite these parents to the school to support the house. When we call, they say they can't come.

### 4.2.6.5. Code 5: Emotionality, Biasness, and Negative Attitude

School counselors evaluated the emotional and attitudinal characteristics of impoverished parents. They conveyed their evaluations that these parents might display emotional reactions during interviews, exhibit bias towards their children, and attend school with negative attitudes. The counselors' opinions on this subject were the sole contribution that facilitated the formulation of conclusions. Counselors demonstrate an enhanced ability to identify and understand emotions and attitudes compared to other professional cases based on their skills. The responses given by three school counselors are as follows: School Counselor 1: "Their attitude is that they come in, let's say 20%, with a negative attitude.". School Counselor 2: "But some of them can be more sensitive at this point, so sometimes they can be more emotional during this kind of meeting.". School Counselor 3: "There are some families who think their kid is failing, or the kid had a fight again. That's why he's been calling from school.".

**4.3. Research Question 3: What are the school staff's perspectives about their experience working with students living in poverty?**

The third research question aimed to determine how school staff had perceived their poverty work thus far. To accomplish this objective, the perspectives of school principals, teachers, and counselors were examined, and the categories of past experiences, motives, communication features, challenges, accomplishments, and ancillaries were revealed.

To answer this research question, semi-structured interviews were conducted with only school staff. The results of these interviews are reported in the following sections. The notions are clarified and illustrated within the sections for each topic. The researcher gained an advantage in presentation by solely recruiting school staff to answer this research question. The findings are presented in an order that reflects this group without classification. Figure 16 shows the category distribution for the third research question.
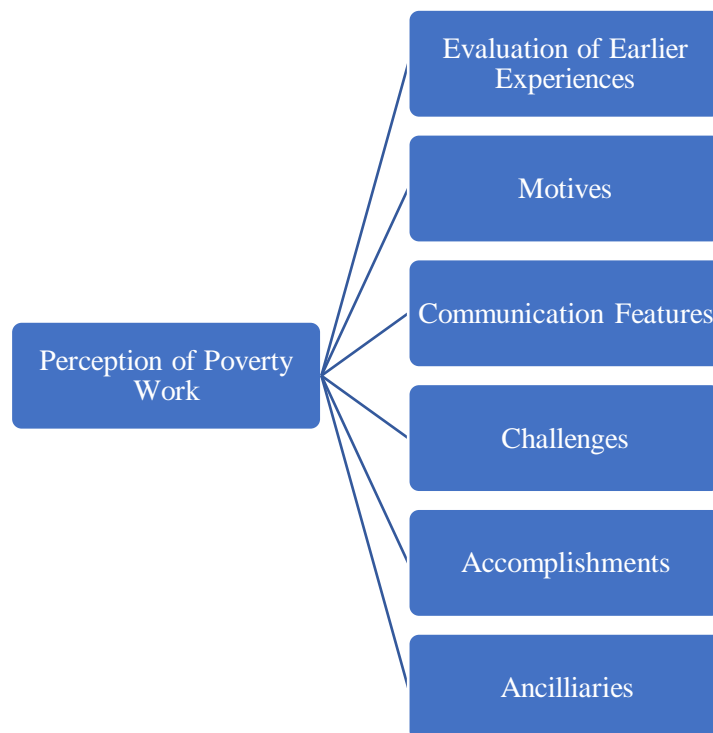


**Figure 16.** The Categories Emerged in Answering the Research Question 3.

The following table shows the distribution of categories and codes for the third research question. It can facilitate evaluating the findings comparatively. Understanding the points of overlap and divergence in the responses given by the participants in all cases provides a more in-depth perspective on evaluating each code.

**Table 12.** The Categories and Code Frequencies Regarding School Staff's Perception of Poverty Work Experiences

| Category | Code | SA | T | SC |
|---|---|---|---|---|
| 3.1. Evaluation of Earlier Experiences | Gaining Experience | 1 | 0 | 1 |
| | Observations | 3 | 2 | 1 |
| | Activities Performed | 1 | 1 | 1 |
| | | 1 | 0 | 1 |
| | Negative Emotional Experiences | | | |
| 3.2. Motives | Preventive Approach and Professional Responsibility | 1 | 0 | 1 |
| | Community Participation | 1 | 0 | 2 |
| | Providing Psychosocial Support | 1 | 0 | 2 |
| | Family-Based Approach | 1 | 1 | 1 |
| 3.3. Communication Features | Character-Specific Approach | 1 | 1 | 1 |
| | Motivational Speaking | 2 | 1 | 0 |
| | Building Trust and Sincerity | 1 | 2 | 1 |
| | Social Integration | 1 | 1 | 0 |
| 3.4. Challenges | Responsibility and Limitedness | 1 | 1 | 0 |
| | Student feelings and behaviors | 2 | 2 | 3 |
| | School setting and limited resources | 1 | 0 | 1 |
| | Family Participation | 1 | 1 | 1 |
| 3.5. Accomplishments | Professional Satisfaction and Spiritual Fulfillment | 2 | 0 | 3 |
| | Awareness and Empathy | 1 | 3 | 2 |
| 3.6. Ancillaries | | 0 | 1 | 1 |
| | Risk Assessment and Objectivity | | | |
| | Chat, Indirect Learning, and Child Voluntarism | 3 | 1 | 1 |

### 4.3.1. Category 1: Evaluation of Earlier Experiences

In evaluating the earlier experiences category, constant comparative analysis revealed four codes. These codes include gaining experience, observations, activities performed, and negative emotional experiences. Findings on how school staff evaluated their earlier poverty work are reported in this section. When asked about their evaluations of their efforts to address poverty in their earlier professional experiences, school staff members provided multiple thoughts. Some participants began their comments by describing the experiences they gained and their observations, while others talked about the kind of support they had provided. In addition, some individuals expressed the emotional impact of these circumstances on them. The differences are explained in the sections that correspond below. Figure 17 shows the code distribution for evaluating earlier experiences.
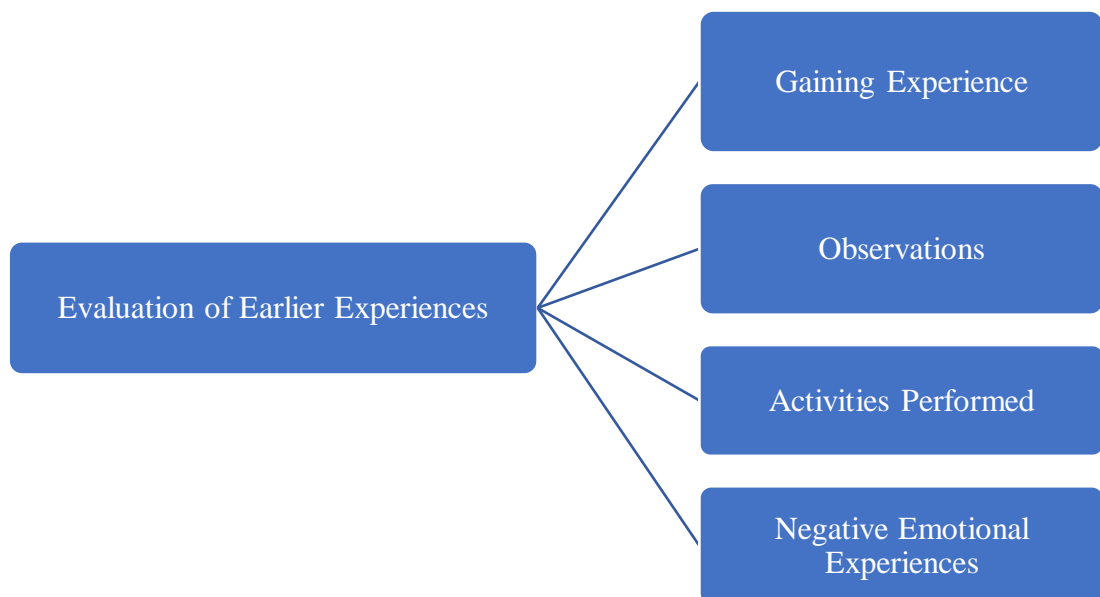


**Figure 17.** The Codes Emerged in the Evaluation of Earlier Experiences Category

### 4.3.1.1. Code 1: Gaining Experience

Per his statement, School Principal 1's work with these impoverished people strengthens his professional development. He suggested that their work with these

individuals helped them to acquire information and expertise on the specific type and method of support.

> School Principal 1: Of course, it gave us experience in finding solutions and intervening in the crisis. So, we chose the purpose of helping an impoverished student. We also tried to select a form of guidance for the parent if some of the child's needs are unmet despite being financially reasonable.

### 4.3.1.2. Code 2: Observations

A few school staff responded directly to the question by disclosing their observations. Their conversations concentrated on family attitudes, sources of information about poverty-based incidents, and cooperation inside the school. School principals and counselors mainly elaborated on some of their observations. The fact that they had the opportunity to make more observations than teachers can be considered their enabling characteristics. The decisions they mentioned are as follows:

> School Counselor 3: Families are indifferent to students. They ignore their children, do not care for them, and do not meet their needs because they are dealing with the rush of life. In general, such students have two extremes: they are lazy or hardworking but quite maintain that balance. In other words, if the child sees the environment I am in an impoverished environment, what should I do? Let me study my lesson. If he thinks he has no other choice, he can go to the hardworking part, but on the contrary, if he says that I am absent, my family is deprived, and no one cares about me. If he is interested in such mischief, etc., he can go to the lazy part, on the contrary.

> School Principal 2: First of the students in poverty, of course, because the school is crowded, as the school principal, we usually learn about them through parents who apply individually. Apart from this, we can know from the determination of our classroom teachers and guidance teachers in the branch counselors. We learn with the determination of our psychological counselors. Our family unit identifies it, and the deputy manager recognizes it. Children are usually either parents separated, or parents do not work in any job. So that's how we can determine in general.

### 4.3.1.3. Code 3: Different Types of Support

The participants from all school staff cases also outlined the various kinds of support given in schools during the interviews. They mentioned offering money, food,

stationery, and other support. All three school staff cases shared about this varied support. The support types they discussed are School Principal 1: "Sometimes, the child does not have a coat or needs boots. We worked for the needs of school uniforms, bags, and stationery."

> Teacher 3: I've been a tutor before. In other words, 13 of these 20 years were spent as a tutor. We provided resources to students in poverty in the classroom or tried to buy them at lower or half prices. In other words, we were trying to provide economic support. We would give scholarships to those we could.

> School Counselor 2: Of course, it is voluntary. There is no obligation to raise any money here. Those who want to help in that way. In my schools, for successful students whose academic status is good but whose family is not in good condition, 2-3 teacher friends gather a scholarship for that child and continue it every month. If there were institutions that we could contact, they could be contacted.

### 4.3.1.4. Code 4: Negative Emotional Experiences

Certain members of the school staff, who prioritized their emotional reactions over their professional roles, expressed the emotional consequences of their experiences with poverty. They expressed that witnessing poverty usually aroused unpleasant emotions for them. The reason that school counselors and principals reported the emotional difficulties they experienced may be because they have primary responsibility for dealing with poor students' problems. The emotional experiences they talked about are as follows: School Counselor 1: "It's not positive. So, it's exhausting, fatigued, and sad. Of course, when I say sad, I mean in a different sense or something, in the sense that it could have been better.". School Principal 1: "Now it's sad, first of all."

### 4.3.2. Category 2: Motives

The constant comparative method uncovered four distinct codes by analyzing the motives category. These codes are preventive approach and professional responsibility, community participation, providing psychosocial support, and family-based approach. Each code emerged from a detailed investigation and data

117

comparison across different cases, showcasing unique patterns and similarities within the motives category. The findings regarding the factors that motivate school staff members to work in poverty are explained in this section. Although school staff are professionally engaged in some poverty work, their care and reasons for caring about this subject will also be valuable in making sense of their volunteerism. Therefore, they were asked about their opinions on this issue. Figure 18 shows the code distribution for the category of motives.
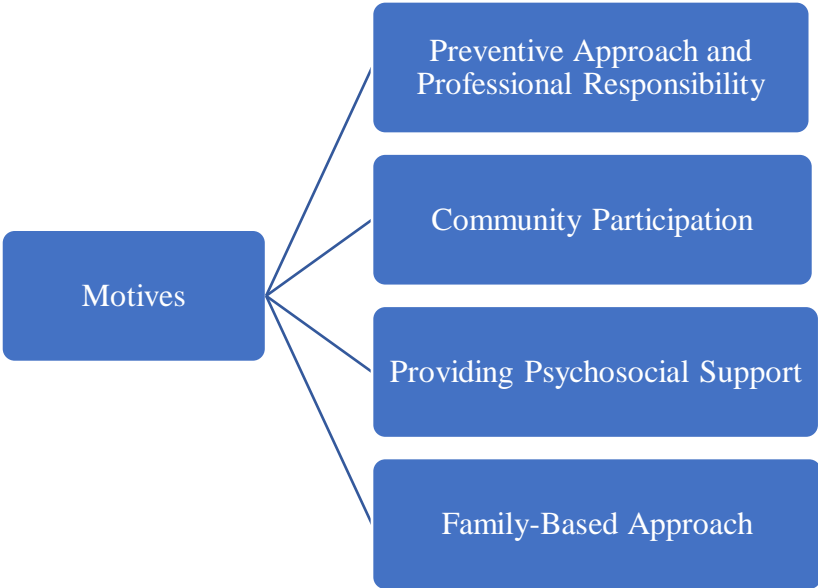


**Figure 18.** The Codes Emerged in the Motives Category

### 4.3.2.1. Code 1: Preventive Approach and Professional Responsibility

School Counselor 1 proposed providing focused support to students in poverty to minimize their exposure to dangerous situations. School Principal 2 conveyed his belief that steps must be taken to deal with this issue, considering his role as a school principal and representation of the state. The school counselors' and principals' prominent role in expressing their opinions on this preventive and professional responsibility may be linked to the distinct professional duties discussed in other sections. Their opinions on this matter are as follows:

> School Counselor 1: They're involved in risky things that will appease them. They need to work towards that issue and that goal. What happens when you

118

can't deal with your frustrations? They're turning to addictions, and they're turning to more dysfunctional ways to calm themselves down. That's why it's very, very important to work with this group.

School Principal 2: If there were students out there who were hungry, I was the responsible person in charge of the school. Because I'm the lowest-level representative of the state, I say and convey this at every opportunity, and I try to help the children as much as I can.

### 4.3.2.2. Code 2: Community Participation

This section also presented the claim that schools should address poverty to facilitate the integration of impoverished individuals into the community. These activities are essential for people to mitigate the negative impacts of poverty and participate in society. The prominent role of school principals and counselors in expressing their opinions on community participation may be related to their distinct professional duties. Their opinions on this matter are as follows: School Counselor 3: "Yes, they have a poverty. Maybe they are trying to get rid of it, but if we don't care for them and exclude them, how will they be able to rebuild their lives? How will they be able to participate in life.". School Principal 2: "Because those children learn that the state supports them. If they hear it, they will be good people tomorrow. They don't become greedy thieves. They see the hand of the state reaching out to them, and they will come.".

### 4.3.2.3. Code 3: Providing Psychosocial Support

According to several perspectives of school counselors and principals, students in poverty have many kinds of instances that result in a psychological and social impact on them. Hence, they believed that it was vital to support those students. Their opinions on this matter are as follows: School Counselor 2: "As we said, the psychological dimension of this topic is also important. You know, sometimes the child may feel different, lack self-confidence, or act shy because of this situation. In this sense, of course, it is very important to give him psychological support.".

School Principal 1: The child struggles with contempt and disdain. So, this child will now fight the unrest in the family. He fights with peer bullying. So, he will struggle since this surrounds this kid from all sides. This makes the child's life very difficult.

119

### 4.3.2.4. Code 4: Family-Based Approach

Participants from all the school staff cases perceive poverty work to be substantial when assessed from a family-oriented stance. Since families are deprived of basic needs, not affording these needs impacts children negatively. Therefore, providing support to families is seen as a top priority. One of the significant results of the research is the unanimous consensus among all three cases regarding the need to include family in this matter of poverty work. The following are the rationales:

> Teacher 2: Of course, the family atmosphere is critical. I have seen that the children of divorced families are significantly affected. Especially in this regard, almost six out of 10 children have parents who are distressed, divorced, or deceased. Of course, it involves a lot.
>
> School Principal 1: It's crucial because we're in a society where there's peer bullying, where financial problems lead to family problems. This family unrest is not only a lack of materiality but also a family unrest that negatively affects a child's development. That's why it's so essential for us in schools.

### 4.3.3. Category 3: Communication Features

Using constant comparative analysis of the category of communication features four codes: character-specific approach, motivational speaking, building trust and sincerity, and social integration.
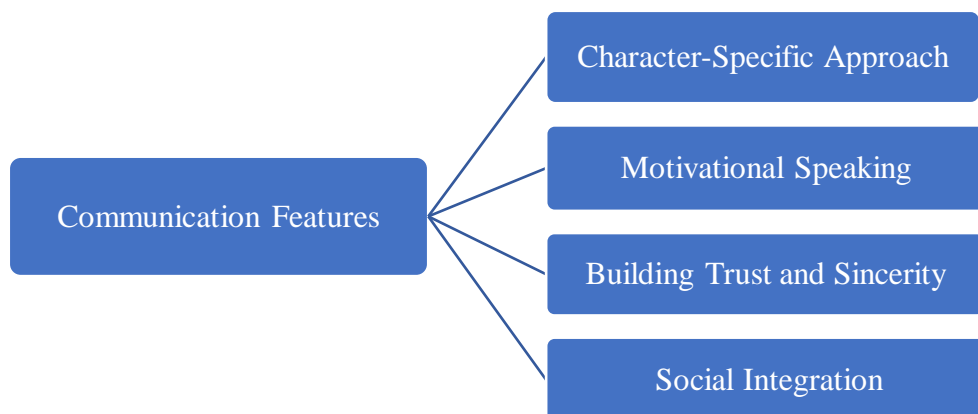


**Figure 19.** The Codes Emerged in the Communication Features Category

Findings related to school staff's communication with people in poverty are explained in this section. The school staff were asked to explain their communication with impoverished students, relying on their previous experiences. Every participant described the communication features and strategies they consider the most significant. The relevant sections below provide information on the ideas stated. Figure 19 shows the code distribution for the category of communication features.

### 4.3.3.1. Code 1: Character-Specific Approach

During this interview phase, many participants stated that the style they use to communicate with students is linked to their economic status and the adoption of certain communication styles depending on their character. All three professional cases recognized the strategic value of the character-based approach. Considering individuals' character in various processes is a significant discovery. Some example statements are as follows: Teacher 1: "You know, as I just said, there are students who try to hide their poverty and students who don't hide their poverty and are always waiting for something. Of course, the two are different."

> School Counselor 2: Of course, this situation can vary depending on the personality traits and character of the student. Of course, we cannot generalize, but some may be a little timid and passive with the children in this school because I meet with them. After all, we will carry out some work on these students. You can also communicate easily with more self-confident children who don't want to open.

### 4.3.3.2. Code 2: Motivational Speaking

Some participants indicated that increasing students' motivation in poverty is essential. They gave examples of motivational communication with students in poverty in difficult times or when they may feel down. Teachers and school principals believed motivational speaking helps support those in poverty, whereas counselors did not mention it as such. This could be explained by the fact that counselors have predominantly focused on feelings and primarily communicate with students with difficulties. These statements support this aspect: Teacher 2: "I speak in a pretentious way, guys, come on, you can do it; anything is possible in life. It

121

could be this; it could be that it was always so supportive that the kids were getting pumped up."

> School Principal 1: Later, when the van and my car were next to each other, we made a thing out of the window. That's just what I did. He did it with just a hand signal to see how it went. He was agitated. I said that rare people had a bad day, so I called him, consoled him, and said stop, let's see if you succeeded.

### 4.3.3.3. Code 3: Building Trust and Sincerity

An insightful standpoint was that the effectiveness of communication with students in poverty relies on the basis on which it is built. Furthermore, it was made clear that cultivating a communication style that is both trustworthy and sincere is critical while interacting with students. All school staff cases' participants regarded trust and sincerity as vital requirements. The indispensability of these two features in communication has been repeatedly demonstrated with substantial confirmation. The following explanations are related: School Counselor 2: "Of course, I'm not expecting him to come out on top of me for so long, and I'm not expecting him to open up suddenly. I think we need to have a few meetings for this. I think I won't be able to get much efficiency in the first meeting.". Teacher 1: "I mean, how do you do it there? You're being sincere.".

> School Principal 1: It's August. I am from Ereğli. I looked at this narrative or design; it rarely calls me at the end of August. He said, "I became a teacher." You wouldn't believe the scream I made at that moment, so much because it's such a wonderful feeling. I mean, a kid, thankfully, we noticed him, we saw him, we met him somehow, and he became a literature teacher.

### 4.3.3.4. Code 4: Social Integration

The research repeatedly identified social integration as a vital expectation and objective across several stages. At this point, certain people articulated their ideas about students in poverty. Participants from all the school staff cases expressed concern for including students in the current time and place and society as successful individuals in the future. Additionally, they responded that they interact with

122

impoverished students through communication that promotes accomplishing these objectives. School Counselor 1: "I mean, why do you have to do this? You know they can't learn. Then, make him do the things he can do and make him successful. In other words, let him be a valuable individual in the society. Look, this is what it means to have a valuable individual in society. ". Teacher 3: "Touching their lives. In the future, we get good news from them. To hear things like "Sir, I won here, I work there, I became a teacher.".

### 4.3.4. Category 4: Challenges

A constant comparative analysis was applied to identify four codes in examining the challenge's category. These include responsibility and limitedness, student feelings and behaviors, school setting and limited resources, and family participation. Findings on the difficulties experienced by school staff in their poverty work are reported in this section. School staff were questioned regarding the challenges they faced when dealing with impoverished children throughout their years in the field. They explained the various difficulties associated with themselves, students in poverty, and schools. The challenges are presented in the corresponding sections below. Figure 20 shows the code distribution for the challenge's category.
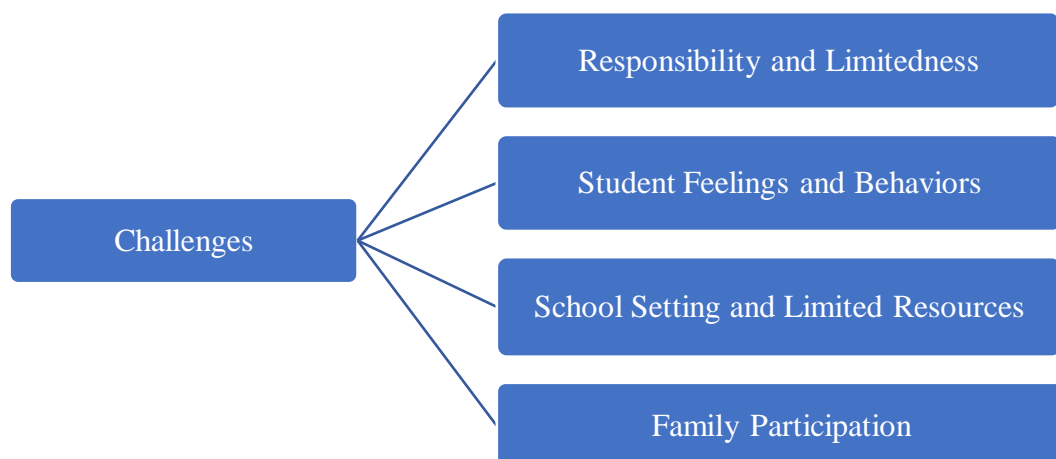


**Figure 20.** The Codes Emerged in the Challenges Category

123

**4.3.4.1. Code 1: Sense of Responsibility and Limitedness**

Identifying the difficulty of meeting the needs of students in poverty and knowing the limitations of their capacity to help them was recognized as challenging by teachers and principals in their work to address poverty. They stated that the emotional effect of this experience on an individual was complex. Feelings of responsibility and limitation were only raised by teachers and principals. Counselors' professional roles enable them to provide psychological support without restrictions, eliminating any sense of limitation. Here are some statements that support this view:

> School Principal 3: I suffered very hard. Some of our children have significant financial difficulties. We can't afford that as a teacher. In other words, unfortunately, we see that there are children we cannot keep up with." affected spiritually.
>
> Teacher 3: The question of what we can do for him remains in your mind, psychologically. There is also the question of whether these children can meet a need. Not being able to meet it is a difficulty, and from our point of view, not being able to keep up with all of them, that is, not being able to provide the necessary support entirely, is a challenge.

**4.3.4.2. Code 2: Student feelings and behaviors**

Students' skepticism and desperation were identified as some student-based challenges. The counselors and teachers reported that students may create some difficulties due to their skepticism toward the helping behavior of school staff. In addition, students with a sense of desperation were identified as challenging to support. Some challenges were attributed to students determined to possess specific nonadaptive characteristics.

The teachers and counselors stated they experienced difficulties due to impoverished students' irresponsibility and lack of cooperation. It was also found that the embarrassment and gratitude-like behaviors created by impoverished students' conditions made the work of school counselors and principals difficult. Behaviors such as being embarrassed to share their situation or feeling highly grateful for the support given were found to cause challenges for school staff. Some example statements about these aspects are as follows: School Principal 1: "My biggest

124

challenge is that children have a huge sense of gratitude for you, and the child feels very indebted to you. So, I had a hard time at that point.".

> Teacher 1: I had a problem with a student. His family had arrived. His father said he was a janitor, and his mother was cleaning him. Two months later, I saw the new iPhone 7 in his pocket. My view of that child changed after that behavior. A family in need. But he doesn't help the family. He bought a cell phone that he didn't need. That's why my view of that boy changed.
>
> School Counselor 2: Sometimes, the child can feel embarrassed. He can feel ashamed when we get into the problem. It is as if the child can sometimes internalize that his situation is terrible. It can sometimes be known that they are not in a good situation among the students. Then there may be an embarrassment in children, frankly.

### 4.3.4.3. Code 3: School environment and limited resources

Some challenges related to the school setting were also seen to affect the work of school principals and counselors. Two interrelated factors were seen as necessary in this regard. These are the identifications of impoverished students and overcrowded school populations. In addition to the challenges in identifying students even under normal circumstances, overcrowded school populations were also reported as harming identifying and supporting these students. They expressed their thoughts as follows:

> School Principal 2: "The most important thing is to identify them. Because some of our students come to us after their teachers identify them, the child has no clothes but says they don't need them. So, we have a hard time identifying them.".
>
> School Counselor 1: "In the school environment, our communications focus on the crisis, especially in crowded schools. It is complicated to say that I took the child systematically. Let me follow him, call him, and see him."

### 4.3.4.4. Code 3: Family Participation

The family was repeatedly referred to as a direct source of challenge for some of the school staff. In addition to the thought that the problems in the family directly influence the child, which is already a challenge in themselves, it was explained by

only a teacher that difficulties such as the family's lack of interest in the child also create additional challenges. His statement to emphasize this aspect is as follows:

> School Counselor 3: Our biggest challenge is with their family. Because if there is a problem, if there is a negative development in the child, I think things usually develop due to this family.". Teacher 1: "Of course, this is a general problem. For example, we wanted to enroll one of our students in a dormitory here. His family doesn't like it.

### 4.3.5. Category 5: Accomplishments

The study of accomplishment categories revealed two principal codes through constant comparative analysis. These codes, professional satisfaction-spiritual fulfillment, and awareness-empathy were extracted from a thorough data review and inter-case comparison, highlighting unique patterns and commonalities inherent in the accomplishments area. Findings regarding the accomplishments of school staff in poverty work are presented in this section. When asked how school staff regarded the benefits and accomplishments of their efforts to address poverty, they indicated thoughts related to professional and personal values. Below are the associated intellectual explanations. Figure 21 shows the code distribution for the category of accomplishments.
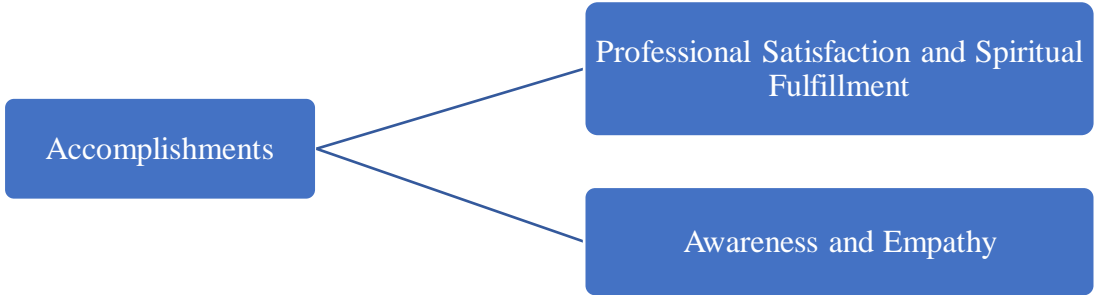


**Figure 21.** The Codes Emerged in the Accomplishments Category

### 4.3.5.1. Code 1: Professional Satisfaction and Spiritual Fulfillment

One school counselor and principals from the school staff viewed their work centered on poverty from a spiritual standpoint. Some people remarked that

supporting students in poverty gave them a sense of professional satisfaction. They also said this work gave them spiritual fulfillment and contributed to their professional identity. Some statements support this view: School Principal 3: "Of course, there is a useful aspect. First, teaching is a profession that requires spiritual satisfaction. As soon as we feel we are in this regard, we are already pleased spiritually. It raises our energy that day.".

> School Counselor 3: It has the advantage that, since we are psychological counselors, the more experience we must see different kinds of people, the more experience it gives us. So, meeting children from impoverished families allows us to improve how we approach them, behave, or what we can do to them.

### 4.3.5.2. Code 2: Awareness and Empathy

The school staff pointed out achievements like awareness and empathy as additional contributions. Representatives from all school staff cases reported empathy and awareness as an achievement of the poverty work. According to them, these experiences can improve an educator's capacity to understand the conditions caused by poverty and cultivate empathy toward the associated feelings. The arguments for this are as follows:

> Teacher 3: When you look at it in terms of motivation, that low level of academic success in children creates awareness that there may be hidden things underneath. I mean in the sense of establishing a balance. Yes, not directly judging the student about something. Why didn't you bring your notebook or pencil today? Maybe they didn't have the means to buy it, do you know what I mean? It develops something like a different kind of empathy towards people.

> School Principal 1: That's observing the community. So, think about what else we can do. Of course, it was an excellent social experience for us regarding the traumas these children experience in preparing for life: observing them and directing them toward what we can do at these points.

### 4.3.6. Category 6: Ancillaries

The constant comparative method uncovered five codes by analyzing the ancillary category. These codes are risk assessment, objectivity, chat, indirect learning, and

child voluntarism. Each code emerged from a detailed investigation and data comparison across different cases, showcasing unique patterns and similarities within the ancillary category. The findings concerning the ancillaries that help school staff in their poverty work are explained in this section. The school staff's response regarding the elements that help them in their poverty work was mainly focused on decision-making processes and relationship management strategies. Figure 22 shows the code distribution for the category of ancillaries.
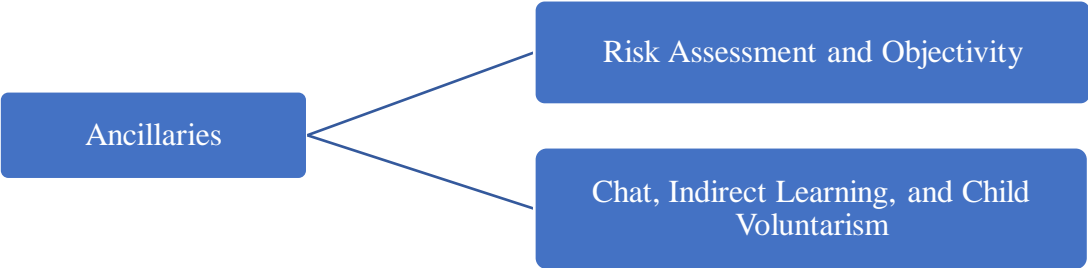


**Figure 22.** The Codes Emerged in the Ancillaries Category

### 4.3.6.1. Code 1: Risk Assessment and Objectivity

The primary elements in decision-making processes were risk assessment and objective point of view. A counselor and a teacher clarified that they perform a risk assessment by determining the school's poverty level. This method facilitates their work and enables them to make more informed decisions. Moreover, they claimed that adopting a more objective viewpoint on issues associated with poverty is necessary for improving their job efficiency. They stated their thoughts as follows:

> Teacher 1: I wasn't a classroom teacher in the first year. Now, when I have a class in my second year, we are already doing a risk assessment. There, it becomes clear how the children are, what they have, and what the situation of the families is.
>
> School Counselor 1: Now I can be more objective. So, I know how limited this is. So, I know what I can do. Therefore, there is ease in terms of experience and method. I can get closer more easily. From time to time, I see that I get more results than I want, and I am happy when I get it.

128

**4.3.6.2. Code 2: Chat, Indirect Learning, and Child Voluntarism**

This part of the research also includes more elements associated with relationship management. Members from different school staff cases similarly noted situations where dialogue with students in poverty proved beneficial. Participants emphasized the disadvantages of openly asking students about poverty during these conversations. They also highlighted the advantages of asking alternative questions and indirectly performing a thorough investigation. In addition, some school staff highlighted that impoverished students' voluntary participation and contribution substantially improved their ability to do their jobs. Here are some statements that support this view:

> Teacher 3: Let me put it this way: because I like to chat with students, students find themselves close to them. When I say their favorite team, something they are interested in, or their hobbies, I try to catch them and chat with them like this. I mean, that's how I try to connect them to myself.

> School Principal 1: Being curious to know the child's life story directly is always counterproductive. When you ask an impoverished child a question, what can I do for you in terms of helping? I never thought of asking questions repeatedly, as much as the child tells me. Because the more you ask, the more you overwhelm.

**4.4. Research Question 4: What would be the nature of poverty-sensitive school counseling services?**

The last research question formulated to achieve the study's primary objective aimed to clarify the nature of poverty-sensitive school counseling services. The results of this question are presented after all the research questions and the findings from the responses to the research questions are employed. The results were derived from the analysis of the existing literature, as well as the participants' thoughtful explanations and recommendations. The members of each case group finally asked what features school counseling services should have to provide poverty-sensitive support to their students. Figure 23 shows the categories that emerged for the fourth research question.
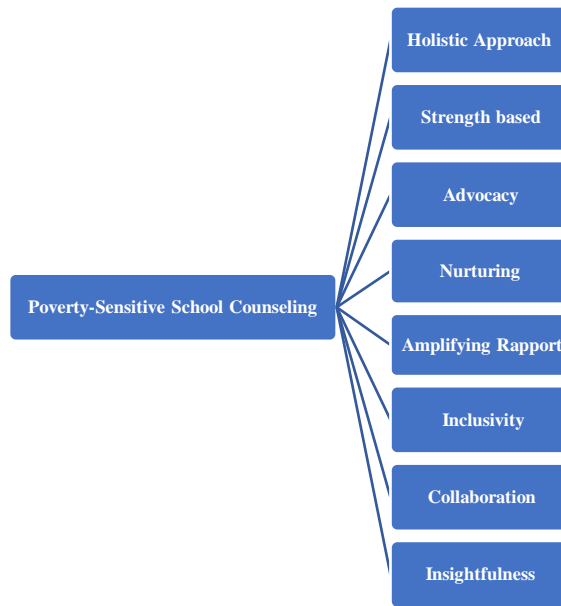
**Figure 23.** The Categories Emerged in Answering the Research Question 4.

The results of this study's first three research questions are provided in the preceding sections. The primary purpose of the research is to investigate the nature of a school counseling service, considering the findings. This section introduced the main components of poverty-sensitive school counseling services" that have been determined. This nature passed a series of stages during its development. To assess the compatibility between the researcher's nature development analyses in addressing the other research questions and the existing literature, the researcher gathered the previously produced components from the earlier models, frameworks, and studies. After gathering around 15 components, examinations took place to determine which components were verified by the data collected in the present study. This investigation identified eight concepts that are consistent with the research findings. The method reveals that determining the nature of school counseling services, which is sensitive to poverty, is constructed upon a foundation of empirical data supported by literature. The constituent concepts of this nature are explained to ensure fluency.

### 4.4.1. Category 1: Holistic Approach

The findings of this study revealed that a holistic approach is required in a school counseling service that is aware of socioeconomic issues. It is believed that students

in poverty can achieve upward mobility by providing them a holistic support. Emphasis is put on supporting students in social, emotional, academic, career, and social engagement domains. Given that school counseling services play a crucial role in the psycho-social development of students, it is seen as essential to concentrate on all these domains. Improving them in all these domains can be favorable for impoverished students in overcoming the challenging circumstances caused by poverty.

Adopting the holistic approach in nature is a significant outcome of this research for several reasons. First and most importantly, several participants underlined the physiological, social, emotional, psychological, and societal challenges students face in poverty. Not meeting the physiological requirements would consequently harm other kinds of needs. Given that each need is equally required to be met, it was proposed that a school counseling nature must be developed with a focus on poverty sensitivity, including a holistic approach to address the needs of students in poverty. Some participant statements advocated for including this component in nature: School Counselor 1: "Anxiety is also a distraction. Pessimism descends on those who are depressed. These are the things that such students experience the most. So, these kinds of dysfunctional emotions and what those emotions do affect them.".

> School Principal 1: Now it's about whether the child's biological needs are met at a certain limited level. I mean, can this kid eat dinner? You can't say this directly, but we can catch him in different sentences or from a few sentences that the parent or I use in the process. Is the child full? Is this kid getting enough food? Does he sleep in a peaceful house? Does he sleep in a warm house?
> Teacher 2: As I mentioned earlier, they go straight to work. For example, the child sleeps in class. I say, son, why are you sleeping? Sir, I was fully functional yesterday. I say, are you working? Yes, sir, when I leave here, I go here. I go to the industry, I go to the electrician, I go here, and so on.

### 4.4.2. Category 2: Strengthening

It was determined that a counseling strategy that focuses on recognizing and using strengths ought to be employed in the educational context. This spotlight was centered on the various challenges experienced by impoverished children. It was

commonly agreed that irrespective of their personal, environmental, cultural, and organizational inequalities, impoverished children must be directed to take advantage of their strengths to address their challenges. Focusing on cultivating personal strengths rather than fixating on difficulties can significantly impact students' future achievements. Hence, the researcher decided that emphasizing strength is crucial for establishing the nature based on the gained data.

Clarifying that the strength focus originated from impoverished students' challenges can lead to significant advancements. The various participants' commitment to the students' abilities significantly facilitated the acknowledgment of this concept despite the challenges they encountered because of cultural and structural situations.

Furthermore, the semi-structured interviews provided additional confirmative shares on the belief that strengthening individual and environmental variables can serve as a potent strategy for eradicating poverty. Finally, the acceptance of the effectiveness of specific support systems in boosting students' abilities, along with problem-focused and problem-preventing strategies, underscored the significance of strengthening concepts of this nature. Following are some participant statements that advocated for the involvement of this feature in nature:

> Parent 1: Impoverished students should also be motivated for the future. They should be shown to do much better things even in their position. They need to encourage them to do this because children from impoverished families are dropping out of school.
>
> Parent 3: That doesn't affect me. Why doesn't it affect? We communicate with those people correctly. Being impoverished doesn't mean constantly scolding or speaking in the wrong way. You can express yourself in a very accurate way. Or rather, I don't think it will affect me.

### 4.4.3. Category 3: Advocacy

The efforts and plans for the support given to disadvantaged groups in school counseling were frequently discussed in semi-structured interviews. This implies that, apart from the overall willingness of school staff to collaborate, the advocacy of counseling services can effectively address poverty within schools. Therefore,

advocacy was included in nature as a fundamental concept. The importance of school counselors advocating for addressing the basic needs of students in poverty and for positive structural changes was mainly pointed out.

This nature component shows school counselors' importance in establishing support mechanisms to assist the entire community. In addition, this basic principle can also aid in identifying the areas in which they need to improve their professional skills. The mentioned volunteerism and willingness of the school staff in poverty work conducted in schools was crucial for integrating this notion into nature. Specifically, the school staff members stressed the proactive role played by school counselors in this system while explaining their voluntary participation in support activities. Furthermore, school counselors have also defined the nature of their collaborations and initiatives to promote supportive practices within the school setting. This scope of opinions illustrates the necessity for school counselors to advocate in a counseling process sensitive to poverty. Following are some participant statements that advocated for the involvement of this feature in the nature:

> Student 3: They think these students need to be helped. They help if they can. I believe they have a willingness to help. You know, because that's what they've got. But apart from that, I have not seen them withhold their help when there is a psychological, financial, or moral situation. They are beneficial. You know, they cure your problems.

> Teacher 2: Our teachers are very dedicated at the school where I work now. I want my children to study there because they put in much effort. They are all just like me. If the child needs something, they take it out of their pockets and give it to him. When they have a problem, I have never seen a teacher say "no" or "why" to me.

### 4.4.4. Category 4: Nurturing

Nurturing is an essential principle incorporated into this nature and is a fundamental feature of poverty-sensitive school counseling. It was thought that applying this attitude would positively impact the methods used by school counselors to address poverty. It is also believed that the key to fostering self-acceptance among school counselors, including recognizing their strengths and weaknesses, lies in adopting this protective approach. Subsequently, it was decided that the nurturing component

must be grounded in this nature to fulfill criteria such as responsiveness to new ideas, accepting one's role, and minimizing self-centeredness to foster collaboration within schools.

Significant conversations during the semi-structured interviews influenced the inclusion of this concept in nature. The counselors' explanations of their successful strategies in school tasks were a considerable factor. Also, other participants mentioned how the counselors at their schools accomplished advancements because of their humble and modest attitudes. Given the elevated communicative difficulties, it was vital to develop a counseling nature wherein counselors interact with the other individual with increased nurturing to enhance effective communication during school and counseling sessions. Following are some participant statements that advocated for the involvement of this feature in the nature:

> School Counselor 1: They're involved in risky things that will appease them. They need to work towards that issue and that goal. What happens when you can't deal with your frustrations? They're turning to addictions, and they're turning to more dysfunction-always to calm themselves down. That's why it's very, very important to work with this group.
>
> School Principal 2: If there were students out there who were hungry, I was the responsible person in charge of the school. Because I'm the lowest-level representative of the state, I say and convey this at every opportunity, and I try to help the children as much as I can.

### 4.4.5. Category 5: Amplifying Rapport

Another component added to this nature is critical to improving the bond between school counselors and impoverished students. To meet the trust and support wanted by students in poverty, it was thought that the best strategy was to establish an amplified basis of rapport between them. To promote students' mental, behavioral, and emotional development, it was proposed that counselors cultivate a more vital intimacy via rapport building. For counselors devoted to fostering self-confidence in impoverished children and revealing their potential, the efficiency of their connection relies on a higher level of trust to guarantee that their support is met with equal responsiveness.

134

The presence of this component in nature can be attributed to the practical actions of school staff that assist in the self-development of disadvantaged children. The evidence indicated that school staff members who engage in authentic, sentimental, and honest talks with children significantly motivate impoverished ones. This also highlights the significant influence trusted teachers have on impoverished students. Moreover, the preference for seeking support from teachers with whom students have a reasonably intimate relationship to express their emotional challenges also depends on the rapport quality established. The concept was molded by participants' claims of positive improvements in academic achievement resulting from impoverished students' strong ties with their teachers. Thus, it is suggested that the level of connection developed by school counselors in psychological support procedures will be helpful in the efforts to address poverty. Following are some participant statements that advocated for the involvement of this feature in nature:

> School Principal 3: When the parents who are older than me come here, they sometimes come here with a shying attitude, and when I look at them with a smiling attitude and say welcome, they feel more relieved. When I feel the tension of that parent, I try to move it to a little warmer weather.

> School Counselor 3: I generally have conversations in the style of sister and brother in impoverished families. I try to be sincere in my way. When I act warm-blooded, I think they get into the mode of understanding me a little more, which is how I see it. I'm trying to be warm and sincere, close rather than formal.

**4.4.6. Category 6: Inclusivity**

The study's findings revealed the advantages of implementing inclusive education in schools. Given the apparent requirement and benefits of inclusive school counseling, it was considered ideal to integrate it into the nature of poverty-sensitive school counseling. The primary idea of this component is to ensure that people with diverse demographic attributes get equal assistance from counseling services while considering individual and community parameters. A vital aspect of the nature is the requirement for school counselors to demonstrate inclusivity, which reduces difficulties like exclusion, segregation, and grouping. This approach ensures that all children can smoothly pursue their education in an integrated manner.

The concept of inclusivity was raised in some way during most semi-structured interviews. Significantly, the problems faced in this matter were periodically brought up. The positive aspects of implementations sensitive to this subject were also commonly noted. After considering the recommendations for the measures that school counselors can take to foster inclusivity while improving their inclusion, it was decided that including this concept in nature is the right choice. Following are some participant statements that advocated for including this component in the nature: Teacher 2: "It is necessary to include passive and impoverished students in activities that will bring them to the fore. Teachers must think about how we can push them forward like this.". School Principal 3: "These teachers would never approach these students as if they were different in the classroom or make them feel that there's a piece of work being done for their economic conditions. They would never do that.".

> School Counselor 2: I've never seen impoverished students being cast aside in the other schools I work in. Usually, we, the class teachers, or the administration know these students, so I know which classes some students are not doing well in. Since we always have information on this subject, what can be done for these children whenever they study or need help?

### 4.4.7. Category 7: Collaboration

Collaboration has been identified as a vital concept of this nature, intended to enable school counselors to work in a poverty-sensitive manner, promoting social cohesion. This concept was deemed substantial, as it assumes that the collaboration between school counselors and other stakeholders in the school can produce more advantageous results in schools. Counselors are urged to adopt a collaborative strategy, encouraging school staff and other stakeholders to actively get involved in endeavors that enhance the well-being of students.

The rationale for integrating this concept stemmed from the interviews carried out in this study. Sometimes, participants from each case acknowledged the problems related to lack of cooperation and the benefits cooperation brings. The parents in poverty and the school staff complained about the others' lack of collaboration and

communication. Several school staff members also talked about the favorable consequences they had reached through collaboration inside the school. These findings prove that involving the school counselor collaboratively can help raise awareness of poverty. Following are some participant statements that advocated for the involvement of this feature in the nature:

> School Counselor 2: But you know, teachers give us information about these students, and when we manage this process by collaborating with them in the same way, I think this process develops better. In this process, sometimes the administration is involved, or, as I said, the parent is also involved. When you complete the legs of this table, I think there are better developments in this case. All our stakeholders must participate in the process.

> Teacher 1: So, when we raise funds, our students help too. So, of course, we get students' support this way without knowing that person. We also get support from our teachers. But what I usually do is that there are no students in their class who do not have a financial situation, but there are these charities and so on, so we try to do something as much as we can.

### 4.4.8. Category 8: Insightfulness

The final component in nature is the state of possessing an angle that can arise from fulfilling the requirements of all aspects. Insightfulness is the final principle of this nature. The poverty-sensitivity nature hinges on a thorough understanding of the circumstances. In this approach, insight is a vital facilitator that completes nature. An approach that is insightful to students would need to analyze the surrounding area, culture, state of mind, and character of individuals living in poverty.

The inclusion of this concept into nature is closely linked to all the other components, as stated earlier. The interviews constantly showed the need for comprehension and empathy at both the communal and personal levels. The examples, such as individuals helping with a caring attitude, particularly in areas like financial assistance, demonstrate that an altruistic mentality and empathy boost the support for impoverished students. The sensitivity framework of the school counseling nature is believed to be completed thanks to the insightful attitude that school counselors are expected to acquire. Following are some participant statements that advocated for the involvement of this feature in the nature: Teacher 2: "Because,

as I said, like the example of Nasreddin Hodja, I need to understand his situation very well. If I don't understand, it means I've forgotten those lanes I've passed.". School Principal 1: "A person who is a teacher would never say I was unaware of it, and we are lucky as a school." School Counselor 3: "I can more easily analyze what they are going through. If I had come from a higher economic level, I would probably have a hard time establishing intimate communications."

## 4.5. The Findings of Reflective Journal

The researcher kept a reflective journal documenting the experiences, challenges, and achievements while performing the research. This journal strengthened my grasp of the study and stimulated reflective thinking. More specifically, it allowed the researcher to observe and analyze the influence of his individual experiences and emotions on the course of the investigation.

This study involved semi-structured interviews with school principals, teachers, counselors, and high school students from impoverished households and parents of high school students experiencing poverty. The researcher used a direct contact strategy to send invitations to participants for the study, beginning with the engagement of school principals as primary stakeholders. At this point, the researcher became aware of the school principals' hesitation to participate as a school in the research, which incorporated taped interviews. To minimize these concerns, the researcher highlighted to the principals interviewed later the ethical precautions that would be taken to protect data security, assuring them that the data would not be shared with any third party.

At some schools involved in the study, the researcher received direct backing from principals and vice principals to find inside participants. Yet, at other schools, the researcher was referred to school counselors, which showed the situation that made the researcher feel concerned. Because of how the principals extended invitations to the participants and their seniority position within the school, the participants who the principals invited started the interviews in a more hesitant and guarded manner. Thus, the researcher interviewed the participants by immersing them in a friendly

138

dialogue. As the researcher gained more expertise in conducting interviews, he found it easier to manage people recruited by school counselors in a similar position.

The utilization of semi-structured interviews began with pilot studies, enabling the researcher to acquire significant expertise during this phase. The researcher faced notable difficulties when volunteers from various cases occasionally struggled to understand the questions. Due to the overly academic language used in certain sections, which even the school staff found difficult to grasp, the researcher decided to revise some questions.

He attempted to soothe his nervousness stemming from their lack of understanding. An essential insight gained from the pilot study was the realization that conducting interviews with children and parents in their homes was not practicable. The concern that the emotions and thoughts conveyed would be accidentally heard by people in adjacent rooms of the house harmed the interviews.

The researcher planned to carry out the primary data-gathering process, mainly in the school setting, ensuring privacy. However, he faced several challenges throughout the implementation of this plan. Before conducting the interviews, the researcher memorized the interview questions to uphold a higher standard of professionalism. Additionally, he aimed to facilitate the progress of the interview procedure by keeping direct eye contact. In addition, he strived to increase the participants' comfort by ensuring that his clothes and look were more genuine.

Occasional interruptions broke the interviews with school staff, usually in the principal's offices or the counseling service. As a result, both the participant and the researcher sometimes experienced a loss of focus. Based on the knowledge gained from the pilot study, the researcher briefly talked with each participant, sharing specific information to ensure their comfort and wellness.

Extraordinary circumstances occurred occasionally through the interviews. The researcher received unexpected reactions from nearly every case. The researcher experienced emotional reactions resulting from the higher sensitivity of school

principals towards poverty and their helpful actions. The researcher also experienced grateful emotions from the teachers' supportive attitudes, the counselors' awareness, and the students' maturity. Parental sharing did not yield this result, leading the researcher to reflect on and grasp the situation.

Specific challenges were inevitably confronted. These challenges frequently stemmed from the researcher himself and, at other times, from the participants' attitudes, mindsets, and behaviors. The researcher struggled to manage his stress levels and deal with the interruptions and difficulties that emerged during the interview process. Despite his efforts to manage the procedure professionally, he sometimes felt uncomfortable because of the interruptions that interfered with his objectives. The distressing stories of individuals residing in poverty pushed the researcher to experience an equivalent emotional condition. Also, the researcher felt distressed by the limitations of what could be accomplished, apart from simply listening to the participants' difficulties. It was surprising to observe individuals who ignore the reality of poverty and do not regard themselves as impoverished, although living in impoverished circumstances. Regarding school staff, the researcher specifically specialized in managing their problematic attitudes and behaviors.

Upon finishing all the interviews, the researcher comprehensively evaluated the whole process. Overall, he determined that his data collection procedure was sufficient. He believed he lacked specific skills or characteristics in some areas and utilized strategies to make those areas more effective. He determined that one of his weaknesses was not asking questions to individuals with diverse demographic features using more appropriate language. He was satisfied with the expertise he gained in conducting the interviews, from the initial to the final ones. The researcher was optimistic when evaluating how the gathered data corresponded with the research objectives. He believed that the conducted interviews and collected data were satisfactory to contribute to the research.

The researcher's journal substantially contributed to the whole research. Monitoring the data-gathering process through personal assessment was beneficial, enabling the researcher to adjust continuously. It has resulted in revisions that would enhance the

quality of the thesis, not only in terms of data but also in various other facets. An illustration of this scenario involves the researcher who tried to modify the sequence in which the findings would be presented in the relevant chapter, considering the insights recorded in his journal. Consequently, the researcher's firsthand insights further amplified the journal's significance in the research.

## 4.6. Summary of the Results

To answer the first research question, the poverty conceptualizations of all cases were analyzed. In this context, the categories that emerged as a result of the constant comparative analysis were named as a) definitions of poverty, b) causes of poverty, c) cultural characteristics of poor people, d) personal experience of poverty, f) perceived socio-economic group, g) impact of socio-economic group on communication with poor people, h) impact of poverty on school achievement i) impact of poverty on school climate and j) evaluations of school staff's approaches to poverty.

The constant comparative analysis revealed five codes in the analysis of poverty definitions. These codes are inability to meet basic needs, functional inability, income-based poverty, spiritual poverty, and emotional poverty. The study of the causes of poverty provides valuable insight into the underlying beliefs and attitudes toward individuals living in poverty. This category explores whether poverty is attributed to a structural problem or a personal deficiency, significantly influencing social interactions and self-perception. Analysis of the perceived cultural characteristics of people in poverty using constant comparative analysis identified four codes: family structure, family educational background, migration, and agricultural origin.

Through constant comparative analysis, the examination of perceived socio-economic group categories revealed four codes. These codes, poor, below middle-income, middle-income, and above middle-income, were derived from an extensive data review and cross-case comparison and highlighted the unique patterns and commonalities inherent in the perceived socio-economic group domain. In analyzing

the impact of how participants perceived their socio-economic group on their interactions with people in the poverty category, seven codes emerged. These codes are communicative contributions, closeness to the same group, rapport-building, empathy, sense of responsibility, financial support, and insignificance.

The analysis analyzed the impact of poverty on the category of school achievement and revealed four different codes. These codes are the effect of poverty on school achievement, increased effort and diligence, inadequacy in meeting needs, affecting cognitive capacity, and deficiencies in personal development. The analysis of the impact of poverty on the category of school climate identified five codes: deception, peer bullying, comparing oneself with others, negative social group experiences, and lack of results. When the category of school staff's evaluations of the poverty approach was analyzed, eleven codes were identified. These include kindness, a realistic perspective, conscious awareness, helpfulness, altruism, sensitivity, politeness, supportiveness, inclusiveness, prejudices, and exclusion.

To address the second research question, the views of parents and school staff on collaboration were analyzed. Using constant comparative analysis, the following emerged as categories: high-priority concerns, strategies to facilitate communication, the importance of communication, and an overall communication assessment between these two groups. Only semi-structured interviews were conducted with school staff and poor parents to answer this research question.

Analyzing the expectations in the category of communication between them revealed four codes. These codes, improving children's development, encouraging cooperation and social welfare, and considering topical issues, were derived from an extensive data review and cross-case comparison and highlighted the unique patterns and commonalities inherent in the expectation domain. In analyzing the problems in the communication category between them, the constant comparative analysis revealed three codes. These codes are situation monitoring, needs orientation, and solution orientation. The analyses revealed five different codes by analyzing ways to facilitate communication. These codes are regular and frequent communication, non-

aggressive and accepting approach, friendliness, reducing physical barriers, and child-centeredness.

The analysis identified five codes regarding the importance of communication with each other. These are making a favorable impression, networking in crises, facilitating resolution, changing perspective, and building partisanship and trust in the government. The analysis of the general communication evaluation category revealed four codes. These codes, gaining experience, observations, actions taken, and negative emotional experiences, were extracted from a comprehensive data review.

The third research question aimed to identify how school staff perceived their poverty work to date. To achieve this aim, the perspectives of school principals, teachers, and counselors were analyzed, and the categories of past experiences, motivations, communication characteristics, challenges, successes, and helpers were revealed. In evaluating the past experiences category, the constant comparative analysis revealed four codes. These codes are gaining experience, determination, activities performed, and negative emotional experiences.

The constant comparative method revealed four different codes by analyzing the motives category. These codes are preventive approach and professional responsibility, social participation, providing psychosocial support, and family-based approach. The analysis of the communication characteristics category includes four codes: character-specific approach, motivational speaking, building trust and sincerity, and social integration. An analysis was applied to examine the category of difficulty, and four codes were identified. These are responsibility and limitation, student emotions and behaviors, school environment and limited resources, and family involvement. When the achievement categories were analyzed, two basic codes emerged. These codes are professional satisfaction-spiritual satisfaction and awareness-empathy. The constant comparative method revealed five codes by examining the auxiliary category. These codes are risk assessment, objectivity, conversation, vicarious learning, and child volunteering.

The final research question formulated to achieve the study's primary aim is to clarify the nature of poverty-sensitive school counseling services. The results of this question are presented after using all the research questions and findings from the responses to the research questions. The results were derived from analyzing the existing literature and the participants' thoughtful explanations and suggestions. Members of each case group were finally asked what characteristics school counseling services should have to provide poverty-sensitive support to students. All cases' conceptualizations of poverty were examined to answer this research question. In this context, the categories that emerged because of the constant comparative analysis were named a) holistic approach, b) empowerment, c) advocacy, d) nurturing, e) strengthening, f) inclusivity, g) collaboration, and h) insightfulness.

The researcher's journal made an essential contribution to the whole research. Monitoring the data collection process through self-evaluation was useful, enabling the researcher to adjust continually. This resulted in revisions that improved the quality of the thesis not only in terms of data but also in various other aspects. An example of this scenario includes the researcher's approach to changing the order in which the findings are presented in the relevant chapter, considering the insights recorded in the journal. As a result, the researcher's first-hand insights further increased the importance of the journal in the research.

# CHAPTER 5

# DISCUSSION

This chapter includes six main sections. First, the findings linked to the study's first three research questions are illustrated and discussed individually. Then, the findings of the last research question for developing foundations for poverty-sensitive school counseling services are described and discussed based on the prevailing literature. Finally, the research implications and recommendations for future studies are described.

## 5.1. Discussion of the Findings

### 5.1.1. Discussion concerning research question 1: What factors impact high school staff's, impoverished students, and impoverished parents' conceptualizations of poverty?

To accomplish the research purposes, utilizing a top-down strategy in presenting the results was deemed essential. Thus, it concentrated on the participants' conceptualizations of poverty to better comprehend them. The inquiries asked to learn one's and others' perspectives are meant to understand specific thoughts and attitudes, eventually leading to a complete assessment. First, different viewpoints emerged when the participants' definitions of poverty were examined.

A substantial number of participants defined poverty as incapable of meeting basic daily needs. The idea was also articulated by school staff from various branches and students and parents in poverty, each in their own unique way. An equivalent but distinct notion claims that people cannot perform their routine functions because of their financial standing. This concept departs from the needs-oriented definition of poverty by covering basic needs and limiting social involvement.

145

Furthermore, participants defined poverty in terms of income and defined it as a condition of having a small and limited income. Also, alongside material and perceptual classifications, the freshest definition of poverty encompasses spiritual and emotional poverty. The presence of participants who articulated the belief that lacking spiritual and emotional needs constitutes poverty contributed to the research by approaching the concept from a philosophical perspective. Various lifestyles and individual experiences result in multiple definitions and descriptions of poverty. The predominant definitions of poverty, which typically focus on financial status, basic needs, and relative deprivation, match the standard definitions (Laderchi et al., 2003).

Gordon (2006) completed a study on the definitions of poverty and concluded that the definitions provided by many interview participants appeared similar globally. Another perspective explored in this study includes the definition of poverty from spiritual and emotional standpoints. Defining the absence of specific needs in these areas as poverty can help recognize individuals' perceptions of poverty. Although spiritual and emotional poverty concepts are sometimes articulated in the current literature (Helminiak, 2020; Payne, 2018), the fact that this data was directly gathered from the participants makes this research different.

This study investigates and identifies the variables that individuals allocate to the causes of poverty. The answers to this inquiry reflected assessments made at personal and societal dimensions. According to some participants, individual actions essentially cause poverty, with factors such as poor personal growth, laziness, consuming lifestyles, prestige-oriented consumption, and a lack of sharing attitude being recognized as the causes of poverty. Considering the social dimension, the participants also commented that limited job opportunities and low consumer purchasing power led to production and market challenges. Plus, the participants listed economic and social policies in societies as underlying causes of poverty. They also noted migration, financial crises, inequalities in income distribution, and administrative problems as specific causes of poverty in this setting. The participants' claim that individual and structural variables cause poverty in society aligns with the findings in the prior studies. According to Niemela (2008), there are three

146

primary opinions when it comes to grasping the causes behind poverty: individual, systemic, and fatalistic perspectives. In individual perspective, the causes of poverty may be attributed to personal deficiencies, choices, and actions. This viewpoint proposes that those who are poor frequently fall into poverty because of issues such as a lack of education, poor expenditure habits, a lack of work ethic, or detrimental habits (such as alcohol or drugs). There is also the systemic perspective which claims that poverty has its origins in the social and economic structures that are present in society. It is contended that the root causes of poverty are structural reasons such as unequal distribution of income, unemployment, poor access to educational opportunities and discrimination. The fatalistic perspective supports the belief that poverty is unavoidable and the result of circumstances beyond humans' control.

In her doctoral study, King (2019) examined the attitudes of school staff regarding the root factors leading to poverty. She found that there are frequently two main approaches: individual and structural. An interesting finding of this research is that none of the participants viewed the causes of poverty from a fatalistic stance. Poverty, because of individual and systemic variables, rather than assigning it to fate, is thought to improve the feasibility of implementing effective strategies in addressing this problem. Each participant cogitated on the question to understand how they viewed the cultural, ethnic, and family structure traits of impoverished people from their unique perspective. They then expressed their thoughts in tandem with their observations. Several participants shared ideas on several topics, including low-income families' lifestyles, education level, working, and communication features. The interviews also addressed the ethnic characteristics of impoverished families. Commonly held beliefs indicate that impoverished individuals are primarily migrants.

Investigating how the cultural characteristics of low-income families are perceived has provided essential insights into how different cases perceive poverty and how it evolves. Ammermueller (2007) discovered a connection between immigration, poverty, and a drop in academic success, with a particular focus on impoverished immigrants. This current study confirms a similar outcome. Also, according to

Nouraie et al. (2009), many individuals in a household can create disadvantages in an inefficient study environment. The finding that the educational backgrounds of family members are likely to be at lower levels coincides with the research conducted by Egalite (2016). The idea of improving impoverished students' educational achievement to break this cycle of poverty can be assumed as a necessity with these results.

The school staff were inquired about their earlier poverty experiences and the settings in which they experienced. The outcomes showed that the participants gained insight into poverty from observing the experiences of their own families or others in their social settings. School staff members, like School Counselor 1 and Teacher 2, revealed firsthand experience of poverty owing to their own family's impoverished background during their earlier years. Participants contributed to this information. Following the discussion of their own experiences with poverty, the participants were queried on the effect of these experiences on how they communicate with people who live in poverty. The replies mainly comprise constructive and enlightening data aimed at supporting individuals from poor backgrounds. These aspects cover the integration of these people into society, the ability to show empathy towards them, the acquired insight, and objective evaluation of their circumstances.

The statements showed that the school staff's personal experience of poverty in their previous lives has an immediate influence on their thoughts. Individuals who assert that their own families were in poverty can accurately anticipate the emotions and thinking processes that individuals in poverty would go through and, as a result, can implement more effective solutions. Inversely, people who assert their knowledge of poverty based on their interactions with impoverished individuals in their social network might be deficient in some capabilities. So, school staff needs to develop specific psycho-social skills, regardless of their level of knowledge. This study demonstrated the influence of cultural characteristics on impoverished students' lives, mainly focusing on the influence of their families' characteristics. In their research, Duncan and Magnuson (2005) examined the effect of families' socioeconomic variables on the academic achievement of

148

impoverished students. They concluded that there is an obvious and direct influence, like the findings of this current study. In addition to these and similar studies, the findings derived from qualitative data are precious as they reflect the perspectives of field staff directly involved in the research. While this result may appear recognizable, the ideas regarding the framework and context of the phenomenon will expand to the existing body of information.

Following the interview on their earlier experiences with poverty and how these experiences affected their interactions with individuals in poverty, the participants moved to respond to the inquiry about their present socioeconomic status. It is noteworthy to note that any of the participants didn't describe themselves as wealthy. This can be interpreted by the fact that teachers come from low- and middle-income families and continue to experience the effects of this socioeconomic level (Balıkçıoğlu et al., 2016). Participants from various cases classified their socioeconomic status as low, middle, below middle, or above middle income. When inquired about the impact of these evaluations on their communication with impoverished people, there were additional aspects to consider. Many statements were made predominantly concerning constructivism and inconsequentiality. The participants emphasized that their socioeconomic level significantly impacted their communication with people in poverty, resulting in the acquisition of skills such as intimacy, empathy, a sense of responsibility, and the ability to provide financial support. Some participants who reported no impact also shared their thoughts on the matter.

The school staff indicated that their socioeconomic status (SES) frequently encourages them to work for and support the well-being of impoverished students. This perspective may be referred to the intimacy of these individuals to students in poverty or their relatively higher economic status. An analogous study examined the impact of teachers' income levels on their job morale and performance. A relationship was mentioned between socioeconomic status (SES) and job morale and work performance. A comparison between earlier and current studies shows that school staff have higher productivity levels than their socioeconomic levels.

However, it is significant that they show a strong dedication to working for children's best interests when their income levels are close to the poverty level.

Participants shared their thoughts of understanding the full effect of poverty on academic achievement. Both school staff, impoverished parents, and children stated opinions. Initially, the ideas of poverty's positive and negative outcomes played a critical role. The fact that there are ideas in both senses implies the existence of areas that can be improved. The participants acknowledged the positive impact of impoverished students' tremendous effort and diligence, along with the negative effects of their inability to fulfill basic needs, resulting in reduced levels of hope and restricted personal development. Moreover, this study also provided an alternative viewpoint indicating that poverty does not impact academic achievement.

Various factors influence individuals' positive or negative opinions of how poverty influences academic achievement. The students' greater desire to succeed, stemming from their greater need for accomplishments, can prove that they require further support. Moreover, identifying the harmful impacts of poverty can be helpful for school staff by developing a tendency to solving problems and detecting the underlying causes. In a similar study, Dell'Angelo (2016) investigated how poverty perception impacts school achievement and reached the same conclusions. She hypothesized that teachers could raise successful students by supporting impoverished students' aspirations. In another study, Battistich et al. (1995) found that supporting the positive views of impoverished students results in eventual achievement. Consequently, the current study's findings claimed that both negative and positive variables can improve students' academic achievement.

Participants commented on the question "How does poverty affect the social life at school?" from a psycho-social view, considering the effect of poverty on the school' social climate and responsiveness towards poverty. Several participants mentioned a social hierarchy in which impoverished students are prone to deception, abuse, and comparing themselves with others. Another broad stance on this matter centered on the idea of classifications within the school. Students from different socioeconomic groups were noticed to exclude impoverished students, resulting in the tendency for

students in poverty to start social groups with also impoverished friends. Also, the participants who said that poverty did not affect the school atmosphere made an essential contribution to the research by offering an alternate viewpoint.

Like academic achievement, poverty in the school setting has shown some adverse effects. The study indicated results such as social exclusion, grouping, and separation. Also, some participants expressed that it had no impact. Buck and Deutsch (2014) highlighted the adverse experiences of impoverished students inside the educational setting and emphasized the significance of resolving these issues to enhance students' participation in society. McKenzie et al. (2019) investigated the adverse circumstances and suggested the benefits of establishing an inclusive school environment. To mitigate any negative or inconsequential effect of poverty, the primary objective should be to foster inclusiveness within schools.

To carry out the research successfully, it was essential to fully grasp the participants' perceptions of the school staff's approaches towards poverty. For this purpose, valuable comments were provided to the asked inquiry, and these comments were categorized accordingly. The fits category comprises school staff members' characteristics and attitudes. The personal characteristics of school staff included politeness, supportiveness, realism, mindfulness, benevolence, altruism, and susceptibility. The participants also shared notable pedagogical characteristics. The characteristics mentioned are moderation, supportiveness, inclusivity, prejudice, and exclusivism. Both favorable and unfavorable opinions emerged regarding both sets of characteristics.

There is a diversity in the awareness levels, attitudes, and views among school staff. Given that school staff members with adverse attitudes will lead to a more dysfunctional education than those with supportive mindsets, it is undisputed that any conflicts in this regard must be eliminated. As noted by Buck and Deutsch (2014), the importance of approaches in schools to address poverty is also related in this context. One of the most critical highlights of this research is identifying sensitive and helpful strategies for students in poverty. These constructive approaches to collaboration and unity in the school setting can provide a

comprehensive support system. Suitable and undesirable attitudes are significant for comprehending the overall readiness of any school.

**5.1.2. Discussion concerning research question 2: What factors impact school staff's and impoverished parents' perceptions of working together?**

Considering that the collaboration between school staff and impoverished parents would contribute positively to poverty-sensitive counseling practices in schools, an answer was sought for this research question. It was considered that the questions asked to evaluate the communication between these two groups would enable the communication to be examined in its totality. Impoverished parents and school staff were interviewed regarding the expected results of their communication. Parents expressed that they communicate to increase their children's academic achievement. In addition, they stated their anticipation for a consequence that would involve the instruction of ethical and moral values to their children. On the other hand, some school staff expected to foster cooperation with impoverished parents. Some other staff claimed they were acting consciously to promote social welfare and hoped this communication would contribute to that goal. It turned out that these impoverished parents frequently reached out to the school to assist with various issues, and the school staff expected the communication to address those issues. Studies have shown that to strengthen their relationship, these two stakeholders must be aware of each other's expectations (O'Connor, 2001). This study is helpful because it provides a snapshot of expectations and allows for recognizing diverging and overlapping points.

There are aspects wherein the expectations of impoverished parents and school staff align and aspects that vary when it concerns communicating with each other. When the focus is on children, both sides expect specific approaches from each other. Thus, both sides expect increased interaction, although they perceive the other side as apathetic towards it. In their research, Cankar et al. (2009) examined the disparities and expectations in the communication of these two groups. They concluded that there is potential for favorable progress with a common objective. Other research has additionally demonstrated that divergent expectations might exist in this relationship,

152

as illustrated in this study (Krüger & Michalek, 2011). Therefore, when both aspects of this relationship are considered, substantial progress can be made in alleviating poverty. Remarkably, the school staff's admission of their intention to assist these impoverished parents in evaluating this matter displays their willingness to encourage collaboration between the school and families.

Both present and potential priorities were highlighted when impoverished parents and school staff were questioned about communication topics. Impoverished parents stressed the importance of closely monitoring the conditions and prioritizing the availability of training opportunities. However, school staff stated that their objectives include involving needs-centered and solution-centered conversations. Most impoverished parents who were contacted expressed that meeting a need or addressing an existing problem were their top priorities. Communication issues of both school staff and parents are often addressed. In many studies, similar issues were mentioned when asked what these issues were (Blitch, 2017; Özkan Yıldız & Yılmaz, 2021). The similar results were found in the context of poverty and proves that the expectations of impoverished people are also daily based.

School-parent communication topics have brought about results that are aligned with their expectations. When it is considered the distinctive communication experiences of parents in certain situations and the focus of school staff on communication that tackles needs and problems, a shared basis can be identified. By discarding their perceptions of the other party's inability to communicate and actively taking personal initiative, both sides can achieve more positive outcomes in future encounters. Conus and Fahrni (2019) highlighted the importance of dismantling biases and prioritizing equality when resolving communication challenges between teachers and parents from minority groups. Therefore, these parallel priorities must be used for a common goal.

The two groups reviewed the strategies for facilitating communication between them differently. Parents strongly support regular and frequent communication with school staff as the most facilitative approach. By employing this approach, they expect to get favorable feedback. Besides, the educators assessed the subject from the lens of

communication skills and prioritized topics such as non-offensive communication, acceptance, sincerity, visiting students' homes, eliminating physical barriers, and focusing on the needs of the children. They stated that the progress in these areas facilitate a better communication.

Impoverished parents prefer continuous and regular interaction since it has the power to have higher positive benefits. Parents believe that demonstrating interest in their children will result in more significant support from school staff and fixing any weaknesses their children may exhibit. Multiple studies have suggested that opposing actions can lead to challenges in student education. In their investigation, Murray et al. (2014) investigated the variables that improve and prevent parental involvement in schools. They concluded that children confront specific barriers when their parents are not actively involved. This study also validated the other finding about facilitating school staff communication techniques. Evidence has supported that the adaptive way teachers invite parents to the school has an optimistic impact on parental engagement. Other research has recognized the advantages of constructive and facilitative communication between these two parties (Abdullah et al., 2023). This information proves that certain facets of communication quality promote the entire procedure of communication, and it is recommended that both groups prioritize them.

A noteworthy finding in the research is the exploration of the difficulties faced thus far in communication between them. The main complaint impoverished parents expressed was the inadequate communication level from school staff. They reported facing challenges because of the limited timely communication. The school staff had a similar sentiment. They indicated their difficulties because of inadequate communication and parents' disinterest. The school staff also noticed that the parents who did communicate exhibited solid emotions and sometimes had trouble managing their feelings as professionals, which posed additional difficulties for them. It is consistent with the literature that challenges of the amount and quality of interactions are also highlighted in the context of poverty (Whitworth et al., 1993). Improvement studies that consider the views of both parties can be initiated with the contributions of this research.

154

This research discussed the problem of exposing the other side's miscommunication many times. Likewise, those involved have demanded from one another before they start communicating. A study conducted during the pandemic addressed educators' emotional experiences and perceptions of communication with parents. The study discovered weaknesses in communication that require development (Bigras et al., 2021). This study, carried out in the present frame, also acknowledges equivalent flaws.

Otherwise, the association between the differences in the well-being of impoverished parents and their difficulties in effectively interact with school staff might be linked to their struggles in life. The emotional state of impoverished parents has been found to affect their ability to alter their priorities while dealing with hurdles in their livelihoods (Murray et al., 2014). Therefore, the inability of these impoverished parents to control their emotions is an concern that must be concentrated on.

The investigation also looked at the importance of communication between these two groups. Impoverished parents acknowledged the importance they put on communicating with school staff, as it gives them a chance to leave a positive impression, create a network of communication during times of crisis, and facilitate problem-solving. However, school staff underscored the need to engage in contact with impoverished parents. They believe this communication is crucial to alter parents' perspectives, provide financial support, and cultivate confidence in the government. The quality of communication between these groups can both increase collaboration and enable students to better envision their future lives (Waldron et al., 2014).

Parents' importance to communication is primarily tied to the topic at hand. Adopting communication procedures dependent on specific scenarios may result in a decrease in the amount of their school visits. One possible suggestion to address this situation is for school staff to conduct campaigns to raise awareness. Previous research has found that teachers' attempts to impart and foster understanding among parents are a successful strategy to involve them in school-related activities (Abdullah, 2023). The school staff's admission of the importance of

changing parents' viewpoints indicates their understanding of this problem. Besides, the school staff's concentration on impoverished parents' needs and perception of the state's centrality demonstrated that impoverished individuals require a certain level of security to feel secure. The pertinent studies focus on schools and their attempts to encourage parental involvement.

Significant findings occurred when impoverished parents and school staff were queried about their evaluation of interaction with each other. While several parents indicated that they are only involved in communication focused on fulfilling needs, others highlighted the regularity and necessity of such contact. In contrast, the school staff adopted a neutral approach to the issue and assessed themselves and the other side. Firstly, they discussed the diverse communication strategies that they employ. School staff also revealed their observations regarding parents' limited willingness to communicate, apathy, emotional tendencies, biases, and negative attitudes. The current analysis of the situation has been assessed broadly, with both sides discussing their priorities, expectations, and strategies. The existing research has frequently marked the worth of utilizing such information to boost this relationship among them (Hatipoğlu & Kavas, 2016; Wages, 2016). Therefore, a thorough analysis of the overlapping and conflicting facets of the parties' opinions must be conducted in future research endeavors.

### 5.1.3. Discussion concerning research question 3: What are the school staff's perspectives about their experience working with students living in poverty?

This research aims to determine how school staff assess their attempts and experiences related to poverty. The participants were given various aspects to define their experiences and were asked to share their ideas. It was assumed that providing the readers with an in-depth overview would allow for a thorough understanding and recognize possible areas for improvement in poverty-sensitive school counseling services. The points of view and discussion are organized in the subsequent order.

First, school staff were invited to state on their work and connections in dealing with poverty. Throughout this conversation, the participants discussed their

professional and personal gaining, their discoveries, the efforts they took at schools, and their emotional engagements. Significant findings revealed that these interactions gave a chance to get to know oneself and the case types they managed. Regarding the kind of help provided in the school, it was determined that the main kinds of help were financial and material. The emotional reactions produced by these occurrences were primarily characterized by sadness and fatigue. School staff made important points about their emotional, behavioral, and spiritual experiences. As in other studies (Cross & Hong, 2012), the participants of this study also emphasized their emotional impact. For this reason, it has been demonstrated that the emotion regulation skills of school staff sometimes cause difficulties in such sensitive issues and that studies in this direction are necessary.

When talking about their evaluation of poverty-related experiences, school staff should discuss topics such as achievements, activities, emotions, and interactions. It shows that these individuals have thoughts on the awareness and understanding of poverty. A greater range of information was gathered by allowing school staff to determine the most important subjects for them. They are expected to openly express their perceptions of their experiences, considering the previous studies that have underscored their value. Sato and Lensmire (2009) investigated the influence of school staff's personal opinions and values on poverty work. The relevance of their research in connection with this study is to allow school staff to identify the context of the contributions or limitations that their opinions and values bring to their work in addressing poverty. Examining the views of individuals from different fields independently can enhance the benefit of the research.

The question was addressed to get insight into whether the poverty-focused attempts of the school staff are motivated by an actual concern and to understand the root motives of this issue. People attempt to protect impoverished students from dangerous circumstances. Several individuals shared their concerns on this matter, emphasizing the importance of ensuring the integration of disadvantaged students into society now and in the future. Additionally, some people tried to reduce the psychological impacts of poverty and recognized the importance of total support involving the entire family. The highly sensitive approaches from the school

157

employee case groups clearly demonstrated the familiar sense of responsibility brought by the teaching profession (Sudhakar, 2019). With this sense of responsibility, it is thought that there may be important developments in poverty in schools.

One of the anticipated results was to discover that almost all participants held favorable views on this topic. Having school staff that keep these viewpoints can substantially assist in raising awareness about poverty in schools. Mainly, providing significant support to the psycho-social growth of impoverished students can be achieved by valuing this subject as an individual, professional, and societal responsibility. In their study, Milner and Laughter (2015) clarified that while good intentions alone are inadequate to assist impoverished kids, they can equip teachers with the necessary preparedness for responsibility. In a study conducted by Sass et al. (2012), it has emerged that teachers with positive intentions towards poverty work have a role in facilitating positive changes inside their schools. The inference here is that the goodwill and awareness of school staff will contribute to future efforts.

When inquired about their communication strategies in the profession, the school staff replied that they used a customized approach based on the individual's personality. They gave motivational speeches, emphasized the significance of building trust and sincerity, and tried to help these impoverished students integrate into the community. The critical role of motivating speeches and supportive attitudes towards impoverished students appears in the current mass of literature. Paulmann and Weinstein (2023) examined the impact of motivational speech and tone of voice on students' well-being. Their findings suggested that motivational speeches promote teachers' communication with students. Besides, this is an accurate rationale as the communication styles of school staff vary based on the student's characteristics and are influenced by common styles. Similarly, Dhillon and Kaur (2023) found a substantial effect when they analyzed the mediating role of differences in teacher-student communication. This research proposes that the ideas in terms of communication have been divergent.

When inquired about the challenges in their careers, the school staff provided explanations that ranged into different categories. The key challenges were identified as personal and professional emotional experiences, student emotions and behaviors, and the situations and possibilities in the school. Witnessing students' challenges and having few opportunities to support them was perceived as a challenge. Challenges of students' emotional and behavioral reactions include emotions and behaviors such as skepticism, desperateness, irresponsibility, noncooperation, embarrassment, gratitude, and fear. Regarding issues particular to the school setting, they stated poverty identification, overcrowded school population, and limited family cooperation as factors that sometimes cause difficulty. The diversity of these challenges in schools has shown the need for studies to develop solutions. As a group that shares on this issue, counselors should be the leaders of solution-orientated activities in schools (Metcalf, 2021). In this way, all stakeholders can act more consciously in the fight against poverty.

Considering the school staff members' challenges, it is possible that certain personal and environmental factors could trigger problems. According to Berends et al. (2002), teachers may face internal conflicts from socioeconomic groups when executing a school reform. The challenges identified by the participants in the current study show that the existing level of awareness among school staff in this subject matter at the individual level could facilitate a reform effort in this region. Recognizing student-centered challenges is also critical as these conversations, acting as a needs analysis, establish the basis for future attempts. In his study on the societal integration of impoverished students, Dyson (2014) identified and discussed these issues. Finding and depicting challenges can be beneficial for future studies in both instances.

The school staff was asked about their successes and accomplishments in dealing with poverty-related issues. The key traits they shared were the development of personal, professional, and social skills. Several individuals remarked that supporting impoverished students gives professional satisfaction and spiritual fulfillment. Additionally, people reported gaining mindfulness and enhancing their ability to understand and express the feelings of others through these interactions. They stated

159

that the level of satisfaction they experience motivates them to fight against poverty, but there is a situation where the level of satisfaction is enough. If there are times and conditions when this satisfaction is insufficient, school staff may be unable to provide enough support (Schaack et al., 2020). So, it is essential to support school staff through systemic intervention methods.

Another part of the research is the school staff's exploration of their experiences in combating poverty in school settings and the advantageous gains of their efforts. They underscored the importance of working with students with these attributes to deliver a culturally responsive education. Ellison and Mays-Woods (2019) conducted a study employing a multiple-case analysis method to investigate the resilience of teachers in addressing poverty. Their findings were like the current research. Based on both research studies, school staff indicated an improved ability to regulate and handle emotions. It is imperative for school staff members to understand and empathize with impoverished students to offer multicultural education effectively.

Lastly, school staff talked about the resources that assist their initiatives in addressing poverty, and there was a rise in social cooperation. The study also found that decision-making processes, relationship management strategies, and student volunteerism were identified as advantageous and helpful. Including behaviors in risk assessment and adopting an objective approach were cited as beneficial in decision-making processes. During the conversation with students, indirect learning methods, students' volunteering, and help-seeking behavior aided the process. Having a knowledge of the external support mechanisms can contribute to increasing the level of support of school staff and increase their motivation in this regard (O'Brien et al., 2014).

The focus on social sources of support for the supply of financial and material help has demonstrated that support in these areas can be offered through several pathways. The drawn inference is that Türkiye lacks official financial assistance and depends on social volunteers for support. The studies have suggested that the government offers this aid, considering various circumstances (Martin & Ardoin, 2021). The referring to the assistance of certain forms of communication further

reinforces the assumption that solutions are resolved at the individual degree. The promotion of efficient communication in solving students' problems is an accepted fact (Palmer, 2015). Identifying financial and communication facilitators has contributed to the easy availability of poverty assistance.

### 5.1.4. Discussion concerning research question 4: What would be the nature of poverty-sensitive school counseling services?

The nature of poverty-sensitive school counseling services is based on many core concepts. Examining the participants' contributions to the nature and the current literature is crucial for verifying the nature's validity. Therefore, the concepts are described and discussed in the sequence.

### 5.1.4.1. Holistic Approach

The initial feature of the proposed nature is holistic approach. The research participants indicated the necessity of adopting a holistic viewpoint and it was brought the idea for integrating this concept into nature. This notion embodies the imperative of holistically organizing counseling efforts for impoverished students, considering all their requirements. This approach is regarded as a resource that covers all the factors and influences that impact impoverished students' lives.

Existing research has proven that holistic assistance is effective in supporting populations. Roberts (2023) concluded that it is critical to help people in all aspects of his thesis study, and he underlined supportiveness by considering the students' spiritual and religious values. Devlin et al. (2023) established a theory called holistic school counselor leadership and conducted a comprehensive evaluation of variables that promote holistic practices. The holistic actions are thought to substantially impact the concept of poverty-sensitive counseling.

### 5.1.4.2. Strengthening

A counseling method that centers around the identification and use of strengths thought to be employed in the educational context. There was a consensus that

regardless of their individual, environmental, cultural, and organizational inequalities, it is fundamental to guide impoverished children in maximizing their strengths to overcome their challenges, underscoring the development of individual talents instead of worrying about challenges regarded to have a critical impact on student's future successes.

A review of the available research intended to comprehend the value of strengthening counseling disclosed many strong bases. A study of the effectiveness of strengths-based counseling and the ASCA National Model in the operational setting found significant advantages when using a strengthening counseling strategy (Galassi et al., 2008). A different study explored the effectiveness of the CARE Model in improving career preparedness among impoverished students. The promotion of strengths positively impacted students (Johnson, 2017). The present study's findings demonstrate the essential role of the strengthening in poverty sensitive school counseling since it has been proposed in both empirical and literary contexts.

### 5.1.4.3. Advocacy

The initiatives aimed at helping marginalized groups in school counseling were frequently discussed during semi-structured interviews from an advocate standpoint. Adding to the general willingness of school staff to work in tandem, the reinforcement of counseling services can be beneficial for dealing with poverty in schools. That is why, as a fundamental principle, advocacy was incorporated into nature. The significance of school counselors advocating for fulfilling the needs of impoverished students and promoting effective structural changes was mainly highlighted. Furthermore, this basic idea can also help identify the specific areas other stakeholders need to enhance their abilities.

Upon review, many studies have been conducted to understand the usage and efficacy of advocacy in school counseling practices. Most of this research has concluded that advocacy is a position that school counselors must embrace. In their study, Goodman-Scott et al. (2022) sought to determine the impact of advocacy in

primary schools since counselors could not offer sufficient assistance to children owing to an excessive workload. The study's findings indicate that advocacy generates positive impacts. A different study also found that advocacy is necessary for promoting good improvements in academic achievement and social justice in schools (Bemak & Chung, 2005). These demonstrate that the advocacy component of the current nature is a feature that is validated in academic research for its worth.

### 5.1.4.4. Nurturing

The concept of nurturing is regarded as a crucial component integrated into this nature and an essential aspect of poverty-sensitive school counseling. It was recognized that using this insight can positively influence the strategies adopted by school counselors to address poverty. Adopting this stance is the key to encouraging confidence among school counselors, which involves admitting their strengths and flaws. As a result, it was decided that nurturing must be grounded in this nature to meet criteria such as being receptive to new ideas, accepting one's responsibilities, and minimizing self-centeredness to foster collaboration within schools.

Several researchers claimed that using a nurturing teaching strategy can improve the school atmosphere by providing psychological support and improving other aspects. Greenwood (2019) suggested that teachers can help vulnerable students in school settings by cultivating a nurturing demeanor. Another study determined that students' spiritual and religious beliefs can be honored by adopting a nurturing approach in school counseling. This evidence verifies that if school counselors adopt this trait, it can significantly contribute to the poverty sensitivity of counseling services.

### 5.1.4.5. Amplifying Rapport

Another component of this nature is essential for uplifting the connection between school counselors and impoverished students. To attain the trust and support desired by impoverished children, it was proposed that an influential way to progress is to

build an amplified foundation of rapport between them. To better students' cognitive, behavioral, and emotional growth, it has been stated that counselors must foster a more profound sense of intimacy through the construction of rapport. School counselors appear to be able to promote self-confidence in impoverished children and help them realize their potential by establishing an intense level of trust.

The researcher has analyzed the latest literature to discover how the established rapport impacts the outcomes of counseling sessions with impoverished individuals. Studies have demonstrated favorable results. A study discovering effective counseling strategies for impoverished people highlighted the need to establish a strong rapport (Clark et al., 2020). Also, research on parents in disadvantaged communities indicated that establishing rapport with them produces positive results (Gustafson et al., 2021). Hence, incorporating this component in nature proved valuable, based on the compelling evidence.

### 5.1.4.6. Inclusivity

The findings of this study claimed the benefit of inclusive education in a school setting. Considering the apparent requirements and benefits of inclusive school counseling, it appeared optimal to integrate it into the nature of poverty-sensitive school counseling. With an inclusivity approach, school counselors can offer balanced counseling support for individuals with various demographic attributes. An required component of the system is the need for school counselors to demonstrate inclusiveness, which helps to mitigate challenges such as exclusion, segregation, and grouping. This strategy ensures that all children can quickly and inclusively pursue their education.

This study's results and prior investigations have shown the value of inclusivity, such as poverty-sensitive school counseling. Research has deemed it essential to avoid classism in psychotherapy when dealing with poverty (Smith, 2005). A recent study illustrated the benefits of utilizing an inclusive attitude to school counseling for poverty-related tasks (Aderoju & Owolabi, 2024). Consequently, nature recognized inclusiveness as an appealing concept backed by scientific proof.

### 5.1.4.7. Collaboration

In this nature, collaboration is recognized as a fundamental concept, empowering school counselors to function in a manner sensitive to poverty and fostering social unity. This concept was considered significant, as it contends that the partnership between school counselors and other stakeholders can provide better school results. Counselors are advised to use a collaborative approach, motivating school staff and other parties to participate actively in improving impoverished students' conditions.

The concept of collaboration was embedded in the nature owing to its relevance, as repeatedly stated by the participants of this study. Additionally, academic research continually demonstrated this idea's role in ensuring school counseling's success. Bryan and Holcomb-McCoy (2010) conducted a study examining cooperation's role in the counseling processes described in the ASCA National Model. They produced evidence supporting the view that collaboration is necessary. On the other hand, Griffin and Steen (2011) underlined the importance of collaborating in social justice-based school counseling. They offered evidence for how collaboration contributes to another aspect, the social justice agency, of the model. These findings confirmed that this component complements the nature in every domain.

### 5.1.4.8. Insightfulness

The last component of nature has an angle that can result from satisfying the requirements of all components. The previous concept is insightfulness. The success of the poverty-sensitivity approach depends on an awareness of the conditions at hand. Insight is vital in this process as a catalyst that refreshes nature. An effective technique for the benefit of impoverished students would entail assessing the geographical context, cultural factors, mental condition, and personal characteristics of those living in poverty.

This study, like many others, revealed that insight is vital for counselors to carry out their profession more functionally. Studies have demonstrated that possessing

insightful attitudes can improve efforts to reach minority groups, especially in counseling practices (Crumb et al., 2019). In addition, Clark et al. (2020) noticed in a separate study that gaining insight is essential for implementing effective counseling strategies for individuals with low socioeconomic status. This nature defines this component as a factor that influences human perception.

### 5.1.4.9. Strategies for Poverty-Sensitive School Counseling Practices

According to the results obtained for the expected nature of poverty-sensitive school counseling services, it was concluded that school counseling services should have some features that make them sensitive to poverty. Some strategies are suggested to school counselors below to incorporate these features and create a poverty-sensitive school counseling service. These strategies are as follows:

◊ Extensive assessments can be made to consider students' academic, emotional, and social needs.

◊ Collaborations can be built with other school staff and non-governmental organizations to provide integrative services that support students' well-being.

◊ Families can be involved in educational processes to ensure support extends beyond the school setting.

◊ Counselors can regularly monitor students' progress and develop plans to meet their needs.

◊ Counselors can focus on students' strengths and build on existing skills and abilities.

◊ Helping students set achievable goals can foster a sense of achievement and self-efficacy.

◊ Students and families can be informed about the available resources and how to reach them.

◊ Mentoring programs that connect students with successful people can be implemented.

◊ Students can be encouraged to participate actively in school and community activities.

◊ Counselors can advocate for school policies that support impoverished students and address systemic disparities.

◊ Counselors can raise awareness about impoverished students' difficulties through school and community initiatives.

◊ Students can be supported in sharing their experiences and advocating for their needs.

◊ Local organizations can form partnerships to advocate for resources and support for impoverished families.

◊ School staff can be trained on the significance of advocacy and how to advocate efficiently for impoverished students.

◊ Safe spaces can be created within the school where students can express themselves and feel secure.

◊ Programs can be implemented to prevent peer bullying and address bullying incidents effectively.

◊ Crisis intervention plans can be established and implemented to support impoverished students during acute stress or trauma.

◊ Care can be taken to ensure all student interactions are handled with confidentiality and sensitivity.

◊ Active listening can be done during sessions with impoverished students and parents, showing genuine interest and understanding of their experiences and issues.

◊ Empathy can be shown, and students' feelings and experiences can be validated.

◊ Acknowledge the challenges impoverished students experience and reassure them that their feelings are normal and understandable.

◊ Regular and consistent interactions with impoverished students can be maintained to build a stable and trusting relationship.

◊ Communication styles can be adapted to meet the needs of impoverished students.

◊ Advocate for an inclusive curriculum that reflects all students' diverse backgrounds and experiences.

◊ To ensure fair treatment of all students, school staff can receive equity and inclusion training.

◊ Ensure all resources and support services are accessible to all students, regardless of background or circumstances.

◊ Engage with various community groups to ensure that the needs of all students are met.

◊ Counselors can meet regularly with school staff to discuss student needs and coordinate support efforts.

◊ Teachers, counselors, administrators, and external partners can form multidisciplinary teams.

◊ Counselors can work closely with parents to support their children's academic and personal development.

◊ Cooperation with community organizations can be developed to provide additional resources and support.

◊ Counselors can join professional organizations to learn about best practices and collaborate with other professionals.

◊ Students can be encouraged to engage in reflective practices to gain insight into their experiences and behaviors.

◊ Counseling sessions can be used to explore impoverished students' thoughts, feelings, and experiences in depth.

◊ Feedback mechanisms can be implemented to gather information from impoverished students about the efficiency of counseling services.

### 5.1.5. Implications

The present study suggested a poverty-sensitive approach to school counseling services. Based on the study's findings and the relevant literature, the subsequent implications are listed for school counselors, staff, policymakers, and administrators.

### 5.1.5.1. Implications for School Counselors

In this study, the researcher suggested that school counselors take specialized training focusing on socioeconomic sensitivity. Traditional education fails to address the needs of contemporary families. Hence, it is significant to integrate these models and other related programs into the present curriculum and efficiently educate

future counselors on the necessities of those living in poverty. One possible training in this area could be an introductory program, such as poverty awareness courses. Gaining awareness of the several aspects of poverty can greatly benefit counselors and prospective counselors If they acquire this information on time. Counselors must be thoroughly aware of poverty's complex and multifaceted nature to efficiently satisfy the needs of children from different economic roots in schools. Furthermore, counselors have the chance to participate in empathy-building pieces of training. Participating in poverty simulations and similar events can provide counselors insight into impoverished individuals' feelings, attitudes, and behaviors.

This study also suggests that school counselors have an active role in addressing poverty in school settings. Therefore, they are projected to be integral in giving and distributing financial resources to students. That is why counselors must be aware of the origins and suppliers of financial assistance. They should enhance their understanding by engaging in activities that offer them knowledge.

Contemporary research and practical strategies can improve the capability of school counselors to assist individuals from low-income backgrounds. One possible plan could be to set up workshops on learning poverty's psychology. These programs provide the opportunity to acquire counseling strategies applied to poverty-related challenges. Furthermore, holding seminars geared toward enhancing counseling services for impoverished students can promote a greater comprehension of the topic. If the present surroundings and available choices hinder the possibility of receiving training on this subject, they can employ online courses and seminars. The shortage of poverty training in Türkiye may eventually prompt counselors to seek assistance from sources and organizations abroad. Online courses and workshops offer easy access to international resources that provide detailed discussions of poverty.

Given that counseling practices and approaches ought to deal with the characteristics of students living in poverty, counselors must develop strategies for intervention. Creating personalized support plans can be the initial step in this action. To address the various effects of poverty on each student, customized

strategies must be developed to fulfill their demands to the highest degree feasible. Another concern stems from embracing an approach that concentrates on leveraging strengths. This research conveys to counselors that economically disadvantaged students possess strengths and shortcomings. Implementing techniques that prioritize making use of their abilities can be effective. Finally, counselors may have an immense impact by offering full support and cooperating with all those in the school environment.

### 5.1.5.2. Implications for Educators

The research advises that it is crucial to comprehend and offer training to all school staff regarding the challenges children from low-income families face. Within this context, awareness programs should involve regular courses on poverty, given its influence on students' educational and societal interactions. Educators can organize workshops, seminars, and online courses to address the impacts of poverty on students exclusively. These sessions can help attendees grasp the effect of poverty on student's educational performance and develop indicators to reduce its adverse effects. Providing materials on current research and best strategies concerning poverty can help enhance staff capacity.

Collaborative strategies should foster cooperation among school staff members to fully support children. Also, effective communication enables a common objective and customized assistance for each student. Through prevalent weekly or monthly meetings, school staff can come together to review students' conditions and develop support strategies for them. Regular communication between classroom teachers and school counselors can promote the sharing of current information on students' educational and social progress. More importantly, collaboration among students can improve academic performance and encourage cohesiveness, establishing a favorable school atmosphere.

Enhancing communication between impoverished parents and educators is crucial. Convening regular events, where parents can discuss their problems and gather feedback, helps improve this communication. Parents can engage in monthly

"Parent-Teacher Meetings," where they can directly talk with their children's teachers about their progress and specific needs. In addition, robust communication can be developed using apps and social media platforms to enable parents to be well-informed and actively participate. The school website can produce informative films, provide guidance materials, and include a section targeted to commonly asked questions for parents. Parents can foster a stronger bond with the school and suit a more committed role in their children's schooling.

Building support networks that facilitate interactions between schools and community services is also fundamental. These networks ought to form collaborations with local organizations to offer supplemental assistance. For example, working with local nonprofit organizations can enhance student involvement in extracurricular endeavors. Local nonprofit organizations supply free or inexpensive educational and social events that can benefit students. Collaborations with charitable organizations can create opportunities for families who are economically disadvantaged by offering them supplies such as food, stationery, and school uniforms. Local companies can promote the career development of students by providing internship programs or tutoring possibilities. By forming these partnerships, schools can enhance their ties with the community and address children's needs beyond education.

Furthermore, it is critical to advance the involvement of society in volunteer efforts that aid school events and projects. Volunteer actions guarantee that pupils receive assistance in many subjects. Retired teachers or university students can join school-organized mentoring programs and offer suggestions to students. Volunteer doctors or other healthcare professionals can schedule wellness evaluations and health education sessions. Moreover, individuals can provide their time as volunteers for various school campaigns, including tasks related to vegetable gardening, library expansion, or artistic projects. These initiatives promote community involvement in educational activities and offer students a deeper support network. Therefore, these programs support the progression of students in all spheres.

### 5.1.5.3. Implications for Policy

The results of this study have some implications for policymakers and administrators. Revising and upgrading educational regulations to consider students' socioeconomic status is paramount. Within this system, numerous suggestions are promoting the adoption of integrated school policies that embrace diversity and provide equal opportunities for all. Firstly, the essential work is to guarantee a fair distribution of sources. It is critical to ensure that schools, particularly in economically disadvantaged regions, have enough financial and material resources within this context. Creating equity of chance in learning can guarantee that all students have equitable access to academic possibilities. Besides, poverty awareness training should be provided for all school staff. This training program must improve teachers and other school staff members' attitudes toward students' difficulties, empowering them to provide more effective support.

Establishing robust support systems within schools is fundamental. These systems should strive to provide all the essential resources needed to support student's educational and social progress. Establishing individualized counseling services that offer regular student support would be highly helpful. These services support pupils by inviting experts to help them resolve their challenges. In addition, this support system must involve efforts that are operated across the school. Initiatives such as complimentary food services, supplementary support for schoolwork, and monetary aid for educational materials would help students fulfill their fundamental requirements and strengthen their ability to refocus on their academic pursuits.

Parental and communal involvement significantly boosts the effectiveness of the process of education. Consequently, schools should implement policies that promote better parent and community involvement. Parent involvement programs are remarkable for fostering communication and engagement between school staff and parents from low-income families. These connections can enhance student achievement by encouraging greater parental participation in their children's education. Community collaborations are also a crucial strategy. It is recommended for schools to form connections with local companies and

organizations to obtain additional resources and assistance. These collaborations can allow schools to access required resources and give students better support. These policies and methods can promote the buildup of a more inclusive and equitable system and support student's academic and social growth. Promoting educational equity in schools can enhance academic achievement and positively impact the welfare of society.

### 5.1.6. Recommendations for Further Research

Further studies are expected to discover the varied impacts of poverty on education. Prioritize the implementation of longitudinal research to comprehend the lasting consequences. This research can reveal the consequences of poverty on academic achievement, behavioral and emotional development, employment outcomes, and intergenerational effects. For instance, the impact of poverty in these areas can be understood by monitoring graduation rates, achievement in university admissions, and career advancement among students from poor backgrounds. Therefore, it is necessary to examine the impact of poverty on children's cognitive development to understand the consequences of emotional and behavioral difficulties.

Examining the validity of intervention programs to encourage parental involvement and collaborations between schools and community organizations is crucial. Educational interventions must examine the impact of tailored instruction, summer schools, and extra tutoring programs on children's academic achievement in poverty. Implementing social and emotional learning programs can promote the cultivation of self-worth, emotional regulation, and social skills among students. Initiatives promoting parental involvement can enhance students' academic performance by actively engaging families in their children's education.

Giving more significant consideration to student perceptions will enable a better understanding of the challenges, adaptive regulations, educational goals, career prospects of children in poverty, and their inclusiveness within the school environment. Qualitative research approaches, such as student surveys and focus

group discussions, might be employed in this context. Engaging in direct dialogue with students makes them aware of their educational barriers and needs. Moreover, it is crucial to comprehend the strategies employed to deal with poverty and how they impact educational achievement to create successful intervention initiatives.

Research should examine the connection between poverty and other factors such as ethnicity, gender, disability, and immigration status. An analysis should be conducted to differentiate between socio-demographic groups. It is vital to address extraordinary obstacles that students from migrant families have in education, such as language barriers and cultural adaptation issues. The primary concerns for children with disabilities should center around addressing their specific educational needs and ensuring physical accessibility inside school buildings.

Examining the school system's impact on economic mobility for students from impoverished families will provide insights into their routes to achievement, the competencies that enhance their job prospects, and the significance of support networks. It can help determine the most efficient strategies and policies for achieving upward mobility through education. The analysis should evaluate the impact of various forms of support on students' overall success in their working lives. Furthermore, conducting post-graduation follow-up studies can provide helpful information on students moving from academia to the professional world.

Exploring these research areas would provide a thorough grasp of the impacts of poverty on education. This, in turn, would contribute to developing policies and strategies that promote the academic success and overall welfare of students from impoverished backgrounds. Addressing inequalities in education and ensuring equal access to educational possibilities for all students is crucial for improving social welfare. Therefore, it is imperative to continue studying poverty and education and apply the results in everyday situations.

In line with these objectives, the researcher gathered the data by conducting semi-structured interviews and analyzing them using the constant-comparative analysis method. The findings on the variance and distribution of conceptualizations revealed

in a systematic way what ideas all stakeholders had—the distribution of emerging categories and codes across cases allowed for a variety of findings to be made. Understanding the distribution of poverty conceptualizations across cases was among these benefits. In addition, evaluating the perceptions of school staff and parents about their communication with each other through the emerging categories and codes has provided information for building this communication on a more solid foundation. School staff's assessment of their past experiences of poverty and understanding of the distribution of categories and codes across the three cases of principals, teachers, and counselors also helped to assess the situation within the school.

The research's final and most important purpose is to identify the features of school counseling services that increase its sensitivity to poverty. The interviews conducted to answer the other research questions and the eight components created in accordance with the participants' suggestions revealed that school counselors should adopt the eight components regarding poverty sensitivity.

# REFERENCES

Abdullah, D., Poetri, A. L., Saputra, N., & Al Haddar, G. (2023). The role of parent-teacher communication for improving children's achievement. *Cendikia: Media Jurnal Ilmiah Pendidikan*, *13*(3), 482-488. https://doi.org/10.35335/cendikia.v13i3.3463

Aderoju, O. A., & Owolabi, A. M. (2024). Influence of school counselling and inclusive education on poverty alleviation among adolescents in Oyo metropolis. *Educational Perspectives*, *12*(3), 346-354.

Akar, H. (2019). Durum çalışmaları. [Case studies]. In A. Şaban & A. Ersoy (Eds.), Nitel Araştırma Desenleri (3rd ed., pp. 139-178). Anı Yayıncılık. https://hdl.handle.net/11511/81141

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). American School Counselor Association.

American Counseling Association. (2015). *The ACA encyclopedia of counseling*. John Wiley & Sons.

Ammermüller, A. (2007). Poor background or low returns? Why immigrant students in Germany perform so poorly in the programme for international student assessment? *Education Economics*, *15*(2), 215-230. https://doi.org/10.1080/09645290701263161

Anderson, M. W. (2008). Cities inside out: Race, poverty, and exclusion at the urban fringe. *UCLA Law Review*, *55*(5), 1095-1160. Retrieved from https://ssrn.com/abstract=1007359

Anthony, E. K. (2008). Cluster profiles of youths living in urban poverty: Factors affecting risk and resilience. *Social Work Research*, *32*(1), 6-17. https://doi.org/10.1093/swr/32.1.6

Atalay, R. (2015). The education and the human capital to get rid of the middle-income trap and to provide the economic development. *Procedia-Social and Behavioral Sciences*, *174*, 969-976. https//doi.org/ 10.1016/j.sbspro.2015.01.720

Baker, L. (2006). Observation: A complex research method. *Library trends*, *55*(1), 171-189.

Balıkçıoğlu, E., Dalgıç, B., & Fazlıoğlu, B. (2016). Türkiye'de orta gelirden düşük gelir ve yüksek gelire geçişin belirleyicileri. [Determinants of transition from middle to low and high income in Türkiye]. *Journal of Management and Economics Research*, *14*(2), 341-355. http://dx.doi.org/10.11611/JMER180348

Ballo, E., & Tribe, R. (2023). Therapeutic work with clients living in poverty. *International Journal of Social Psychiatry*, *69*(4), 1043-1050. https://doi.org/10.1177/00207640221139798

Basok, T. (2004). Post-national citizenship, social exclusion and migrants rights: Mexican seasonal workers in Canada. *Citizenship studies*, *8*(1), 47-64. https://doi.org/10.1080/1362102042000178409

Battistich, V., Solomon, D., Kim, D. I., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal*, *32*(3), 627-658. https://doi.org/10.3102/00028312032003627

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4), 544-559.

Bayrakdar, S. (2020). Bütün yönleri ile yoksulluğun görünümü: Türkiye. [A view of poverty in all its aspects: Turkey]. *Journal of Suleyman Demirel University Institute of Social Sciences*, (36), 94-120.

Bemak, F., & Chung, R. C. Y. (2005). Advocacy as a critical role for urban school counselors: Working toward equity and social justice. *Professional School Counseling*, *8*(3), 196-202. https://www.jstor.org/stable/42732459

Bellows-Blakely, S. (2023). Empowering african girls? Capitalism, poverty, and silencing in the writing of History. *The American Historical Review*, *128*(3), 1182-1210. https://doi.org/10.1093/ahr/rhad370

Berends, M., Chun, J., Ikemoto, G. S., Stockly, S., & Briggs, R. J. (2002). *Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district*. Rand Corporation.

Bianchi, D., Cavicchiolo, E., Lucidi, F., Manganelli, S., Girelli, L., Chirico, A., & Alivernini, F. (2021). School dropout intention and self-esteem in immigrant and native students living in poverty: The protective role of peer acceptance at school. *School Mental Health*, *13*(2), 266-278. https://doi.org/10.1007/s12310-021-09410-4

Bigras, N., Lemay, L., Lehrer, J., Charron, A., Duval, S., Robert-Mazaye, C., & Laurin, E. I. (2021). Early childhood educators' perceptions of their emotional state, relationships with parents, challenges, and opportunities during the early stage of the pandemic. *Early Childhood Education Journal*, *49*(5), 775-787. https://doi.org/10.1007/s10643-021-01224-y

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation. *Qualitative Health Research*, *26*(13), 1802-1811. https://doi.org/10.1177/1049732316654870

Blitch, K. A. (2017). *Parent-teacher relationships and communication in early childhood: A comparative, mixed methods study of white and ethnic-racial minority parents*. [Doctoral dissertation, The University of Nebraska-Lincoln]. ProQuest Dissertations Publishing, Retrieved from https://www.proquest.com/dissertations-theses/parent-teacher-relationships-communication-early/docview/1892829078/se-2

Boardman, J., Killaspy, H., & Mezey, G. (2022). *Social inclusion and mental health*. Cambridge University Press.

Bolton, G. (2005). *Reflective Practice: Writing and Professional Development*. Sage Publications. https://doi.org/10.4324/9780203969212

Brady, D. (2023). Poverty, not the poor. *Science Advances*, *9*(34), eadg1469. https://doi.org/10.1126/sciadv.adg1469

Bray, S. S., & Schommer-Aikins, M. (2015). School counselors' ways of knowing and social orientation in relationship to poverty beliefs. *Journal of Counseling & Development*, *93*(3), 312-320. https://doi.org/10.1002/jcad.12029

Breheny, M. (2023). The trouble with child poverty. *Perspectives in Biology and Medicine*, *66*(4), 566-578. https://doi.org/10.1353/pbm.2023.a909727

Brooks-Gunn, J., & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children*, *7*(2), 55-71. https://doi.org/10.2307/1602387

Brown, L. C. (2016). *Ecological school counseling in high-poverty elementary schools: Counselors' backgrounds and perceptions regarding the effects of poverty, importance of advocacy, and school-based mental health programs* [Doctoral dissertation, North Carolina State University]. ProQuest Dissertations Publishing. Retrieved from https://www.proquest.com/dissertations-theses/ecological-school-counseling-high-poverty/docview/1881824729/se-2

Brown, L. V., Dari, T., & Spencer, N. (2019). Addressing the impact of trauma in high poverty elementary schools: An ecological model for school counseling. In L. G. Chova, A. L. Martínez, & I. C. Torres (Eds.), *Creating caring and supportive educational environments for meaningful learning* (pp. 135-153). IGI Global. https://doi.org/10.4018/978-1-5225-7163-1.ch008

Brown, P., & James, D. (2020). Educational expansion, poverty reduction and social mobility: Reframing the debate. *International Journal of Educational Research*, *100*, 101537. https://doi.org/10.1016/j.ijer.2020.101537

Buck, R., & Deutsch, J. (2014). Effects of poverty on education. *Journal of Human Sciences*, *11*(2), 1139-1148.

Bryan, J. A., & Holcomb-McCoy, C. (2010). Editorial introduction: Collaboration and partnerships with families and communities. *Professional School Counseling*, *14*(1), 1-4. https://doi.org/10.1177/2156759X1001400101

Cankar, F., Deutsch, T., & Kolar, M. (2009). Teachers and parents–Partners with different expectations. *International Journal about Parents in Education*, *3*(1), 15-28. https://doi.org/10.54195/ijpe.18158

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, *21*(5), 811-831. Retrieved from http://nsuworks.nova.edu/tqr/vol21/iss5/2

Cedeno, D. (2023). Social exclusion and inclusion: A social work perspective. *Families in Society*, *104*(3) 332–343. https://doi.org/10.1177/10443894221147576

Chen, J., Rong, S., & Song, M. (2021). Poverty vulnerability and poverty causes in rural China. *Social Indicators Research*, *153*, 65-91. https://doi.org/10.1007/s11205-020-02475-1

Clark, M. E. (2016). *The relationship between counselors' multicultural counseling competence and poverty beliefs* [Doctoral dissertation, Old Dominion University]. ProQuest Dissertations Publishing. Retrieved from https://hdl.handle.net/20.500.12648/5798

Clark, M., Ausloos, C., Delaney, C., Waters, L., Salpietro, L., & Tippett, H. (2020). Best practices for counseling clients experiencing poverty: A grounded theory. *Journal of Counseling & Development*, *98*(3), 283-294. https://doi.org/10.1002/jcad.12323

Compton, J., Wiggins, S., & Keats, S. (2010). *Impact of the global food crisis on the poor: what is the evidence.* Overseas Development Institute.

Conus, X., & Fahrni, L. (2019). Routine communication between teachers and parents from minority groups: an endless misunderstanding? *Educational Review*, *71*(2), 234-256. https://doi.org/10.1080/00131911.2017.1387098

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Creswell, J. W., & Báez, J. C. (2020). *30 essential skills for the qualitative researcher*. Sage Publications.

Cross, D. I., & Hong, J. Y. (2012). An ecological examination of teachers' emotions in the school context. *Teaching and Teacher Education*, *28*(7), 957-967. https://doi.org/10.1016/j.tate.2012.05.001

Crumb, L., Haskins, N., & Brown, S. (2019). Integrating social justice advocacy into mental health counseling in rural, impoverished American communities. *Professional Counselor*, *9*(1), 20-34. https://doi.org/10.15241/lc.9.1.20

Das, P., Ghosh, S., & Paria, B. (2023). Multidimensional poverty in India: patterns of reduction across population subgroups and geographical locations during 2005–06 and 2019–21. *GeoJournal*, *88*(4), 3851-3870.

Decerf, B. (2021). Combining absolute and relative poverty: income poverty measurement with two poverty lines. *Social Choice and Welfare*, *56*(2), 325-362. https://doi.org/10.1007/s00355-020-01279-7

Dell'Angelo, T. (2016). The power of perception: Mediating the impact of poverty on student achievement. *Education and Urban Society*, *48*(3), 245-261. https://doi.org/10.1177/0013124514531042

Deluca, S., & Rosen, E. (2022). Housing insecurity among the poor today. *Annual Review of Sociology*, *48*, 343-371. https://doi.org/10.1146/annurev-soc-090921-040646

Devlin, J. M., Culbertson, S., Sladky, L., & Williams, B. (2023). Holistic professional school counseling leadership theory. *Literature Reviews in Education and Human Services*, *2*(1), 1-10.

Dhillon, N., & Kaur, G. (2023). Impact of personality traits on communication effectiveness of teachers: Exploring the mediating role of their communication style. *SAGE Open*, *13*(2), 21582440231168049. https://doi.org/10.1177/21582440231168049

Duncan, G. J., & Magnuson, K. A. (2005). Can family socioeconomic resources account for racial and ethnic test score gaps?. *The Future of Children*, *15*(1), 35-54. https://www.jstor.org/stable/1602661

Dübgen, F. (2020). Scientific Ghettos and Beyond. Epistemic Injustice in Academia and Its Scientific ghettos and beyond: Epistemic injustice in academia and its effects on researching poverty. In V. Beck, H. Hahn, & R. Lepenies (Eds.), *Dimensions of poverty. Philosophy and poverty* (Vol. 2). Springer, Cham. https://doi.org/10.1007/978-3-030-31711-9_5

Dyson, M. R. (2014). Promise zones, poverty, and the future of public schools: Confronting the challenges of socioeconomic integration & school culture in high-poverty schools. *Michigan State Law Review, 2014*(3), 711-735.

Edmonds, E. V., & Schady, N. (2012). Poverty alleviation and child labor. *American Economic Journal: Economic Policy*, *4*(4), 100-124. https://doi.org/10.1257/pol.4.4.100

Edward, P. (2006). The ethical poverty line: a moral quantification of absolute poverty. *Third World Quarterly*, *27*(2), 377-393. https://doi.org/10.1080/01436590500432739

Egalite, A. J. (2016). How family background influences student achievement. *Education Next*, *16*(2), 70-78.

Ellison, D. W., & Mays-Woods, A. (2019). In the face of adversity: Four physical educator's experiences of resilience in high-poverty schools. *Physical Education and Sport Pedagogy*, *24*(1), 59-72. https://doi.org/10.1080/17408989.2018.1536201

Emerson, E., Fortune, N., Llewellyn, G., & Stancliffe, R. (2021). Loneliness, social support, social isolation and wellbeing among working age adults with and without disability: Cross-sectional study. *Disability and Health Journal*, *14*(1), 1-7. https://doi.org/10.1016/j.dhjo.2020.100965

Erken, A. (2022). Identity, nationhood and migrations to Turkey from the Balkans, 1950–1960. *International Migration*, *60*(2), 95-106. https://doi.org/10.1111/imig.12865

Etzioni, A., & Lawrence, P. R. (2016). *Socio-economics: Toward a new synthesis*. Routledge.

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, *59*(2), 77-92.

Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, *7*(1), 43-48. https://doi.org/10.1111/cdep.12013

Feuerbacher, A., McDonald, S., Dukpa, C., & Grethe, H. (2020). Seasonal rural labor markets and their relevance to policy analyses in developing countries. *Food Policy*, *93*, 1-16. https://doi.org/10.1016/j.foodpol.2020.101875

Foss-Kelly, L. L., Generali, M. M., & Kress, V. (2011). Counseling people living in poverty: The CARE model. *Journal of Humanistic Counseling*, *50*(2), 161–171. https://doi.org/10.1002/j.2161-1939.2011.tb00115.x

Foss-Kelly, L. L., Generali, M. M., & Kress, V. (2017). Counseling strategies for empowering people living in poverty: The I-CARE Model. *Journal of Multicultural Counseling and Development, 45*(3), 201–213. https://doi.org/10. 1002/jmcd.12074

Fram, S. M. (2013). The constant comparative analysis method outside of grounded theory. *The Qualitative Report*, *18*(1), 1-25.

Galassi, J. P., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA national model. *Professional school counseling*, *12*(2), 176-181. https://doi.org/10.1177/2156759X0801200207

Ge, D., Long, H., Qiao, W., Wang, Z., Sun, D., & Yang, R. (2020). Effects of rural–urban migration on agricultural transformation: A case of Yucheng City, China. *Journal of Rural Studies*, *76*, 85-95. https://doi.org/10.1016/j.jrurstud.2020.04.010

Gehrke, R. S. (2005). Poor schools poor students successful teachers. *Kappa Delta Pi Record*, *42*(1), 14-17. https://doi.org/10.1080/00228958.2005.10532079

Generali, M. M., & Foss-Kelly, L. L. (2022). Addressing student poverty using the I-CARE model in school counselor preparation. *Journal of Professional Counseling: Practice, Theory & Research*, *49*(2), 63-75. https://doi.org/10.1080/15566382.2022.2091081

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. MIT Press.

Glaser, B. G. (1965). The constant comparative method of qualitative analysis. *Social problems*, *12*(4), 436-445. https://doi.org/10.2307/798843

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Aldine Publishing Company. https://doi.org/10.4324/9780203793206

Goodman-Scott, E., Brown, E., Berger, C., & Blalock, S. (2022). Experiences with elementary school counseling advocacy. *Professional School Counseling*, *26*(1), 1-12, 2156759X211067958. https://doi.org/10.1177/2156759X211067958

Gordon, D. (2006). The concept and measurement of poverty. In *Poverty and social exclusion in Britain* (1ˢᵗ ed., pp. 29-70). Policy Press. https://doi.org/10.51952/9781447366843.ch002

Gorski, P. C. (2017). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. Teachers College Press.

Greenwood, A. (2019). *Understanding, nurturing and working effectively with vulnerable children in schools: 'why can't you hear me?'*. Routledge. https://doi.org/10.4324/9780429025259

Greig, A., Hulme, D., & Turner, M. (2007). *Challenging global inequality: Development theory and practice in the 21st century*. Bloomsbury Publishing.

Griffin, D., & Stern, S. (2011). A social justice approach to school counseling. *Journal for Social Action in Counseling & Psychology*, *3*(1), 74-85. https://doi.org/10.33043/JSACP.3.1.74-85

Gubrium, J. F., & Holstein, J. A. (Eds.). (2002). *Handbook of interview research: Context and method*. Sage Publication. http://dx.doi.org/10.4135/9781412973588.n3

Gulczyńska, A. (2019). Stigma and the doomed-to-fail school careers of young people from disadvantaged neighbourhoods. *Children's Geographies*, *17*(4), 413-426. https://doi.org/10.1080/14733285.2018.1536775

Gustafson, E. L., Lakind, D., Walden, A. L., Rusch, D., & Atkins, M. S. (2021). Engaging parents in mental health services: a qualitative study of community health workers' strategies in high poverty urban communities. *Administration and Policy in Mental Health and Mental Health Services Research*, *48*(6), 1019-1033. https://doi.org/10.1007/s10488-021-01124-8

Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence*, *29*(2), 223-249.

Hadi, M. A., & José Closs, S. (2016). Ensuring rigour and trustworthiness of qualitative research in clinical pharmacy. *International journal of clinical pharmacy*, *38*(3), 641-646. https://doi.org/10.1007/s11096-015-0237-6

Halkias, D., Neubert, M., Thurman, P. W., & Harkiolakis, N. (2022). *The multiple case study design: Methodology and application for management education*. Routledge. https://doi.org/10.4324/9781003244936

Harley, D. A., Jolivette, K., McCormick, K., & Tice, K. (2002). Race, class, and gender: A constellation of positionalities with implications for counseling. *Journal of multicultural Counseling and Development*, *30*(4), 216-238. https://doi.org/10.1002/j.2161-1912.2002.tb00521.x

Hatipoğlu, A., & Kavas, E. (2016). Veli yaklaşımlarının öğretmen performansına etkisi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, *5*(4), 1012-1034. https://doi.org/10.15869/itobiad.90789

Helminiak, D. A. (2020). Material and spiritual poverty: A postmodern psychological perspective on a perennial problem. *Journal of Religion and Health*, *59*(3), 1458-1480. https://doi.org/10.1007/s10943-019-00873-z

Hulme, D., & Shepherd, A. (2003). Conceptualizing chronic poverty. *World development*, *31*(3), 403-423. https://doi.org/10.1016/S0305-750X(02)00222-X

Hunt, M. O., & Bullock, H. E. (2016). Ideologies and beliefs about poverty. In D. Brady & L. M. Burton (Eds.), *The Oxford handbook of the social science of poverty*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199914050.013.6.

Hutchison, B. (2011). The influence of perceived poverty and academic achievement on school counselor conceptualization. *Equity & Excellence in Education*, *44*(2), 203-220. https://doi.org/10.1080/10665684.2011.561740

Johnson, G. S. (2017). School counselors supporting the career and college preparedness of students from poverty: Using the CARE Model. *Journal of School Counseling*, *15*(18), 1-27.

Jensen, E. (2009). *Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it*. ASCD.

Jolliffe, D., & Prydz, E. B. (2021). Societal poverty: A relative and relevant measure. *The World Bank Economic Review*, *35*(1), 180-206. https://doi.org/10.1093/wber/lhz018

Jones, C. S. (2017). *Rural school counselors' perceptions of children and adolescents living in poverty: A phenomenological study* [Doctoral Dissertation, Auburn University]. Auburn University.

Jünger, S., & Fegter, S. (2020). Emotional dimensions of collective phenomena: The role of reflexivity in understanding the affective dynamics of a social movement. *Qualitative Research*, *20*(6), 749-765. https://doi.org/10.1177/0896920514524607

Jyoti, D. F., Frongillo, E. A., & Jones, S. J. (2005). Food insecurity affects school children's academic performance, weight gain, and social skills. *Journal of Nutrition*, *135*(12), 2831-2839. https://doi.org/10.1093/jn/135.12.2831

Kamruzzaman, P. (2015). An overview of understanding poverty from diverse perspectives. *Dollarisation of Poverty: Rethinking Poverty Beyond 2015*, 7-19. https://doi.org/10.1057/9781137541437_2

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, *72*(12), 2954-2965. https://doi.org/10.1111/jan.13031

Kenny, M. E., Blustein, D. L., Chaves, A., Grossman, J. M., & Gallagher, L. A. (2003). The role of perceived barriers and relational support in the educational and vocational lives of urban high school students. *Journal of Counseling Psychology*, *50*(2), 142-155. https://doi.org/10.1037/0022-0167.50.2.142

King, V. L. (2019). *A study on the beliefs and attitude of school staff about the causes of poverty and their perceived preparedness to meet the needs of students experiencing poverty* [Doctoral dissertation, Western Illinois University]. ProQuest Dissertations Publishing. Retrieved from https://www.proquest.com/dissertations-theses/study-on-beliefs-attitude-school-staff-about/docview/2353151867/se-2

Killen, M., Rutland, A., & Yip, T. (2016). Equity and justice in developmental science: Discrimination, social exclusion, and intergroup attitudes. *Child Development*, *87*(5), 1317-1336. https://doi.org/10.1111/cdev.12593

Kim, P., Evans, G. W., Angstadt, M., Ho, S. S., Sripada, C. S., Swain, J. E., & Phan, K. L. (2013). Effects of childhood poverty and chronic stress on emotion regulatory brain function in adulthood. *Proceedings of the National Academy of Sciences*, *110*(46), 18442-18447. https://doi.org/10.1073/pnas.1308240110

King, V. L. (2019). *A study on the beliefs and attitude of school staff about the causes of poverty and their perceived preparedness to meet the needs of students experiencing poverty*. [Doctoral dissertation, Western Illinois University]. ProQuest Dissertations Publishing. Retrieved from https://www.proquest.com/dissertations-theses/study-on-beliefs-attitude-school-staff-about/docview/2353151867/se-2?accountid=17396

Knott, E., Rao, A. H., Summers, K., & Teeger, C. (2022). Interviews in the social sciences. *Nature Reviews Methods Primers*, *2*(1), 1-15. https://doi.org/10.1038/s43586-022-00150-6

Kolb, S. M. (2012). Grounded theory and the constant comparative method: Valid research strategies for educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, *3*(1), 83-86. https://hdl.handle.net/10520/EJC135409

Krüger, J., & Michalek, R. (2011). Parents' and teachers' cooperation: Mutual expectations and attributions from a parents' point of view. *International Journal about Parents in Education*, *5*(2), 1-11. https://doi.org/10.54195/ijpe.18175

Kupfer, A. (2012). A theoretical concept of educational upward mobility. *International Studies in Sociology of Education*, *22*(1), 57-72. https://doi.org/10.1080/09620214.2012.682795

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Sage Publication.

Lacour, M., & Tissington, L. D. (2011). The effects of poverty on academic achievement. *Educational Research and Reviews*, *6*(7), 522-527.

Laderchi, C. R., Saith, R., & Stewart, F. (2003). Does it matter that we do not agree on the definition of poverty? A comparison of four approaches. *Oxford Development Studies*, *31*(3), 243-274. https://doi.org/10.1080/1360081032000111698

Landmane, D., & Reņģe, V. (2010). Attributions for poverty, attitudes toward the poor and identification with the poor among social workers and poor people. *Baltic Journal of Psychology*, *11*(1-2), 37-50.

Lavell, E. F. (2014). Beyond charity: Social class and classism in counselling. *Canadian Journal of Counselling and Psychotherapy*, *48*(3), 231-250.

Lee, H., Slack, K. S., Berger, L. M., Mather, R. S., & Murray, R. K. (2021). Childhood poverty, adverse childhood experiences, and adult health outcomes. *Health & Social Work*, *46*(3), 159-170. https://doi.org/10.1093/hsw/hlab018

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, *23*(4), 587-604. https://doi.org/10.1037/1045-3830.23.4.587

Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of "The four paths model". *Educational Administration Quarterly*, *56*(4), 570-599. https://doi.org/10.1177/0013161X19878772

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publication.

Lott, B. (2001). Low-income parents and the public schools. *Journal of Social Issues*, *57*(2), 247-259. https://doi.org/10.1111/0022-4537.00211

Luby, J. L., Belden, A. C., Botteron, K. N., Marrus, N., Harms, M. P., Babb, C., ... & Barch, D. (2013). The effects of poverty on childhood brain development: The mediating effect of caregiving and stressful life events. *JAMA Pediatrics*, *167*(12), 1135-1142. https://doi.org/10.1001/jamapediatrics.2013.3139

Malott, K. M., Yee, T., & Barraclough, S. (2023). Overcoming barriers to social justice learning in multicultural counselor education. *International Journal for the Advancement of Counselling*, *45*(2), 356-369. https://doi.org/10.1007/s10447-023-09506-3

Martin, G., & Ardoin, S. (Eds.). (2023). *Social class supports: Programs and practices to serve and sustain poor and working-class students through higher education*. Taylor & Francis.

Maslow, A., & Lewis, K. J. (1987). Maslow's hierarchy of needs. *Salenger Incorporated*, *14*(17), 987-990.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophical and practical guide*. Falmer Press. https://doi.org/10.4324/9780203485781

Mavrouli, M., Mavroulis, S., Lekkas, E., & Tsakris, A. (2023). An emerging health crisis in Turkey and Syria after the earthquake disaster on 6 february 2023: risk factors, prevention and management of infectious diseases. *Healthcare*, *11*(7), 1-11. https://doi.org/10.3390/healthcare11071022

McKenzie, J. E., Brennan, S. E., Ryan, R. E., Thomson, H. J., Johnston, R. V., & Thomas, J. (2019). Defining the criteria for including studies and how they will be grouped for the synthesis. In J. P. T. Higgins, J. Thomas, J. Chandler, M. Cumpston, T. Li, M. J. Page, & V. A. Welch (Eds.), *Cochrane Handbook for Systematic Reviews of Interventions* (pp. 33-65). Wiley. https://doi.org/10.1002/9781119536604.ch3.

McKinney, S. (2014). The relationship of child poverty to school education. *Improving Schools*, *17*(3), 203-216. https://doi.org/10.1177/1365480214553742

Mehra, B. (2002). Bias in qualitative research: Voices from an online classroom. *The Qualitative Report*, *7*(1), 1-19. Retrieved from: https://nsuworks.nova.edu/tqr/vol7/iss1/2

Metcalf, L. (2021). *Counseling toward solutions: A practical, solution-focused program for working with students, teachers, and parents*. Routledge. https://doi.org/10.4324/9781003122128

Milner, H. R. (2013). Analyzing poverty, learning, and teaching through a critical race theory lens. *Review of Research in Education*, *37*(1), 1-53. https://doi.org/10.3102/0091732X12459720

Milner, H. R., & Laughter, J. C. (2015). But good intentions are not enough: Preparing teachers to center race and poverty. *The Urban Review*, *47*(2), 341- https://doi.org/363. 10.1007/s11256-014-0295-4

Misra, J., Budig, M. J., & Moller, S. (2020). Reconciliation policies and the effects of motherhood on employment, earnings and poverty. *Policy Sectors in Comparative Policy Analysis Studies*, *9*(2), 135-155. https://doi.org/10.1080/13876980701311588

Mitlin, D. (2003). *The economic and social processes influencing the level and nature of chronic poverty in urban areas*. CPRC Working Paper.

Moon, M. D. (2019). Triangulation: A method to increase validity, reliability, and legitimation in clinical research. *Journal of Emergency Nursing*, *45*(1), 103-105. https://doi.org/10.1016/j.jen.2018.11.004

Morgan, H. (2012). Poverty-stricken schools: What we can learn from the rest of the world and from successful schools in economically disadvantaged areas in the US. *Education*, *133*(2), 291-297.

Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Barriers and facilitators to school-based parent involvement for parents of urban public middle school students. *SAGE Open*, *4*(4), 1-12. https://doi.org/10.1177/2158244014558030

Najman, J. M., Hayatbakhsh, M. R., Heron, M. A., Bor, W., O'Callaghan, M. J., & Williams, G. M. (2009). The impact of episodic and chronic poverty on child cognitive development. *The Journal of Pediatrics*, *154*(2), 284-289. https://doi.org/10.1016/j.jpeds.2008.08.052

Niemela, M. (2008). Perceptions of the causes of poverty in Finland. *Acta Sociologica*, *51*(1), 23-40. https://doi.org/10.1177/0001699307086816

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-based Nursing*, *18*(2), 34-35. https://doi.org/10.1136/eb-2015-102054

Nouraie, M., Latifi-Navid, S., Rezvan, H., Radmard, A. R., Maghsudlu, M., Zaer-Rezaii, H., & Malekzadeh, R. (2009). Childhood hygienic practice and family education status determine the prevalence of Helicobacter pylori infection in Iran. *Helicobacter*, *14*(1), 40-46. https://doi.org/10.1111/j.1523-5378.2009.00657.x

Nurius, P., LaValley, K., & Kim, M. H. (2020). Victimization, poverty, and resilience resources: Stress process considerations for adolescent mental health. *School Mental Health*, *12*(1), 124-135. https://doi.org/10.1007/s12310-019-09335-z

O'Brien, S., McNamara, G., & O'Hara, J. (2014). Critical facilitators: external supports for self-evaluation and improvement in schools. *Studies in Educational Evaluation*, *43*, 169-177. https://doi.org/10.1016/j.stueduc.2014.08.002

O'Connor, S. (2001). Voices of parents and teachers in a poor white urban school. *Journal of Education for students Placed at Risk*, *6*(3), 175-198. https://doi.org/10.1207/S15327671ESPR0603_2

OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*. OECD Publishing.

Olawoyin A.A & Adesola M.O. (2024). Influence of school counselling and inclusive education on poverty alleviation among adolescents in Oyo metropolis. *Educational Perspectives*, *12*(3), 346-354.

Olson, M. R., & Craig, C. J. (2001). Opportunities and challenges in the development of teachers' knowledge: The development of narrative authority

through knowledge communities. *Teaching and Teacher Education*, *17*(6), 667-684. https://doi.org/10.1016/S0742-051X(01)00023-3

Omoniyi, I. B., Gamede, B. T., & Uleanya, C. (2019). Effects of household poverty trap on learners' academic performances: A case of rural high schools in Nongoma Circuit of South Africa. *African Journal of Development Studies*, *9*(1), 139-165. Retrieved from: https://hdl.handle.net/10520/EJC-16841a0603

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *Qualitative Report*, *12*(2), 238-254.

Oyserman, D., Terry, K., & Bybee, D. (2002). A possible selves intervention to enhance school involvement. *Journal of Adolescence*, *25*(3), 313-326. https://doi.org/10.1006/yjado.474,

Özkan Yıldız, F., & Yılmaz, A. (2021). Parent-teacher communication and parental expectations in the assessment process in Turkish preschool settings. *Education 3-13*, *49*(6), 761-775. https://doi.org/10.1080/03004279.2020.1861049

Özpınar, Ş., & Akdede, S. H. (2022). Determinants of the attribution of poverty in Turkey: An empirical analysis. *Social Indicators Research*, *164*(2), 949-967. https://doi.org/10.1007/s11205-022-02988-5

Palmer, K. D. (2015). *Effects of poverty on the brains of children and effective teaching strategies to meet their specific needs* [Master's thesis, The College at Brockport, State University of New York]. Retrieved from: http://hdl.handle.net/20.500.12648/5798

Parrett, W. H., & Budge, K. M. (2020). *Turning high-poverty schools into high-performing schools*. ASCD.

Patel, V., & Kleinman, A. (2003). Poverty and common mental disorders in developing countries. *Bulletin of the World Health Organization, 81*(8), 609-615.

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage Publication.

Paulmann, S., & Weinstein, N. (2023). Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers. *British Journal of Educational Psychology*, *93*(2), 437-452. https://doi.org/10.1111/bjep.12567

Payne, R. K. (2013). *A Framework for Understanding Poverty*. Aha! Process.

Payne, R. K. (2018). *Emotional poverty in all demographics*. Aha! Process.

Peng, Y. (2022). Multidimensional relative poverty of rural women: Measurement, dynamics, and influencing factors in China. *Frontiers in Psychology*, *13*, 1024760. https://doi.org/10.3389/fpsyg.2022.1024760

Pierce, J. L. (1996). *Gender trials: Emotional lives in contemporary law firms*. University of California Press.

Poluektova, O., Efremova, M., & Breugelmans, S. (2015). Poverty and psychology. *Higher School of Economics Research Paper*, *49*(1), 1-20. https://dx.doi.org/10.2139/ssrn.2699103

Rea, D. W., & Zinskie, C. D. (2017). Educating students in poverty: Building equity and capacity with a holistic framework and community school model. *National Youth Advocacy and Resilience Journal*, *2*(2), 1-24. https://doi.org/10.20429/nyarj.2017.020201

Reback, R. (2010). Schools' mental health services and young children's emotions, behavior, and learning. *Journal of Policy Analysis and Management*, *29*(4), 698-725. https://doi.org/10.1002/pam.20528

Ridley, M., Rao, G., Schilbach, F., & Patel, V. (2020). Poverty, depression, and anxiety: Causal evidence and mechanisms. *Science*, *370*(6522), eaay0214. https://doi.org/10.1126/science.aay0214

Roberts, K. (2023). *Nurturing ethical integration: Honoring students' spiritual and religious values in public school counseling* [Doctoral dissertation, Regent University]. Retrieved from: https://hdl.handle.net/20.500.12648/5798

Rojas, M. (2004). *Well-being and the complexity of poverty: A subjective well-being approach*. WIDER Research.

Rojas, M., Méndez, A., & Watkins-Fassler, K. (2023). The hierarchy of needs empirical examination of Maslow's theory and lessons for development. *World Development*, *165*, 1-15. https://doi.org/10.1016/j.worlddev.2023.106185

Rowley, J. (2012). Conducting research interviews. *Management Research Review*, *35*(3/4), 260-271.

Sackett, C. R., Jenkins, A. M., & Gambrel, L. E. (2023). Photovoice as counseling intervention and research method: One family's experience of barriers to implementing mindfulness skills. *Counseling Outcome Research and Evaluation*, *14*(2), 89-107. https://doi.org/10.1080/21501378.2023.2206952

Santiago, C. D., Wadsworth, M. E., & Stump, J. (2011). Socioeconomic status, neighborhood disadvantage, and poverty-related stress: Prospective effects on psychological syndromes among diverse low-income families. *Journal of Economic Psychology*, *32*(2), 218-230. https://doi.org/10.1016/j.joep.2009.10.008

Sass, T. R., Hannaway, J., Xu, Z., Figlio, D. N., & Feng, L. (2012). Value added of teachers in high-poverty schools and lower poverty schools. *Journal of Urban Economics*, *72*(2-3), 104-122. https://doi.org/10.1016/j.jue.2012.04.004

Sato, M., & Lensmire, T. J. (2009). Poverty and Payne supporting teachers to work with children of poverty. *Phi Delta Kappan*, *90*(5), 365-370. https://doi.org/10.1177/003172170909000512

Schaack, D. D., Le, V. N., & Stedron, J. (2020). When fulfillment is not enough: Early childhood teacher occupational burnout and turnover intentions from a job demands and resources perspective. *Early Education and Development*, *31*(7), 1011-1030. https://doi.org/10.1080/10409289.2020.1791648

Schafft, K. A. (2006). Poverty, residential mobility, and student transiency within a rural New York school district. *Rural Sociology*, *71*(2), 212-231. https://doi.org/10.1526/003601106777789710

Schwartz, D., & Gorman, A. H. (2003). Community violence exposure and children's academic functioning. *Journal of Educational Psychology*, *95*(1), 163-173. Retrieved from: https://psycnet.apa.org/doi/10.1037/0022-0663.95.1.163

Seekamp, K. (2017). *Working with students living in poverty: What can school counselors do?* [Master's thesis, Winona State University]. OpenRiver. https://openriver.winona.edu/counseloreducationcapstones/71

Sekkat, K. (2017). Urban concentration and poverty in developing countries. *Growth and Change*, *48*(3), 435–458. https://doi.org/10.1111/grow.12166

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63-75. https://doi.org/10.3233/EFI-2004-22201

Siddiqui, T. (2012). *Impact of migration on poverty and development*. Migrating out of Poverty.

Silva-Laya, M., D'Angelo, N., García, E., Zúñiga, L., & Fernández, T. (2020). Urban poverty and education. A systematic literature review. *Educational Research Review*, *29*, 100280. https://doi.org/10.1016/j.edurev.2019.05.002

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, *75*(3), 417-453. https://doi.org/10.3102/00346543075003417

Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, *60*(7), 687-696. https://doi.org/10.1037/0003-066X.60.7.687

Stake, R. E. (1995). The art of case study research. Sage Publication.

Steenkamp, L. R., Tiemeier, H., Blanken, L. M., Hillegers, M. H., Kushner, S. A., & Bolhuis, K. (2021). Predicting persistence of hallucinations from childhood to adolescence. *The British Journal of Psychiatry*, *219*(6), 670-677. https://doi.org/10.1192/bjp.2021.115

Sudhakar, V. (2019). Understanding poverty and social responsibility of teacher educators. *International Journal of Social Science and Economic Research*, *4*(4), 2995-3007.

Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, *11*(2), 63-75. https://doi.org/10.3316/QRJ1102063.

Şahin, S. Ç., & Kılıç, İ. E. (2021). Poverty dynamics in Turkey: A multinomial logit model. *Ekonomika*, *100*(2), 133-143. https://doi.org/10.15388/Ekon.2021.100.2.6

Şavlı, Z. T. (2017). *Poverty and capabilities: The case of Samsun* [Master's thesis, Middle East Technical University]. Middle East Technical University Graduate School of Social Sciences. Retrieved from: https://hdl.handle.net/11511/26278

Tacoli, C., McGranahan, G., & Satterthwaite, D. (2015). *Urbanisation, rural–urban migration and urban poverty*. IIED Working Paper. International Institute for Environment and Development. Retrieved from: https://pubs.iied.org/10725IIED

Tamsah, H., Ilyas, G., Nur, Y., Yusriadi, Y., & Asrifan, A. (2021). Uncontrolled consumption and life quality of low-income families: A study of three major tribes in south Sulawesi. *Management Science Letters*, *11*(4), 1171-1174. https://doi.org/10.5267/j.msl.2020.11.0022

Tierney, W. G. (2015). *Rethinking education and poverty*. JHU Press.

Tucker, S. K., Schmit, M. K., Giordano, A.L. (2021). Perceptions of Poverty: Exploring counseling students' reactions to presenting concerns. *Journal of Counselor Preparation and Supervision*, *14*(4), 1-26. Retrieved from: https://digitalcommons.sacredheart.edu/jcps/vol14/iss4/1

TÜRK-İŞ. (2024). Açlık ve yoksulluk sınırı [Hunger and poverty threshold]. https://www.turkis.org.tr/turk-is-mayis-2024-aclik-ve-yoksulluk-siniri/.

Vilar-Compte, M., Burrola-Méndez, S., Lozano-Marrufo, A., Ferré-Eguiluz, I., Flores, D., Gaitán-Rossi, P., & Pérez-Escamilla, R. (2021). Urban poverty and nutrition challenges associated with accessibility to a healthy diet: a global systematic literature review. *International Journal for Equity in Health*, *20*(1), 1-19. https://doi.org/10.1186/s12939-020-01330-0

Wade, R. H. (2004). Is globalization reducing poverty and inequality? *World Development*, *xx*(x), xxx-xxx. https://doi.org/10.1016/j.worlddev.2003.10.007

Wages, M. (2016). *Parent involvement: Collaboration is the key for every child's success*. Rowman & Littlefield.

Wagle, U. (2002). Rethinking poverty: definition and measurement. *International Social Science Journal*, *54*(171), 155-165. https://doi.org/10.1111/1468-2451.00366

Waldron, V. R., Kloeber, D., Goman, C., Piemonte, N., & Danaher, J. (2014). How parents communicate right and wrong: A study of memorable moral messages recalled by emerging adults. *Journal of Family Communication*, *14*(4), 374-397. https://doi.org/10.1080/15267431.2014.946032

Wang, X. R., Hui, E. C. M., & Sun, J. X. (2017). Population migration, urbanization and housing prices: Evidence from the cities in China. *Habitat International*, *66*, 49-56. https://doi.org/10.1016/j.habitatint.2017.05.010

Wessells, M. G. (2009). Do no harm: toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, *64*(8), 842-854.

Whitworth, A., Davies, C., Stokes, S., & Blain, T. (1993). Identification of communication impairments in preschoolers: A comparison of parent and teacher success. *Australian Journal of Human Communication Disorders*, *21*(1), 112-133. https://doi.org/10.3109/asl2.1993.21.issue-1.09

Wilkinson, R., & Pickett, K. (2010). *The spirit level: Why equality is better for everyone*. Penguin Books.

Yin, R. K. (2003). Designing case studies. *Qualitative Research Methods*, *5*(14), 359-386.

Yip, P. S. F. (2021). *Social unrest and the poverty problem in Hong Kong: Growth imbalance and sustainable development*. Springer Publication. https://doi.org/10.1007/978-981-33-6629-9

Yun, S. H., & Weaver, R. D. (2010). Development and validation of a short form of the attitude toward poverty scale. *Advances in Social Work*, *11*(2), 174-187. https://doi.org/10.18060/437

Zimmerman, D. H., & Wieder, D. L. (1977). The diary: Diary-interview method. *Urban Life*, 5(4), 479-498. https://doi.org/10.1177/089124167700500406

# APPENDICES


# A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE


UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

28 ŞUBAT 2023

Konu:     Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi:     İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın  Özgür Erdur BAKER**

Danışmanlığını yürüttüğünüz Hasan SARICI'nın **"Yoksulluğa Duyarlı Okul Psikolojik Danışma Modelinin Geliştirilmesi: Bir Çoklu Durum Çalışması"** başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0130-ODTUİAEK-2023** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

Prof.Dr. İ.Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Dr. Öğretim Üyesi  Şerife SEVİNÇ

Dr. Öğretim Üyesi  Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

## B. APPROVAL OF THE PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION

T.C.
**MİLLÎ EĞİTİM BAKANLIĞI**
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA/ PROJE ANKET DEĞERLENDİRME FORMU

| ARAŞTIRMA/ PROJE SAHİBİNİN | |
|---|---|
| Adı Soyadı | Hasan SARICI |
| Kurumu / Üniversitesi | Zonguldak Bülent Ecevit Üniversitesi Ereğli Eğitim Fakültesi |
| Araştırma yapılacak iller | Zonguldak/Ereğli |
| Araştırma yapılacak eğitim kurumu ve kademesi | Ereğli İlçesinde Bulunan Resmî Liseler |
| Araştırmanın/ Projenin Konusu | Yoksulluğa Duyarlı Okul Psikolojik Danışma Modelinin Geliştirilmesi: Bir çoklu vaka araştırması |
| Üniversite / Kurum onayı | |
| Araştırma/ proje/ ödev/ tez önerisi | Araştırma İzni |
| Veri toplama araçları | Anket, görüşme |
| Görüş istenilecek Birim/ Birimler | |
| KOMİSYON GÖRÜŞÜ | |
| Uygulanmasında sakınca yoktur. | |
| Komisyon kararı | Oybirliği ile alınmıştır. |
| Muhalif üyenin Adı ve Soyadı: ............................................. | Gerekçesi; ............................................. |

KOMİSYON
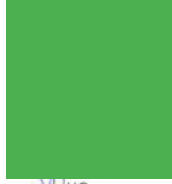


Üye
Tuba GÖK

Üye
Burak Haşimoğlu

Fatih KARAASLAN

## C. PARTICIPANT CONSENT FORM

Sayın Katılımcı

Bu tez çalışması, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü Psikolojik Danışmanlık ve Rehberlik doktora programı kapsamında Hasan SARICI tarafından Prof. Dr. Özgür ERDUR-BAKER danışmanlığında yürütülmektedir.

Bu çalışmanın amacı, yoksul öğrencilerin, yoksul ebeveynlerin, öğretmenlerin, okul idarecilerini ve okul psikolojik danışmanlarının görüşleri doğrultusunda bir yoksulluğa duyarlı okul psikolojik danışma modeli oluşturmaktır. Araştırma kapsamında bütün katılımcıların yoksulluk algıları, okul çalışanı olan katılımcıların yoksullukla çalışma tecrübeleri, okul çalışanları ile yoksul ebeveynlerin ise birbirleriyle iletişim kurmaya yönelik görüşleri alınacaktır. Bu bilgilerin geliştirilecek olan yoksulluğa duyarlı okul psikolojik danışma modeline katkı sağlayacağı öngörülmüştür.

Çalışmanın etik bir çerçevede gerçekleştirildiğine dair Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulu'ndan ve uygulanabilirliğine dair İl Milli eğitim Müdürlüğü'nden gerekli izinler alınmıştır.

Çalışmanın amaçları doğrultusunda yapılacak görüşmelerde yarı-yapılandırılmış sorular kullanılacak olup, her bir katılımcıyla iki görüşme yapılması planlanmıştır. İlk görüşmelerde yarı-yapılandırılmış sorular katılımcıya yöneltilecektir. İkinci görüşmede ise ilk görüşmelerden elde edilen bilgilerin araştırmacı tarafından doğru şekilde analiz edilip edilmediği katılımcılar tarafından değerlendirilecektir. Sizinle gerçekleştirilen ilk görüşmenin yaklaşık 30-60 dakika aralığında süreceği tahmin edilmektedir. Görüşmelerde daha sonra analiz işlemlerinde kullanılmak amacıyla ses kaydı alınacaktır. Bu ses kayıtları yalnızca araştırmacı Hasan Sarıcı ve gerekli durumlarda tez danışmanı tarafından dinlenecektir. Çalışmanın tamamlanmasından sonra bu ses kayıtları araştırmacı tarafından kesinlikle yok edilecektir. Bu araştırmada isminizin veya kimliğinizi açığa çıkarma ihtimali olan hiçbir bilginin gösterilmeyeceğini bilmenizi isteriz. Bu tarz bilgiler yalnızca araştırmacı tarafından bilinecek ve çalışmada takma isim kullanma gibi yöntemlerle katılımcı gizliliği korunacaktır.

Katılımcıların bu çalışmaya gönüllü bir şekilde dahil olması beklenmektedir. Araştırmanın herhangi bir kısmında katılımcının rahatsız olması durumunda katılımcı hiçbir kısıtlama olmaksızın çalışmadan ayrılabilme hakkına sahiptir. Ayrıca, katılımcı yapılacak görüşmelerde fikirlerini ya da duygularını açıklamak istemediği durumlar olması durumunda istediği sorulara cevap vermeme hakkına da sahiptir. Görüşmelerde samimi ve soruları içinizden geldiği gibi cevaplamanız

araştırmanın geçerliğini arttıracağından katılımcı olarak rahatlığınız bizim için önemlidir.

İlk görüşmelerden elde edilen bilgilerin değerlendirilmesinden sonra, sizlere bilgi verebilmek ve görüşlerinizi alabilmek için ikinci bir görüşme rica edilecektir. Bu görüşmeler de tıpkı ilk görüşmelerde olduğu gibi tamamen gönüllülük esasına dayalıdır. İki görüşmenin tamamlanmasıyla oluşturulacak raporlar hakkında katılımcıların talep etmesi halinde kendilerine bilgi verilebilecektir.

Araştırmayla ilgili merak ettiğiniz her türlü bilgiye, aşağıda yazılı iletişim bilgilerini kullanarak ulaşabilirsiniz.

*Yukarıda yer alan açıklamaları okudum. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak bana açıklandı. Bu şartlar altında, bu araştırmaya kendi isteğimle gönüllü olarak katılıyorum.*

*Bu formun imzalı bir kopyası bana verildi.*

(Aşağıdaki bilgiler sadece araştırmacının sizinle iletişim kurabilmesi içindir, yukarda da belirtildiği gibi araştırma raporunda isminiz de dâhil olmak üzere hiçbir kişisel bilginiz kullanılmayacaktır)

Katılımcının Adı- Soyadı:

Adresi:

Tel:

Tarih:

İmzası:

Hasan Sarıcı

ODTÜ Eğitim Bilimleri Bölümü- Psikolojik Danışmanlık ve Rehberlik Doktora Programı

Tel: ███████

E-mail: ███████

# D. PARENTAL CONSENT FORM

Sevgili Anne/Baba

Bu tez çalışması, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık doktora programı kapsamında Hasan SARICI tarafından Prof. Dr. Özgür ERDUR-BAKER danışmanlığında yürütülmektedir.

### Bu çalışmanın amacı nedir?

Bu çalışmanın amacı, yoksul öğrencilerin, yoksul ebeveynlerin, öğretmenlerin, okul idarecilerini ve okul psikolojik danışmanlarının görüşleri doğrultusunda bir yoksulluğa duyarlı okul psikolojik danışma modeli oluşturmaktır. Araştırmada çocuğunuzun yoksulluk bağlamında kendini ve diğer insanları konumlandırma durumunu anlamaya yönelik sorular yöneltilecektir. Bu bilgilerin geliştirilecek olan yoksulluğa duyarlı okul psikolojik danışma modeline katkı sağlayacağı öngörülmüştür. Çalışmanın etik bir çerçevede gerçekleştirildiğine dair Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulu'ndan gerekli izin alınmıştır.

### Çocuğunuzun katılımcı olarak ne yapmasını istiyoruz?

Bu amaç doğrultusunda, çocuğunuzla yaklaşık 30-60 dakika aralığında sürecek bir yarı yapılandırılmış görüşme gerçekleştireceğiz. Ayrıca yapılacak ilk görüşmeden elde edilen bilgilerin değerlendirilmesinden sonra kendisine bilgi vermek ve bu bilgilerin değerlendirmesiyle alakalı yorumlarını almak için ikinci bir görüşme gerçekleştireceğiz. Sizden çocuğunuzun katılımcı olması için izin istediğimiz şekilde çalışmaya başlamadan önce çocuğunuzun da sözlü ve yazılı olarak gönüllü katılımıyla ilgili rızasını alacağız.

### Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak?

Çocuğunuzdan alacağımız cevaplar tamamen gizli tutulacak ve sadece araştırmacı ve gerekli durumlarda tez danışmanı tarafından değerlendirilecektir. Edinilecek bilgiler yalnızca doktora tez çalışması ve diğer bilimsel amaçlar (yayın, bildiri sunumu, kitap

bölümü, vb.) için kullanılacaktır. Çocuğunuzun ya da sizin kişisel bilgileriniz hiçbir şekilde kimseyle paylaşılmayacaktır.

*Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız?*

Yapılacak görüşmeler sırasında sorulan sorulardan ya da uygulama ile ilgili herhangi bir nedenden dolayı çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya da araştırmacı çocuğun rahatsız olduğunu gözlemlerse, çalışmayı soruları tamamlamadan en kısa sürede sonlandıracaktır.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Çalışmaya katılım sonrasında, bu çalışmayla ilgili sorularınız yazılı biçimde cevaplandırılacaktır. Çalışma hakkında daha fazla bilgi almak için araştırmacı Hasan SARICI (e-posta: ) ile iletişime geçebilirsiniz. Teşekkür ederiz.

Yukarıdaki bilgileri okudum ve çocuğumun bu çalışmada yer almasını onaylıyorum.

Annenin/Babanın Adı-Soyadı:

Çocuğunun Adı Soyadı:

Bugünün Tarihi:

İmza:

# E. SEMI-STRUCTURED INTERVIEW PROTOCOLS

## PROTOCOL 1- SCHOOL STAFF INTERVIEW QUESTIONS

### Demografik Bilgiler

1. Cinsiyetiniz: ☐Kadın    ☐Erkek

2. Yaşınız:

3. İlişki durumunuz:

4. Branşınız nedir?

5. En son mezun olduğunuz eğitim seviyesi: ☐ Lisans ☐Yüksel Lisans☐ Doktora

6. Meslekteki hizmet süreniz nedir?

7. Şu an çalıştığınız kurumdaki hizmet süreniz nedir?

8. Şu an görev yaptığınız il/ilçe neresidir?

9. Şu an görev yaptığınız okul türü (kamu, özel, anadolu lisesi, spor lisesi vb.) nedir?

10. Okulunuzda tahmini öğrenci sayısı nedir?

11. Okulunuzdaki psikolojik danışman/rehber öğretmen sayısı nedir?

### Okul çalışanlarının Yoksulluk Tecrübeleri Soruları

1. Şimdiye kadarki yoksul öğrencilerle çalışma tecrübenizi nasıl değerlendirirsiniz?

2. Yoksul öğrencilerle çalışma tecrübenizin sizin için öneminden bahseder misiniz?

3. Yoksul öğrencilerle kurduğunuz iletişimden bahsedebilir misiniz?

4. Yoksul öğrencilerle çalışmaktan ne gibi sonuçlar elde etmeyi bekliyorsunuz?

5. Yoksul öğrencilerle çalışırken karşılaştığınız zorluklar nelerdir?

6. Yoksul öğrencilerle çalışmanın size faydalı yanları nelerdir?

7. Yoksul öğrencilerle çalışmanızda size en fazla yardımcı olan unsurlar nelerdir?

### Okul çalışanlarının Yoksulluk Algıları Soruları

1. Sizce yoksulluk nedir?

2. Sizce toplumumuzda yoksulluğun nedeni nedir? Açıklar mısınız?

3. Yoksul bir ailenin üyesi olmak ya da yoksul insanlarla yakın ilişki içerisinde olmak gibi geçmiş deneyimleriniz var mı?

   - Varsa bu deneyimlerinizin yoksul öğrencilerle çalışmalarınıza etkileri konusunda neler söylersiniz?

4. Siz kendinizi toplum içerisinde hangi sosyo-ekonomik grupta değerlendiriyorsunuz?

   - Bu değerlendirmenizin yoksul öğrencilerle çalışmanıza etkisi konusunda neler söylersiniz?

5. Sizin ve okulunuzdaki çalışanların yoksul öğrencilere yönelik tutumları hakkında neler söylersiniz?

6. Yoksul öğrencilerin kültürel özellikleri hakkında neler bildiğinizden bahseder misiniz?

7. Yoksul öğrencilerin okul dışındaki hayatları hakkında ne kadar bilgi sahibi olduğunuzu düşünüyorsunuz?

   - Bildiğiniz kadarıyla bahsedebilir misiniz?

8. Yoksul öğrencilerin okul yaşamındaki rolü hakkında neler söylersiniz?

9. Yoksulluğun okul başarısı üzerindeki etkisi hakkında ne düşünüyorsunuz?

**Okul Çalışanları Yoksul Ailelerle Çalışma Soruları**

1. Yoksul ailelerle iletişiminizden bahsedebilir misiniz?

2. Yoksul aileler sizinle daha çok ne gibi konular hakkında iletişime geçiyor?

3. Yoksul ailelerle iletişim kurmanın önemi nedir?

4. Yoksul ailelerle iletişim kurarken karşılaştığınız zorluklardan bahseder misiniz?

5. Yoksul ailelerle iletişim kurarken faydalı bulduğuz yollar nelerdir?

6. Yoksul ailelerle iletişim kurma sürecinde hangi konuların öncelikli olduğunu düşünüyorsunuz?

7. Yoksul ailelerle kurduğunuz iletişimden nasıl sonuçlar beklersiniz?

**KAPANIŞ**

- Okullarda psikolojik danışmanların yoksulluğun olumsuz etkileriyle mücadele etmek için nelere dikkat etmesi gerektiğine dair fikirleriniz var mı? Varsa benimle paylaşır mısınız?

- Yoksul öğrencilerin okula katılımını nasıl desteklemek için neler yapılması gerektiğini düşünüyorsunuz?

- Geçmiş tecrübelerinizden yola çıkarak okullarda yoksulluk çalışmalarıyla alakalı eklemek istediğiniz başka bir konu var mı?

## PROTOCOL 2- PARENT INTERVIEW QUESTIONS

### Demografik Bilgiler

1. Cinsiyetiniz nedir? ☐Kadın  ☐Erkek

2. Yaşınız nedir?

3. Öğrenim durumunuz nedir?

4. Medeni durumunuz nedir? ☐Evli    ☐Bekar

5. Mesleğiniz/Çalışma durumunuz nedir?

6. Ailenizin aylık toplam geliri nedir?

7. Çocuk sayınız nedir?

8. Çocuklarınızın yaşları ve sınıf düzeyleri nedir?

### Yoksul Ailelerin Okulla İletişimine Yönelik Sorular

1. Çocuğunuzun okulunda görev yapan okul çalışanlarıyla iletişim kuruyor musunuz? Okul çalışanlarıyla kurduğunuz iletişimden bahseder misiniz?

2. Okul çalışanlarıyla iletişiminizde karşılaştığınız zorluklardan bahseder misiniz?

3. Okul çalışanlarıyla iletişimin kurarken faydalı bulduğunuz yollar var mı? Varsa bunlardan bahseder misiniz?

4. Okul çalışanlarıyla iletişim kurmak sizin için ne kadar önemli olduğundan bahseder misiniz?

5. Okul çalışanlarıyla iletişiminizde hangi konuların öncelikli olduğunu düşünüyorsunuz?

6. Okul çalışanlarıyla kurduğunuz iletişimden nasıl bir sonuç elde etmeyi beklersiniz?

**Yoksulluk Kavramsallaştırmaları**

1. Sizce yoksulluk nedir?

2. Sizce toplumumuzda yoksulluğun nedeni nedir? Açıklar mısınız?

3. İnsanların yoksul insanlara yönelik tutumları, yaklaşımları hakkında neler söylersiniz?

4. Siz kendinizi toplum içerisinde hangi sosyo-ekonomik grupta değerlendiriyorsunuz? Bu değerlendirmeniz sizce insanlarla iletişiminizi nasıl etkiliyor?

5. Okul çalışanlarının yoksul öğrencilerle kurdukları iletişim hakkında tespitleriniz var mı? Varsa bunlardan bahseder misiniz?

6. Yoksulluğun çocukların okul hayatına olan etkisini nasıl gördüğünüzden bahseder misiniz?

7. Okul çalışanlarının yoksul öğrencilerin kültürel özellikleri hakkında ne kadar bilgi sahibi olduğunu düşünüyorsunuz? Açıklar mısınız?

8. Çocuğunuzun okulunda bir eşitsizlik/adaletsizlik olduğunu nasıl anlarsınız ve bu eşitsizliğe nasıl bir tepki vereceğinizi açıklar mısınız?

9. Sizce yoksulluğun çocukların gelecek planları üzerinde nasıl bir etkisi var? Açıklar mısınız?

**KAPANIŞ**

- Okullarda psikolojik danışmanların yoksulluğun olumsuz etkileriyle mücadele etmek için nelere dikkat etmesi gerektiğine dair fikirleriniz var mı? Varsa benimle paylaşır mısınız?

- Konu ile ilgili sorularda size sorulmamış ancak size göre önemli olup da paylaşmak istediğiniz bir şey varsa dinlemeye hazırım.

**PROTOCOL 3- STUDENT INTERVIEW QUESTIONS**

**Demografik Bilgiler**

1. Cinsiyetiniz ( ) Kız    ( ) Erkek

2. Sınıf düzeyiniz nedir? ( ) 9    ( )10    ( )11    ( )12

3. Siz dahil kaç kardeşsiniz?

4. Anne ve babanız birlikte mi yaşıyor? ( ) Birlikte yaşıyor   ( )Ayrı yaşıyor (    ) Boşanmış

5. Babanızın öğrenim durumu:

6. Annenizin öğrenim durumu:

7. Babanızın Mesleği:

8. Annenizin Mesleği:

9. Ailenizde kaç kişi çalışıyor?

10. Ailenizde kaç kişi okula gidiyor?

11. Ailenizin aylık ortalama geliri:

12. Okul dışında maddi gelir sağlayacak bir iş yapıyor musunuz?

13. Nerede kalıyorsunuz? ( )Ailemin yanında( )Bir akrabamın yanında( )Yurtta

14. Okula nasıl gidip geliyorsunuz? ( )Toplu taşıma ( )Servis ( )Özel araç ( )Yürüyerek

15. Okulda katıldığınız sosyal-kültürel-sportif etkinlik var mı? Varsa nelerdir?

16. Devamsızlıktan dolayı sınıf tekrarı yaptınız mı?

17. Bana biraz kendinden bahseder misin? Kaç yaşındasın? Hayallerin neler? Nerelisin? Güçlü yönlerin neler? Gelecekten beklentilerin neler?

18. Eğitimine devam etmeni sağlayan motivasyonun nedir? Eğitimin hangi yönünü seviyorsun?

19. Eğitim hayatında zorlandığın konular nelerdir?

20. Liseyi bitirdikten sonra ne yapmak istiyorsun? Hayalindeki meslek nedir? Bu mesleğe ulaşmak için ne gibi imkanlara sahip olman gerektiğini düşünüyorsun?

**Yoksulluk Kavramsallaştırma Soruları**

1. Sizce yoksulluk nedir?

2. Sizce toplumumuzda yoksulluğun sebebi nedir? Açıklar mısınız?

3. Yoksullar hakkında neler düşündüğünü benimle paylaşır mısınız?

4. Yoksulluğun insanların eğitim hayatına etkileri konusunda neler düşünüyorsunuz?

5. Yoksulluğun okul çalışanlarının öğrencilerine yönelik tutumlarını nasıl etkilediğini düşünüyorsun?

6. Siz kendinizi ve ailenizi hangi gelir düzeyinde tanımlarsınız? Bu sonuca nasıl ulaştığınızı açıklar mısınız?

- Bu değerlendirmeniz sizce insanlarla iletişiminizi nasıl etkiliyor?

7. Okulunuzdaki çalışanların sizinle kurduğu iletişim hakkında neler söylemek istersiniz?

**KAPANIŞ**

- Okullarda psikolojik danışmanların yoksulluğun olumsuz etkileriyle mücadele etmek için nelere dikkat etmesi gerektiğine dair fikirleriniz var mı? Varsa benimle paylaşır mısınız?

## F. TURKISH SUMMARY / TÜRKÇE ÖZET

Okul psikolojik danışmanlığı, yoksulluğun getirdiği zorlukların psikolojik ve sosyal yansımalarıyla başa çıkmada ayrılmaz bir rol oynar. Bu sorunlar birkaç kaynaktan ortaya çıkabilir. Yoksul öğrenciler, zaman kısıtlamaları, ebeveynlerin bilgi eksikliği ve acil ihtiyaçların karşılanmasının önceliği nedeniyle sıklıkla tavsiye ve okul çalışmalarına katılım sıkıntısı çekmektedir (Lacour ve Tissington, 2011). Bu olumsuz durum, ekonomik zorluklardan kaynaklanan yetersiz beslenme nedeniyle daha da kötüleşmekte, bilişsel gelişimi ve fiziksel sağlığı olumsuz etkilemekte ve nihayetinde akademik başarıyı düşürmektedir (Lacour ve Tissington, 2011). Ayrıca, yoksul öğrenciler yeterli kaynaklara sahip olmayan okullara ve aşırı kalabalık sınıflara gittiğinde eğitim kaynakları eşit olarak paylaşılmamaktadır (Kupfer, 2012; Lott, 2001; Tierney, 2015).

Yoksulluğun toplumsal etkileri de bir o kadar önemlidir çünkü öğrenciler maddi kısıtlamalar, sosyal dışlanma ve akabinde öz değerlerinin azalmasıyla karşı karşıya kalmaktadır. Sonuç, düşük akademik başarı gibi karmaşık bir engeller ağını içermekte ve yoksul çocuklar için tehlikeye atılmış bir eğitim deneyimine yol açmaktadır (Lacour ve Tissington, 2011). Yoksul öğrenciler, ders dışı etkinliklerin azlığı, iyi yapılandırılmış bir destek sisteminin eksikliği ve akademik başarısızlık nedeniyle daha önemli zorluklar yaşamaktadır (Malott vd., 2023). Okul psikolojik danışmanlarının bu senaryoda yetkili profesyoneller olduğu düşünüldüğünde, onlardan belirli bir uzmanlık düzeyi göstermeleri beklenmektedir. Bu nedenle, okul psikolojik danışmanları, bu öğrencileri güçlendiren ve yükselten bir eğitim ortamı yaratmak için koordineli girişimler, politika müdahaleleri ve işbirlikçi çabalar uygulayarak bu çeşitli zorlukları ele almalıdır.

Yoksulluk ve eğitim başarısı arasındaki ilişki, yoksulluğun farkında olan çözümlere olan talebin giderek artan farkındalığıyla birlikte okul danışmanlığı yaklaşımlarında bir dönüşümü gerekli kılmaktadır (Dell'Angelo, 2016). Yoksul öğrenciler genellikle

akademik başarılarını ve psikolojik gelişimlerini olumsuz etkileyen engellerle karşılaşırlar. Bu engeller arasında eğitim materyallerine sınırlı erişim, daha yüksek düzeyde stres ve travma semptomları ve ekonomik kısıtlamalar nedeniyle eğitim süreçlerine daha düşük aile katılımı yer almaktadır (Duncan ve Magnuson, 2005). Okul psikolojik danışmanları, kaynak temelli sorunları ele almada hayati bir role sahiptir ve ekonomik zorluklarla ilişkili bazı zorlukları hafifletmeye yardımcı olabilecek temel yardımlar sunar.

Yoksullukla ilgili koşullar göz önünde bulundurulduğunda, okul danışmanlığı hizmetlerinde yoksullukla ilişkili değişkenleri dikkate alan yeni yaklaşımların oluşturulması gerekmektedir. Bu hizmetlerin, yoksulluğun karmaşıklığına dair kapsamlı bir anlayışı da içererek geleneksel danışmanlık modellerinin ötesine geçmesi gerekmektedir. Bu, yoksul insanların zorluklardan geri dönme ve içsel güçlerini belirleme konusundaki doğal yeteneklerinin tanınması anlamına gelir. Aynı zamanda bu güçlü yönlerden en iyi şekilde faydalanmak için müdahalelerin tasarlanmasını gerektirir.

Danışmanlardan, çocukların zihinsel, duygusal ve sosyal destek almalarını sağlamak için kültürel açıdan duyarlı ve travma konusunda bilgilendirilmiş kanıta dayalı stratejiler kullanmaları beklenmektedir. Danışmanlar, aynı zamanda okul danışmanlığı ve okul sistemlerinde yapısal değişiklikleri teşvik ederek yoksulluk yaşayan öğrencilerin ihtiyaçlarını kabul eden ve ele alan eşitlikçi bir öğrenme ortamı oluşturulmasına yardımcı olabilirler. Bu nedenle, her okul psikolojik danışmanının yoksulluk ve yoksullukla ilgili konuları dikkate alması gerekir. Bununla birlikte, psikolojik danışma literatürü yoksulluğu nadiren çalışmanın birincil değişkeni olarak ele alır; bunun yerine, onu çevresel bir değişken olarak ele alır.

**Araştırmanın Amacı**

Mevcut literatür incelendiğinde, yoksulluğa duyarlı okul psikolojik danışmanlığı hizmetlerinin oluşturulması ve geliştirilmesi için daha fazla çalışma yapılması gerektiği ortaya çıkmıştır. Okul psikolojik danışmanlarını yoksulluğa hazırlayarak ve yoksulluğun zararlı etkilerini azaltmak için okul ortamlarında profesyonel hizmetler sunarak bu konuyla ilgilenmeye acil bir ihtiyaç olduğu görülmektedir. Bu bağlamda,

tez öncelikle okul ortamında yoksulluğun doğasını ve dinamiklerini ortaya çıkarırken yoksulluğa duyarlı okul psikolojik danışmanlığı hizmetleri için temeller geliştirmeyi amaçlamaktadır. Bu amaca ulaşmak için bu tez, yoksulluğun doğası ve etkileriyle birlikte öğrenciler ve ebeveynleri, öğretmenler, okul müdürleri ve okul psikolojik danışmanları tarafından nasıl kavramsallaştırıldığına odaklanmaktadır. Başka bir deyişle, bu tarafların kendilerini ve öğrencilerini yoksulluk bağlamında nasıl konumlandırdıklarını anlamak bu tezin öncelikli hedefidir. Rehberlik hizmetlerinin öğrencilerin refahı için bir destek sistemi olarak hareket etmesi ve gelecekteki yönelimlerine rehberlik etmesi nedeniyle okulların oynadığı önemli rolü göz önünde bulundurarak yoksul öğrencilerin yaşamlarını birçok açıdan önemli ölçüde iyileştirmek mümkündür, ilgili tarafların yoksulluk bağlamında kendilerini ve birbirlerini nasıl kavramsallaştırdıklarını incelemek, yoksulluk etrafındaki bireysel ve sosyolojik sistemin eğitim süreçlerini ve okul ortamlarını nasıl etkilediğini ve yönlendirdiğini daha iyi anlamaya yardımcı olacaktır.

Okul personelinin yoksulluk içinde yaşayan öğrencilerle çalışma deneyimlerine ilişkin perspektiflerini anlamak bu çalışmanın amaçlarından biridir. Okul personelinin deneyimleri önyargılara, kişisel geçmişlere, okul kaynaklarına, eğitime ve kültürlere bağlı olarak değişebilir. Olumlu ya da olumsuz algılanan durumlara ilişkin kolektif deneyimler, okul çalışanlarının yoksul öğrencilerle etkileşim kurma ve onlara yardımcı olma konusundaki görüşlerini etkilemektedir. Okul personelinin yoksullukla çalışma deneyimlerine ilişkin algılarına dair içgörüler, alanda ve akademik söylemde hayati bir dönüşüme katkıda bulunma potansiyeline sahiptir.

Bu çalışmanın bir diğer amacı, okul personeli ve yoksulluk içinde yaşayan ebeveynlerin işbirlikçi katılımlarına ilişkin bakış açılarını etkileyen faktörleri araştırmaktır. Ebeveynlerin okullara katılımının önemi, özellikle de kötü yaşam koşullarına maruz kalan öğrenciler için sürekli olarak vurgulanmaktadır. Ebeveynler, çocuklarının eğitim gelişimine yardımcı olmada çok önemli bir rol oynamaktadır. Bu noktada, okul personeli velilerle doğal bir ilişki sürdürdüğü için veliler okul personeliyle doğrudan iletişim halindedir. Ebeveyn katılımını desteklemek için, bu ortaklığın uzun vadeli istikrarına öncelik vermek önemlidir. Bu çalışma, her iki tarafın algılarını etkileyen faktörleri araştırarak hedeflerini gerçekleştirmeyi amaçlamaktadır.

**Araştırma Soruları**

Çalışma için aşağıdaki araştırma soruları geliştirilmiştir:

1. Okul personelinin, yoksul öğrencilerin ve yoksul ebeveynlerin yoksulluk kavramsallaştırmalarını belirleyen faktörler nelerdir?
2. Okul personelinin ve yoksul velilerin birlikte çalışma algılarını belirleyen faktörler nelerdir?
3. Okul personelinin yoksulluk içinde yaşayan öğrencilerle çalışma deneyimlerine ilişkin perspektifleri nelerdir?
4. Yoksulluğa duyarlı okul psikolojik danışmanlığı hizmetlerinin doğası ne olabilir?

**Yöntem**

Çalışma, metodolojisinin yapısı içinde çoklu vaka çalışmaları kullanmaktadır. Bu metodolojinin kullanılmasının temel nedeni, olayların insanlar veya gruplar üzerindeki korelasyonlarının veya tek yönlü etkilerinin derinlemesine araştırılmasını, anlaşılmasını ve tanımlanmasını kolaylaştırma kabiliyetidir (Creswell ve Báez, 2020).

*Katılımcılar*

Bu çalışmada, okul müdürleri, öğretmenler, okul psikolojik danışmanları, yoksul öğrenciler ve yoksul veliler de dâhil olmak üzere katılımcıları seçmek için tipik vaka örneklemesi yöntemi kullanılmıştır. Çalışma, tüm tipik vakaların dahil edilmesini garanti altına almak ve olağandışı veya sapkın vakalardan eksik bilgi alınmasını önlemek için her vaka için kriterlere uyan ve yoksulluk odaklı deneyimleri olan katılımcıları işe almıştır.

*Veri Toplama Araçları*

*Yarı Yapılandırılmış Mülakatlar*

Bu çalışmada, araştırmacının katılımcıların bakış açılarını derinlemesine anlamasına olanak tanıyan yarı yapılandırılmış görüşme prosedürü kullanılmıştır. Görüşmeler, vaka çalışması bilgilerini toplamak için kritik araçlardır, çünkü her katılımcı paylaşacak benzersiz bilgiye ve farklı anlatılara sahiptir

*Yansıtıcı Günlük*

Araştırmacı tarafından araştırma boyunca tutulan yansıtıcı günlük araştırmanın bir diğer veri toplama aracıdır. Farklı vaka çalışmalarında yansıtıcı günlük tutmak, nitel araştırmanın kapsamını ve derinliğini genişleten metodolojik bir tekniktir. Araştırmacılar tarafından tutulan yansıtıcı günlükler, veri toplama sürecine yardımcı olan anlamlı birinci şahıs deneyimleri sunar ve kişinin araştırılan olgularla ilgili deneyimlerinin, düşüncelerinin ve duygularının daha derinlemesine anlaşılmasını kolaylaştırır. Bu günlüklerin kapsamlı bir veri tabanı oluşturduğuna ve araştırmacıların zaman geçtikçe bireylerin düşünce, tutum ve davranışlarındaki değişiklikleri izlemelerine olanak sağladığına inanılmaktadır. Sürekli değerlendirme, temel veri toplama yöntemleriyle görülemeyebilecek örüntüleri, kategorileri ve farklılıkları belirlemek için farklı vakalardaki değişiklikleri karşılaştırmaya izin verdiği için değerli bulunarak araştırmada kullanılmıştır.

*Veri Toplama Süreci*

Veri toplama süreci 2023-2024 akademik yılı güz döneminde tamamlanmıştır. ODTÜ İnsan Araştırmaları Etik Kurulu'ndan etik izin alındıktan sonra araştırmanın devlet liselerinde uygulanabilmesi için gerekli izinler il milli eğitim müdürlüğünden alınmıştır. Tüm izin işlemleri 2022-2023 akademik yılı bahar döneminde tamamlanmıştır. Bu nedenle veriler bu dönemde toplanmıştır.

Araştırmacı, devlet liselerine ulaşmış ve okul müdürleriyle iletişime geçerek okul olarak katılımlarını ve araştırma için katılımcı bulma konusunda yardımlarını istemiştir. Okul olarak katılmayı kabul edenler, okul personeline duyurular yaparak gönüllü katılım çağrısında bulunmuşlardır. Ayrıca, yoksul öğrencilerin ve velilerin bulunmasına yardımcı oldular. Her vaka için o okuldan en az bir kişiyi içeren yeterli sayıda katılımcıya ulaşıldığında, araştırmacı yarı yapılandırılmış görüşmeleri gerçekleştirmek üzere bir toplantı planlamak için onlarla iletişime geçmiştir. Görüşmeler, tam bir odaklanma yaratmak için katılımcıların en uygun programlarında gerçekleştirilmiştir. Veri toplama 2023-2024 akademik yılının Ekim ayında başlamıştır. Gerekli izinler alındıktan, pilot çalışmalar yapıldıktan, gerekli

değişiklikler gerçekleştirildikten ve okulların çalışma düzenlerinin kesinleşmesi beklendikten sonra bu ayın uygulama için en uygun zaman olduğu tespit edilmiştir. Araştırmacı, eşit derecede uygun zaman dilimlerine göre düzensiz aralıklarla katılımcılarla görüşme planlamış ve görüşmüştür. Sonuçta tüm görüşmeler yaklaşık üç hafta içinde tamamlanmıştır.

*Pilot Çalışmalar*

Pilot çalışmalar, veri içeriği ve izlenmesi gereken süreçlere ilişkin veri toplama stratejilerini geliştirmek amacıyla gerçekleştirilmiştir. Pilot çalışma için vakalar, birincil araştırmaya katılmak üzere seçilen bireylerle aynı kriterleri karşılayan kişiler seçilerek belirlenmiştir. Amaç, araştırmacıya veri toplamak için benimsenen yaklaşımın etkinliğini değerlendirme fırsatı sunmaktı. Pilot çalışmalar, her vaka için tek bir temsilci katılımcıyı içerecek şekilde gerçekleştirilmiştir. Pilot çalışmalar tamamlandıktan sonra, görüşme sorularını iyileştirmek için birkaç değişiklik yapılmıştır.

Pilot araştırmadan elde edilen bulgular, çeşitli açılardan değişikliklere ihtiyaç duyulduğunu ortaya koymuştur. Başlangıçta, veri toplama araçlarında katılımcılara sorulan soruların içerik bakımından çalışmaya uygun olduğu fark edilmiştir. Ancak soruların yapısında birkaç küçük değişiklik yapılması gerekmiştir. Bu değişiklik gereksinimlerinin bireysel farklılıklardan kaynaklanabileceği göz önünde bulundurularak, araştırmacı tarafından görüşme sorularının araştırma amaçlarından sapmaması için çaba gösterilmiştir.

*Verilerin Analizi*

Sürekli karşılaştırma yöntemi, bu çalışmada toplanan bilgileri analiz etmek için en uygun analiz yaklaşımı olmuştur. Nitel veri analizi yoluyla yeni yaklaşımlar geliştirmek için sosyal bilimlerde yaygın olarak kullanılan nitel bir yöntemdir. Bu yöntem, bilgi toplama ve analiz etme görevlerini başarılı bir şekilde birleştirerek araştırmacıların yeni bilgileri mevcut bilgilerle hızlı bir şekilde karşılaştırmasına olanak tanır. Nitel verilerin daha derin anlamını keşfetmede sürekli karşılaştırmalı

analizin etkili kullanımı, birçok nitel araştırma türünde uygulanmasının yolunu açmıştır. Sürekli karşılaştırmalı yöntem, bilgiyi farklı bölümlere ayırmayı, bunları kodlamayı ve nihayetinde bu kodları daha büyük kategoriler halinde düzenlemeyi içerir. Kategoriler benzer kodların bir araya getirilmesiyle oluşturulur. Bu kategoriler sürekli olarak birleştirilir ve geliştirilir, bu da aralarında bağlantılar kurar ve teorik yapıların geliştirilmesiyle sonuçlanır. Analiz yöntemi süreklidir, aşamaların tekrarlanmasını ve yeni bilgilere dayalı değişiklikler yapılmasını içerir. Bu, mevcut kategorilerin değiştirilmesi veya yenilerinin oluşturulmasıyla sonuçlanabilir. Analizin yinelenmesi, yeni toplanan bilgilerin artık yeni içgörüler sağlamadığı aşama olan teorik sınıra ulaşılana kadar devam eder. Bu araştırmanın teorik sınırı, öncelikle geliştirilmesi hedeflenen yoksulluğa duyarlı okul psikolojik danışmanlığı modeline ve ardından cevaplanması amaçlanan araştırma sorularına dayanmaktadır.

Bu sürecin önemli bir unsuru, araştırmacıların deneyimlerini, düşüncelerini ve kodlama kararlarını kaydettikleri ve analitik ilerlemenin gerekli dokümantasyonunu sağlayan notların yazılmasını içerir. Sürekli karşılaştırmalı analiz, mevcut ve yeni analiz edilen verilerden bir teori oluşturmayı amaçladığı için önceden belirlenmiş bilgiyi test eden yöntemlerden farklıdır. Bu yaklaşım, ampirik kanıtlar kullanarak anlayışlarını doğrulamayı amaçlayan çalışmalar için faydalıdır.

Bu çalışmanın amaçlarına tam olarak ulaşmak için, araştırmayı oluşturan beş vakadaki katılımcılardan toplanan bilgiler, sürekli karşılaştırmalı analiz yöntemi için gerekli olan adımlar uygulanarak analiz edilmiştir. Bu çalışmada Maykut ve Morehouse'un (1994) Sürekli Karşılaştırma Yöntemi kullanılmıştır. Bu yöntem dört ana aşamadan oluşmaktadır: 1) Tümevarımsal kategori kodlaması ve kategoriler arasında anlam birimlerinin eşzamanlı olarak karşılaştırılması. 2) Kategorilerin iyileştirilmesi. 3) Kategoriler arasındaki ilişkilerin ve örüntülerin araştırılması. 4) Çalışılan kişi ve ortamların anlaşılmasını sağlayan verilerin bütünleştirilmesi.

**Bulgular**

*Araştırma Sorusu 1: Lise personelinin (müdürler, öğretmenler ve psikolojik danışmanlar) yoksul öğrenciler ve yoksul ebeveynlerin yoksulluk kavramsallaştırmalarını belirleyen faktörler nelerdir?*

İlk araştırma sorusunu yanıtlamak için tüm vakaların yoksulluk kavramsallaştırmaları incelenmiştir. Bu bağlamda, sürekli karşılaştırmalı analiz sonucunda ortaya çıkan kategoriler a) yoksulluk tanımları, b) yoksulluğun nedenleri, c) yoksul insanların kültürel özellikleri, d) kişisel yoksulluk deneyimi, f) algılanan sosyo-ekonomik grup, g) sosyo-ekonomik grubun yoksul insanlarla iletişim üzerindeki etkisi, h) yoksulluğun okul başarısı üzerindeki etkisi i) yoksulluğun okul iklimi üzerindeki etkisi ve j) okul personelinin yoksulluk yaklaşımlarına ilişkin değerlendirmeler olarak adlandırılmıştır.

Yoksulluk tanımlarının analizinde, sürekli karşılaştırmalı analiz beş kod ortaya çıkarmıştır. Bu kodlar; temel ihtiyaçların karşılanamaması, işlevsel yetersizlik, gelir düzeyine dayalı yoksulluk, manevi yoksulluk ve duygusal yoksulluktur. Yoksulluk nedenleri kategorisinin analizi, yoksulluk içinde yaşayan bireylere yönelik temel inanç ve tutumlara ilişkin değerli bir anlayış sunmaktadır. Bu kategori, yoksulluğun yapısal bir soruna mı yoksa kişisel bir eksikliğe mi atfedildiğini araştırmakta, sosyal etkileşimleri ve benlik algısını önemli ölçüde etkilemektedir. Sürekli karşılaştırmalı analiz kullanılarak yoksulluk içindeki insanların algılanan kültürel özelliklerinin analizi dört kod belirlemiştir: aile yapısı, aile eğitim geçmişi, göç ve tarımsal köken. Sürekli karşılaştırmalı analiz aracılığıyla, algılanan sosyo-ekonomik grup kategorilerinin incelenmesi dört kod ortaya çıkarmıştır. Bu kodlar, yoksul, orta gelirin altında, orta gelirli ve orta gelirin üstünde, kapsamlı bir veri incelemesi ve vakalar arası karşılaştırmadan çıkarılmış ve algılanan sosyo-ekonomik grup alanının doğasında bulunan benzersiz kalıpları ve ortak noktaları vurgulamıştır. Katılımcıların kendi sosyo-ekonomik gruplarını nasıl algıladıklarının yoksulluk kategorisindeki kişilerle etkileşimleri üzerindeki etkisinin analizinde, yedi kod ortaya çıkarılmıştır. Bu kodlar iletişimsel katkılar, aynı gruba yakınlık, yakınlık kurma, empati, sorumluluk duygusu, finansal destek ve önemsizliktir.

Analiz, yoksulluğun okul başarısı kategorisi üzerindeki etkisini inceleyerek dört farklı kod ortaya çıkarmıştır. Bu kodlar yoksulluğun okul başarısına etkisi, artan çaba ve çalışkanlık, ihtiyaçların karşılanmasında yetersizlik, bilişsel kapasitenin etkilenmesi ve kişisel gelişimdeki eksikliklerdir. Yoksulluğun okul iklimi kategorisi üzerindeki etkisinin analizi beş kod belirlemiştir: aldatma, akran zorbalığı, kendini

başkalarıyla kıyaslama, olumsuz sosyal grup deneyimleri ve sonuçsuzluk. Okul personelinin yoksulluk yaklaşımı değerlendirmeleri kategorisi incelendiğinde, analizde on bir kod tespit edilmiştir. Bunlar arasında nezaket, gerçekçi bir bakış açısı, bilinçli farkındalık, yardımseverlik, fedakârlık, duyarlılık, kibarlık, destekleyicilik ve kapsayıcılık, önyargılar ve dışlayıcılık yer almaktadır.

*Araştırma Sorusu 2: Okul personeli (müdürler, öğretmenler ve danışmanlar) ve yoksul velilerin birlikte çalışma algılarını belirleyen faktörler nelerdir?*

İkinci araştırma sorusunu ele almak için ebeveynlerin ve okul personelinin iş birliği yapma konusundaki görüşleri analiz edilmiştir. Sürekli karşılaştırmalı analiz kullanılarak şu hususlar kategori olarak ortaya çıkmıştır: yüksek öncelikli kaygılar, iletişimi kolaylaştıracak stratejiler, iletişimin önemi ve bu iki grup arasındaki iletişimin genel bir değerlendirmesi. Bu araştırma sorusunu yanıtlamak için sadece okul personeli ve yoksul ebeveynlerle yarı yapılandırılmış görüşmeler yapılmıştır.

Aralarındaki iletişim kategorisindeki beklentilerin incelenmesi dört kod ortaya çıkarmıştır. Bu kodlar, çocukların gelişiminin iyileştirilmesi, iş birliğine teşvik, sosyal refah ve güncel konuların değerlendirilmesi, kapsamlı bir veri incelemesi ve vakalar arası karşılaştırmadan çıkarılmış ve beklenti alanının doğasında bulunan benzersiz kalıpları ve ortak noktaları vurgulamıştır. Aralarındaki iletişim kategorisindeki konuların analizinde, sürekli karşılaştırmalı analiz üç kod ortaya çıkarmıştır. Bu kodlar durum izleme, ihtiyaç odaklılık ve çözüm odaklılıktır. Analizler, iletişimi kolaylaştırmanın yollarını analiz ederek beş farklı kod ortaya çıkarmıştır. Bu kodlar düzenli ve sık iletişim, saldırgan olmayan ve kabul edici yaklaşım, samimiyet, fiziksel engellerin azaltılması ve çocuk merkezliliktir.

Birbirleriyle iletişimin önemini incelerken, analiz beş kod belirlemiştir. Bunlar olumlu izlenim bırakmak, krizlerde iletişim ağları kurmak, çözümü kolaylaştırmak, bakış açısını değiştirmek ve taraftarlık ve hükümete güven oluşturmaktır. Genel iletişim değerlendirme kategorisi analizi dört kod ortaya çıkarmıştır. Bu kodlar, deneyim kazanma, tespitler, gerçekleştirilen faaliyetler ve olumsuz duygusal deneyimler, kapsamlı bir veri incelemesinden çıkarılmıştır.

Aralarındaki iletişim zorluklarının analizi üç kod ortaya çıkardı: iletişim sıklığına dayalı zorluklar, aşırı duygusallık ve profesyonel duygu yönetimi.

*Araştırma Sorusu 3: Okul personelinin yoksulluk içinde yaşayan öğrencilerle çalışma deneyimlerine ilişkin bakış açıları nelerdir?*

Üçüncü araştırma sorusu, okul personelinin bugüne kadarki yoksulluk çalışmalarını nasıl algıladıklarını belirlemeyi amaçlamıştır. Bu amaca ulaşmak için okul müdürleri, öğretmenler ve psikolojik danışmanların bakış açıları incelenmiş ve geçmiş deneyimler, güdüler, iletişim özellikleri, zorluklar, başarılar ve yardımcılar kategorileri ortaya çıkarılmıştır. Geçmiş deneyimler kategorisinin değerlendirilmesinde, sürekli karşılaştırmalı analiz dört kod ortaya çıkarmıştır. Bu kodlar deneyim kazanma, tespitler, gerçekleştirilen faaliyetler ve olumsuz duygusal deneyimlerdir.

Sürekli karşılaştırmalı yöntem, gerekçeler kategorisini analiz ederek dört farklı kod ortaya çıkarmıştır. Bu kodlar; önleyici yaklaşım ve mesleki sorumluluk, toplumsal katılım, psikososyal destek sağlama ve aile temelli yaklaşımdır. İletişim özellikleri kategorisinin analizi dört kod içerir: karaktere özgü yaklaşım, motivasyonel konuşma, güven ve samimiyet oluşturma ve sosyal bütünleşme. Zorluk kategorisinin incelenmesinde bir analiz uygulanmış ve dört kod belirlenmiştir. Bunlar sorumluluk ve sınırlılık, öğrenci duygu ve davranışları, okul ortamı ve sınırlı kaynaklar ve aile katılımıdır. Başarı kategorileri incelendiğinde iki temel kod ortaya çıkmıştır. Bu kodlar, mesleki tatmin-ruhsal tatmin ve farkındalık-empatidir. Sürekli karşılaştırmalı yöntem, yardımcı kategoriyi analiz ederek beş kod ortaya çıkarmıştır. Bu kodlar risk değerlendirmesi, nesnellik, sohbet, dolaylı öğrenme ve çocuk gönüllülüğüdür.

*Araştırma Sorusu 4: Yoksulluğa duyarlı okul psikolojik danışmanlığı hizmetlerinin doğası ne olabilir?*

Çalışmanın birincil amacına ulaşmak için formüle edilen son araştırma sorusu, yoksulluğa duyarlı okul psikolojik danışmanlığı hizmetlerinin doğasını netleştirmeyi amaçlamaktadır. Bu sorunun sonuçları, tüm araştırma soruları ve araştırma sorularına verilen yanıtlardan elde edilen bulgular kullanıldıktan sonra sunulmuştur. Sonuçlar,

mevcut literatürün analizinin yanı sıra katılımcıların düşünceli açıklamaları ve önerilerinden elde edilmiştir. Her vaka grubunun üyelerine son olarak, okul psikolojik danışmanlık hizmetlerinin öğrencilere yoksulluğa duyarlı destek sağlamak için hangi özelliklere sahip olması gerektiği sorulmuştur. Bu araştırma sorusunu yanıtlamak için tüm vakaların yoksulluk kavramsallaştırmaları incelenmiştir. Bu bağlamda, sürekli karşılaştırmalı analiz sonucunda ortaya çıkan kategoriler a) bütüncül yaklaşım, b) güçlendiricilik, c) savunuculuk, d) koruyuculuk, e) uyumu güçlendirme, f) kapsayıcılık, g) iş birliği, h) içgörü olarak adlandırılmıştır.

*Yansıtıcı Günlük Bulguları*

Araştırmacının günlüğü tüm araştırmaya önemli bir katkı sağlamıştır. Veri toplama sürecinin kişisel değerlendirme yoluyla izlenmesi, araştırmacının sürekli olarak kendini ayarlamasını sağlayarak faydalı olmuştur. Bu da tezin kalitesini sadece veriler açısından değil, diğer çeşitli açılardan da artıracak revizyonlarla sonuçlanmıştır. Bu senaryonun bir örneği, günlüğüne kaydettiği içgörüleri göz önünde bulundurarak bulguların ilgili bölümde sunulacağı sırayı değiştirmeye çalışan araştırmacı yaklaşımını içermektedir. Sonuç olarak, araştırmacının ilk elden içgörüleri günlüğün araştırmadaki önemini daha da artırmıştır.

**Tartışma ve Sonuç**

İlk olarak, katılımcıların yoksulluk tanımları incelendiğinde farklı bakış açıları ortaya çıkmıştır. Katılımcıların önemli bir kısmı yoksulluğu temel günlük ihtiyaçları karşılayamamak olarak tanımlamıştır. Bu fikir, çeşitli branşlardan okul personeli ve yoksulluk içindeki öğrenciler ve veliler tarafından da her biri kendine özgü bir şekilde dile getirilmiştir. Eşdeğer ancak farklı bir kavram, insanların maddi durumları nedeniyle rutin işlevlerini yerine getiremediklerini iddia etmektedir. Bu kavram, temel ihtiyaçları ve sosyal faaliyet ve etkinliklere sınırlı katılımı da kapsayarak ilk yoksulluk tanımından ayrılmaktadır. Manevi ve duygusal gereksinimlerden yoksun olmanın yoksulluk olduğu inancını dile getiren katılımcıların varlığı araştırmaya ayrı bir katkı sağlamıştır.

Bu çalışma, bireylerin yoksulluğun nedenlerine atfettikleri değişkenleri araştırmakta ve tanımlamaktadır. Bu soruya verilen yanıtlar, kişisel ve toplumsal boyutlarda yapılan değerlendirmeleri yansıtmaktadır. Katılımcıların bireysel ve yapısal değişkenlerin toplumda yoksulluğa neden olduğu iddiası, önceki çalışmalardaki bulgularla örtüşmektedir. Niemela'ya (2008) göre, yoksulluğun arkasındaki nedenleri kavramak söz konusu olduğunda üç temel görüş vardır: bireysel, sistemik ve kaderci bakış açıları. Bireysel perspektifte, yoksulluğun nedenleri kişisel eksikliklere, seçimlere ve eylemlere bağlanabilir. King (2019) doktora çalışmasında, okul personelinin yoksulluğa yol açan temel faktörlere ilişkin tutumlarını incelemiştir. Yoksulluğu kadere bağlamak yerine bireysel ve sistemik değişkenlere bağlamanın, bu sorunun ele alınmasında etkili stratejilerin uygulanabilirliğini artıracağı düşünülmektedir.

Düşük gelirli ailelerin kültürel özelliklerinin nasıl algılandığının araştırılması, farklı vakaların yoksulluğu nasıl algıladığı ve nasıl geliştiği konusunda önemli bilgiler sağlamıştır. Ammermueller (2007), özellikle yoksul göçmenlere odaklanarak göç, yoksulluk ve akademik başarıdaki düşüş arasında bir bağlantı keşfetmiştir. Bu mevcut çalışma da benzer bir sonucu doğrulamaktadır. Ayrıca, Nouraie'ye (2009) göre, bir hanedeki çok sayıda birey verimsiz bir çalışma ortamında dezavantajlar yaratabilir. Aile üyelerinin eğitim geçmişlerinin muhtemelen daha düşük seviyelerde olduğu bulgusu, Egalite (2016) tarafından yürütülen araştırma ile örtüşmektedir. Yoksulluk döngüsünü kırmak için yoksulluk içindeki öğrencilerin akademik başarılarının artırılması fikri bu bulgularla bir gereklilik olarak kabul edilebilir.

Yarı yapılandırılmış görüşmelerde okul personeline yoksullukla ilgili kişisel deneyimleri ve yoksulluğu hangi bağlamda gördükleri sorulmuştur. Sonuçlar, katılımcıların kendi ailelerinin ya da sosyal çevrelerindeki diğer kişilerin deneyimlerini gözlemleyerek yoksulluk konusunda içgörü kazandıklarını göstermiştir. Yoksullukla ilgili kendi deneyimlerinin tartışılmasının ardından, katılımcılara bu deneyimlerin yoksulluk içinde yaşayan insanlarla nasıl iletişim kurdukları üzerindeki etkisi sorulmuştur. Kendi ailelerinin yoksulluk içinde olduğunu ileri süren bireyler, yoksulluk içindeki bireylerin yaşayacağı duygu ve düşünce süreçlerini doğru bir şekilde tahmin edebilmekte ve bunun sonucunda daha

etkili çözümler uygulayabilmektedir. Dolayısıyla, eğitimin kalitesini artırmak için, okul personelinin bilgi düzeylerinden bağımsız olarak belirli psiko-sosyal beceriler geliştirmeleri gerekmektedir.

Bu çalışma, kültürel özelliklerin yoksul öğrencilerin yaşamları üzerindeki etkisini göstermiş ve özellikle ailelerinin özelliklerinin etkisine odaklanmıştır. Magnuson (2005) araştırmasında, ailelerin sosyoekonomik değişkenlerinin yoksul öğrencilerin akademik başarısı üzerindeki etkisini incelemiştir. Bu araştırmanın bulguları gibi belirgin ve doğrudan bir etki olduğu sonucuna varmışlardır. Bu ve benzeri çalışmalara ek olarak, nitel verilerden elde edilen bulgular, araştırmaya doğrudan dahil olan saha çalışanlarının bakış açılarını yansıttığı için değerlidir. Bu sonuç tanınabilir gibi görünse de olgunun doğası ve kapsamına ilişkin fikirler mevcut bilgi birikimine katkıda bulunacaktır.

Çeşitli vakalardan katılımcılar sosyoekonomik durumlarını düşük, orta, ortanın altı veya ortanın üstü gelir olarak sınıflandırmıştır. Bu değerlendirmelerin yoksul insanlarla iletişimleri üzerindeki etkisi sorulduğunda, dikkate alınması gereken ek hususlar vardı. Ağırlıklı olarak yapılandırmacılık ve önemsizlikle ilgili birçok açıklama yapıldı. Katılımcılar, sosyoekonomik düzeylerinin yoksulluk içindeki insanlarla iletişimlerini önemli ölçüde etkilediğini, bunun da samimiyet, empati, sorumluluk duygusu ve finansal destek sağlama becerisi gibi becerilerin kazanılmasıyla sonuçlandığını vurgulamıştır. Bununla birlikte, gelir düzeyleri yoksulluk seviyesine yakın olduğunda da çocukların yüksek menfaatleri için çalışmaya güçlü bir adanmışlık göstermeleri dikkat çekicidir.

Yoksulluğun akademik başarı üzerindeki etkisinin tam olarak anlaşılabilmesi için katılımcılar görüşlerini paylaşmaya davet edilmiştir. Hem okul personeli hem yoksul veliler hem de çocuklar görüşlerini belirtmiştir. Başlangıçta, yoksulluğun olumlu ve olumsuz etkilerine ilişkin fikirler araştırmada önemli bir rol oynamıştır. Her iki anlamda da fikirlerin olması, geliştirilebilecek alanların varlığına işaret etmektedir. Ayrıca bu çalışma, yoksulluğun akademik başarıyı etkilemediğini gösteren alternatif bir bakış açısı da sağlamıştır.

Bireylerin yoksulluğun akademik başarı üzerindeki etkisine yönelik olumlu ya da olumsuz görüşlerini etkileyen çeşitli faktörler bulunmaktadır. Öğrencilerin başarıya daha fazla ihtiyaç duymalarından kaynaklanan daha büyük başarı arzusu, daha fazla desteğe ihtiyaç duyduklarını kanıtlayabilir. Benzer bir çalışmada Dell'Angelo (2016) yoksulluk algısının okul başarısını nasıl etkilediğini araştırmış ve aynı sonuçlara ulaşmıştır. Öğretmenlerin yoksul öğrencilerin isteklerini destekleyerek başarılı öğrenciler yetiştirebileceklerini varsaymıştır. Sonuç olarak, bu çalışmanın bulguları negatif ve pozitif faktörlerin öğrencilerin akademik başarılarını artırabileceğini göstermektedir.

Katılımcılar "Yoksulluk okuldaki sosyal yaşamı nasıl etkiliyor?" sorusuna psiko-sosyal bir bakış açısıyla, yoksulluğun okul iklimi üzerindeki etkisini ve buna karşı duyarlılık düzeyini göz önünde bulundurarak yorum yapmıştır. Farklı sosyoekonomik gruplardan gelen öğrencilerin yoksul öğrencileri dışladığı, bunun da yoksul öğrencilerin aynı ekonomik koşulları paylaşan diğerleriyle sosyal gruplar kurma eğilimine yol açtığı görülmüştür. Bu bulgular diğer araştırmaların sonuçlarıyla tutarlıdır. Buck ve Deutsch (2014) yoksul öğrencilerin eğitim ortamındaki olumsuz deneyimlerine dikkat çekmiş ve öğrencilerin topluma katılımını artırmak için bu sorunları çözmenin önemini vurgulamıştır. Yoksulluğun olumsuz ya da önemsiz etkilerini azaltmak için öncelikli hedef, okullarda kapsayıcılığı teşvik etmek olmalıdır.

Araştırmanın başarılı bir şekilde yürütülebilmesi için, katılımcıların okul personelinin yoksulluğa yönelik yaklaşımlarına ilişkin tespitlerini tam olarak kavramak çok önemliydi. Bu amaçla, sorulan sorulara değerli yorumlar yapılmış ve bu yorumlar kategorilere ayrılmıştır. Uyum kategorisi okul personelinin özellikleri ve tutumlarını içermektedir. Okul personelinin kişisel özellikleri arasında nezaket, destekleyicilik, gerçekçilik, farkındalık, yardımseverlik, fedakârlık ve duyarlılık yer almaktadır. Buck ve Deutsch (2014) tarafından da belirtildiği üzere, okullarda yoksulluğu ele alan yaklaşımların önemi bu bağlamda da geçerlidir. Uygun olan ve olmayan tutumlar, herhangi bir okulun genel hazır olma durumunu anlamak açısından önemlidir.

Okul personeli ile yoksul veliler arasındaki iş birliğinin okullarda yoksulluğa duyarlı rehberlik uygulamalarına olumlu katkı sağlayacağı düşünülerek çalışmada yanıtlanmak üzere yer verilen bu araştırma sorusuna yanıt aranmıştır. Yarı yapılandırılmış görüşmelerde bu iki grup arasındaki iletişimi değerlendirmek üzere sorulan soruların, iletişimin bir bütünlük içinde incelenmesine olanak sağlayacağı düşünülmüştür.

Yoksul veliler ve okul personeli ile iletişimlerinden beklenen sonuçlara ilişkin görüşmeler yapılmıştır. Veliler, çocuklarının akademik başarılarını artırmak için iletişim kurduklarını ifade etmişlerdir. Öte yandan, bazı okul personeli yoksul velilerle iş birliğini geliştirmeyi ummaktadır. Yoksul ebeveynlerin ve okul personelinin beklentilerinin örtüştüğü ve birbirleriyle iletişim kurarken farklılaştığı yönler vardır. Cankar ve diğerleri (2009) bu iki grubun iletişimindeki farklılıkları ve beklentileri incelemek için bir çalışma yürütmüştür. Ortak bir hedef doğrultusunda olumlu bir ilerleme potansiyeli olduğu sonucuna varmışlardır. Okul personelinin bu konuyu değerlendirirken yoksul ailelere yardımcı olma niyetlerini itiraf etmeleri, okul ile aileler arasında iş birliğini teşvik etme konusundaki istekliliklerini göstermektedir.

Yoksul veliler ve okul personeli iletişim gündemleri hakkında sorgulandığında hem mevcut hem de potansiyel öncelikler vurgulanmıştır. Yoksul veliler, koşulları yakından izlemenin ve eğitim fırsatlarının mevcudiyetine öncelik vermenin önemini vurgulamıştır. Bununla birlikte, okul personeli hedeflerinin ihtiyaç merkezli ve çözüm merkezli konuşmaları içerdiğini belirtmiştir. Görüşülen velilerin çoğu, bir ihtiyacın karşılanmasının ya da mevcut bir sorunun giderilmesinin en önemli öncelikleri olduğunu ifade etmiştir. Conus ve Fahrni (2019), azınlık gruplarından öğretmenler ve ebeveynler arasındaki iletişim zorluklarını çözerken önyargıları ortadan kaldırmanın ve eşitliğe öncelik vermenin önemini vurgulamıştır. Dolayısıyla, bu paralel öncelikler ortak bir amaç için kullanılmalıdır.

İki grup, aralarındaki iletişimi kolaylaştırmaya yönelik stratejileri farklı şekillerde değerlendirmiştir. Veliler, en kolaylaştırıcı yaklaşım olarak okul personeliyle düzenli ve sık iletişimi güçlü bir şekilde desteklemektedir. Bu yaklaşımı kullanarak olumlu

geri bildirim almayı beklemektedirler. Okul personeli ise konuyu iletişim becerileri merceğinden değerlendirerek kırıcı olmayan iletişim, kabullenme, samimiyet, öğrencilerin evlerini ziyaret etme, fiziksel engelleri ortadan kaldırma ve çocukların ihtiyaçlarına odaklanma gibi konuları ön plana çıkarmıştır. Birçok çalışma, karşıt eylemlerin öğrenci eğitiminde zorluklara yol açabileceğini öne sürmüştür. Murray ve diğerleri (2014) araştırmalarında, ebeveynlerin okullara katılımını kolaylaştıran ve engelleyen faktörleri incelemiştir. Ebeveynleri aktif olarak dahil olmadığında çocukların belirli engellerle karşılaştığı sonucuna varmışlardır. Kanıtlar, öğretmenlerin ebeveynleri okula davet etme şeklinin ebeveyn katılımı üzerinde iyimser bir etkisi olduğunu desteklemiştir. Bu bilgiler, iletişim kalitesinin belirli yönlerinin tüm iletişim sürecini desteklediğini kanıtlamakta ve her iki grubun da bunlara öncelik vermesi önerilmektedir.

Araştırmada dikkat çeken bir bulgu da taraflar arasındaki iletişimde bugüne kadar karşılaşılan zorlukların keşfedilmesidir. Yoksul velilerin dile getirdiği temel şikâyet, okul personelinin yetersiz iletişim düzeyidir. Zamanında iletişim kurulamaması nedeniyle zorluklarla karşılaştıklarını belirtmişlerdir. Okul personeli, iletişim kuran ebeveynlerin katı duygular sergilediğini ve bazen profesyoneller olarak duygularını yönetmekte zorlandıklarını, bunun da kendileri için ek zorluklar yarattığını fark etti. Pandemi sırasında yapılan bir çalışma, eğitimcilerin duygusal deneyimlerini ve ebeveynlerle iletişim algılarını ele almıştır. Çalışma, iletişimde geliştirilmesi gereken zayıflıkları keşfetmiştir (Bigras vd., 2021). Mevcut çerçevede gerçekleştirilen bu çalışma da eşdeğer kusurları kabul etmektedir.

Öte yandan, yoksul ebeveynlerin duygusal durumlarındaki değişimler ile okul personeliyle etkili iletişim kurmada yaşadıkları zorluklar arasındaki ilişki, yaşam mücadeleleriyle bağlantılı olabilir. Yoksul ebeveynlerin duygusal durumlarının, geçim kaynaklarındaki engellerle uğraşırken önceliklerini değiştirme becerilerini etkilediği tespit edilmiştir (Murray vd., 2014). Bu nedenle, yoksul ebeveynlerin duygularını kontrol edememesi, üzerinde durulması gereken bir konudur.

Araştırmada ayrıca bu iki grup arasındaki iletişime verilen önem de incelenmiştir. Yoksul veliler, olumlu bir izlenim bırakma, kriz zamanlarında bir iletişim ağı

oluşturma ve sorun çözmeyi kolaylaştırma şansı verdiği için okul personeliyle iletişim kurmaya verdikleri önemi kabul etmiştir. Bununla birlikte, okul personeli yoksul velilerle iletişime geçme ihtiyacının altını çizmiştir. Önceki araştırmalar, öğretmenlerin ebeveynlere anlayış kazandırma ve onları teşvik etme girişimlerinin, onları okulla ilgili faaliyetlere dahil etmek için başarılı bir strateji olduğunu ortaya koymuştur (Abdullah, 2023). Okul personelinin ebeveynlerin bakış açılarını değiştirmenin önemini kabul etmesi, bu sorunu anladıklarını göstermektedir. İlgili çalışmalar okullara ve onların ebeveyn katılımını teşvik etme girişimlerine odaklanmaktadır.

Yoksul ebeveynler ve okul personelinin birbirleriyle olan etkileşimlerini değerlendirmeleri istendiğinde önemli bulgular ortaya çıkmıştır. Bazı ebeveynler sadece ihtiyaçların karşılanmasına odaklanan bir iletişime dahil olduklarını belirtirken, diğerleri bu tür bir iletişimin düzenli ve gerekli olduğunu vurgulamıştır. Mevcut araştırmalar, aralarındaki ilişkiyi güçlendirmek için bu tür bilgilerin kullanılmasının değerine sıklıkla işaret etmiştir (Hatipoğlu ve Kavas, 2016; Wages, 2016). Bu nedenle, tarafların görüşlerinin örtüşen ve çatışan yönlerinin kapsamlı bir analizi esastır ve gelecekteki araştırma çabalarında uygulanmalıdır.

Bu araştırma, okul personelinin yoksullukla ilgili girişim ve deneyimlerini nasıl değerlendirdiklerini belirlemeyi amaçlamaktadır. Katılımcılara deneyimlerini tanımlamaları için çeşitli konular verilmiş ve düşüncelerini ifade etmeleri istenmiştir. İlk olarak, okul personelinden yoksullukla başa çıkma konusundaki çalışmaları ve bağlantıları üzerine düşünmeleri istenmiştir. Bu konuşma boyunca katılımcılar mesleki ve kişisel kazanımlarını, keşiflerini, okullarda gösterdikleri çabaları ve duygusal bağlılıklarını tartışmışlardır. Önemli bulgular, bu etkileşimlerin okulda kendini ve yönettikleri vaka türlerini tanıma şansı verdiğini ortaya koymuştur. Değerlerinin altını çizen önceki çalışmalar göz önünde bulundurularak, deneyimlerine ilişkin algılarını açıkça ifade etmeleri beklenmektedir. Sato ve Lensmire (2009), okul personelinin kişisel görüş ve değerlerinin yoksulluk çalışmaları üzerindeki etkisini araştırmak için bir çalışma yürütmüştür. Çalışmalarının bu araştırmayla ilgisi, okul personelinin görüş ve değerlerinin

yoksullukla mücadele çalışmalarına getirdiği katkı veya sınırlamaların niteliğini belirlemelerine olanak tanımaktır.

Okul personelinin yoksulluk odaklı girişimlerinin gerçek bir kaygıdan kaynaklanıp kaynaklanmadığına dair fikir edinmek ve bu kaygının temel saiklerini anlamak amacıyla bir soru yöneltilmiştir. Bazı kişilerin yoksul öğrencilerin tehlikeli durumlarla karşılaşmasını önlemek için proaktif bir bilince sahip olduğu, bazılarının ise bunu doğrudan mesleki bir misyon olarak algıladığı tespit edilmiştir. Bu bakış açısına sahip okul personeline sahip olmak, okullarda yoksullukla ilgili farkındalığın artırılmasına önemli ölçüde yardımcı olabilir. Milner ve Laughter (2015) çalışmalarında, iyi niyetin yoksul çocuklara yardım etmek için tek başına yetersiz olduğunu, ancak öğretmenleri sorumluluk için gerekli hazırlıkla donatabileceğini açıklamıştır. Buradan çıkarılacak sonuç, okul personelinin iyi niyetinin ve farkındalığının gelecekteki çabalara katkıda bulunacağıdır.

Meslekte bulundukları süre boyunca tercih ettikleri iletişim yöntemi sorulduğunda, okul personeli bireyin kişiliğine göre özelleştirilmiş bir yaklaşım kullandıklarını söylemiştir. Motive edici konuşmalar yapmışlar, güven ve samimiyet oluşturmanın önemini vurgulamışlar ve bu yoksul öğrencilerin topluma entegre olmalarına yardımcı olmaya çalışmışlardır. Motive edici konuşmaların ve yoksul öğrencilere yönelik destekleyici tutumların kritik rolü, mevcut literatürde de karşımıza çıkmaktadır. Paulmann ve Weinstein (2022) motivasyonel konuşmanın ve ses tonunun öğrencilerin iyi olma hali üzerindeki etkisini incelemiştir. Bulguları, motivasyonel konuşmaların öğretmenlerin öğrencilerle iletişimini desteklediğini göstermiştir.

Mesleki kariyerlerinde karşılaştıkları zorluklar sorulduğunda, okul personeli farklı kategorilerde açıklamalar yapmıştır. Temel zorluklar; kişisel ve mesleki duygusal deneyimler, öğrenci duygu ve davranışları ile okuldaki durum ve olanaklar olarak belirlenmiştir. Çocukların karşılaştığı zorluklara tanıklık etmek ve onları desteklemek için çok az fırsata sahip olmak bir zorluk olarak algılanmıştır. Mevcut çalışmada katılımcılar tarafından tespit edilen zorluklar, okul personeli arasında bu konuda bireysel düzeyde var olan farkındalık düzeyinin bu bölgede bir reform

çabasını kolaylaştırabileceğini göstermektedir. Dyson (2014) yoksul öğrencilerin topluma entegrasyonu üzerine yaptığı çalışmada bu sorunları tespit etmiş ve tartışmıştır. Her iki durumda da zorlukların tespit edilmesi ve tasvir edilmesi gelecekteki çalışmalar için faydalı olabilir.

Okul personeline yoksullukla ilgili konulardaki başarıları ve kazanımları sorulmuştur. Paylaştıkları temel özellikler kişisel, mesleki ve sosyal becerilerin geliştirilmesi olmuştur. Birkaç kişi, yoksul öğrencilere yardım etmekten duydukları mesleki tatmin ve manevi doyumun önemli olduğunu belirtmiştir. Ayrıca, bu etkileşimler sayesinde farkındalık kazandıklarını ve başkalarının duygularını anlama ve ifade etme becerilerini geliştirdiklerini belirtmişlerdir.

Araştırmanın bir başka bölümü de okul personelinin okul ortamlarında yoksullukla mücadele konusundaki deneyimlerini ve çabalarının avantajlı kazanımlarını keşfetmesidir. Kültürel açıdan duyarlı bir eğitim sunmak için bu özelliklere sahip öğrencilerle çalışmanın önemini vurgulamışlardır. Ellison ve Mays-Woods (2019), öğretmenlerin yoksullukla mücadeledeki dayanıklılığını araştırmak için çoklu vaka analizi yöntemini kullanan bir çalışma yürütmüştür. Elde ettikleri bulgular mevcut araştırma ile tutarlıdır. Bu sonuçların önemi, okul personelinin çok kültürlü eğitimi etkili bir şekilde sunmak için yoksul öğrencileri anlama ve onlarla empati kurma ihtiyacında görülmektedir.

Son olarak, okul personeli yoksullukla mücadelede girişimlerine yardımcı olan kaynaklar hakkında konuşmuş ve sosyal iş birliğinde bir artış olmuştur. Çalışmada ayrıca karar alma süreçleri, ilişki yönetimi stratejileri ve öğrenci gönüllülüğü avantajlı ve yararlı olarak tanımlanmıştır. Davranışların risk değerlendirmesine dahil edilmesi ve objektif bir yaklaşım benimsenmesi karar alma süreçlerinde faydalı olarak belirtilmiştir. Öğrencilerle yapılan görüşmelerde, dolaylı öğrenme yöntemlerinin, öğrencilerin gönüllülüğünün ve yardım arama davranışının sürece yardımcı olduğu görülmüştür. Çeşitli ülkelerde yapılan çalışmalar, yöneticilerin çeşitli koşulları göz önünde bulundurarak bu yardımı sunduğunu göstermiştir (Martin ve Ardoin, 2021). Finansal ve iletişim kolaylaştırıcılarının belirlenmesi, yoksulluk yardımının kolay erişilebilirliğine katkıda bulunmuştur.

Bu araştırma kapsamında incelenen yoksulluğa duyarlı okul psikolojik danışmanlık hizmetlerinin doğası birçok temel kavrama dayanmaktadır. Katılımcıların mesleğe ve mevcut literatüre katkılarını incelemek, yapının geçerliliğini doğrulamak için çok önemlidir. Önerilen yapının ilk özelliği bütüncül bir yaklaşımın benimsenmesiydi. Mevcut araştırmalar, bütüncül yardımın popülasyonları desteklemede etkili olduğunu kanıtlamıştır. Roberts (2023) tez çalışmasında insanlara her açıdan yardım etmenin kritik önem taşıdığı sonucuna varmış ve öğrencilerin manevi ve dini değerlerini göz önünde bulundurarak sağlanabilecek desteğin altını çizmiştir. Bütüncül yaklaşımın yoksulluğa duyarlı psikolojik danışmanlık kavramını önemli ölçüde etkileyeceği düşünülmektedir.

Eğitim bağlamında kullanılabileceği düşünülen güçlü yönlerin belirlenmesi ve kullanılmasını merkeze alan bir psikolojik danışma yöntemi. Bireysel, çevresel, kültürel ve örgütsel eşitsizlikleri ne olursa olsun, yoksul çocuklara zorluklarının üstesinden gelmek için güçlü yönlerini en üst düzeye çıkarmada rehberlik etmenin, öğrencinin gelecekteki başarıları üzerinde önemli bir etkisi olduğu düşünülen zorluklar hakkında endişelenmek yerine bireysel yeteneklerin geliştirilmesinin altını çizmenin temel olduğu konusunda fikir birliği vardı. Güçlü yönlere dayalı psikolojik danışmanlığın ve ASCA Ulusal Modelinin operasyonel ortamdaki etkinliğine ilişkin bir çalışmada, güçlendirici psikolojik danışmanlık stratejisi kullanıldığında önemli avantajlar elde edildiği görülmüştür (Galassi vd., 2008). Bu çalışmanın bulguları hem ampirik hem de teorik bağlamlarda ileri sürüldüğü üzere, rehberliğin doğasını güçlendirmenin temel rolünü göstermektedir.

Okul psikolojik danışmanlığında marjinal gruplara yardım etmeyi amaçlayan girişimler, yarı yapılandırılmış görüşmeler sırasında savunucu bakış açısıyla sıklıkla tartışılmıştır. Bu durum, okul personelinin birlikte çalışma konusundaki genel istekliliğine ek olarak, rehberlik hizmetlerinin güçlendirilmesinin okullarda yoksullukla başa çıkmak için faydalı olabileceğini göstermektedir. Goodman-Scott ve arkadaşları (2022) çalışmalarında, ilkokullarda psikolojik danışmanların aşırı iş yükü nedeniyle çocuklara yeterli yardımı sunamamaları nedeniyle savunuculuğun etkisini belirlemeye çalışmışlardır. Çalışmanın bulguları, savunuculuğun olumlu

etkiler yarattığını göstermektedir. Bunlar, mevcut yapının savunuculuk bileşeninin akademik araştırmalarda değeri onaylanmış bir kavram olduğunu göstermektedir.

Besleyicilik kavramı, bu yapıya entegre edilmiş önemli bir bileşen ve yoksulluğa duyarlı okul psikolojik danışmanlığının temel bir yönü olarak kabul edilmektedir. Bu anlayışın kullanılmasının, okul psikolojik danışmanlarının yoksullukla mücadelede benimsedikleri stratejileri olumlu yönde etkileyebileceği kabul edilmiştir. Bu duruşu benimsemek, okul psikolojik danışmanları arasında güçlü ve kusurlu yönlerini kabul etmeyi içeren özgüveni teşvik etmenin anahtarıdır. Bazı araştırmacılar, besleyici bir psikolojik danışmanlık stratejisi kullanmanın psikolojik destek sağlayarak ve diğer yönleri geliştirerek okul atmosferini iyileştirebileceğini iddia etmiştir. Greenwood (2020), öğretmenlerin besleyici bir tavır geliştirerek okul ortamlarındaki savunmasız öğrencilere yardımcı olabileceklerini öne sürmüştür. Bir başka çalışmada, okul psikolojik danışmanlığında besleyici bir yaklaşım benimsenerek öğrencilerin manevi ve dini inançlarının onurlandırılabileceği tespit edilmiştir. Bu kanıtlar, okul psikolojik danışmanlarının bu özelliği benimsemelerinin, psikolojik danışma hizmetlerinin yoksulluğa duyarlılığına önemli ölçüde katkıda bulunabileceğini doğrulamaktadır.

Yoksul çocukların arzu ettiği güven ve desteği elde etmek için en etkili yolun, aralarında güçlendirilmiş bir yakınlık temeli inşa etmek olduğu öne sürülmüştür. Öğrencilerin bilişsel, davranışsal ve duygusal gelişimini iyileştirmek için, psikolojik danışmanların yakınlık kurma yoluyla daha derin bir samimiyet duygusunu teşvik etmeleri gerektiği belirtilmiştir. Araştırmacı, kurulan yakınlığın durumunun yoksul bireylerle yapılan danışma oturumlarının sonuçlarını ne ölçüde etkilediğini keşfetmek için en son literatürü analiz etmiştir. Çalışmalar olumlu sonuçlar ortaya koymuştur. Yoksul insanlar için etkili stratejileri keşfeden bir çalışma, güçlü bir ilişki kurma ihtiyacını vurgulamıştır (Clark vd., 2020). Dolayısıyla, bu bileşenin yoksulluğa duyarlı okul psikolojik danışmanlığının doğasına dahil edilmesi, ikna edici kanıtlara dayanarak değerli olduğunu kanıtlamıştır.

Bu çalışmanın sonuçları, okul ortamında kapsayıcı eğitimin avantajlarını ortaya koymuştur. Kapsayıcı okul psikolojik danışmanlığının belirgin gereksinimleri ve

faydaları göz önünde bulundurulduğunda, yoksulluğa duyarlı okul psikolojik danışmanlığının doğasına entegre edilmesi en uygun yol olarak görünmektedir. Bu çalışmanın sonuçları ve önceki araştırmalar, yoksulluğa duyarlı okul psikolojik danışmanlığı gibi kapsayıcılığın değerini göstermiştir. Araştırmada, yoksullukla uğraşırken psikoterapide sınıf ayrımcılığından kaçınmak gerekli görülmüştür (Smith, 2005). Yakın zamanda yapılan bir çalışma, yoksullukla ilgili görevler için okul psikolojik danışmanlığında kapsayıcı bir yaklaşım kullanmanın faydalarını göstermiştir (Aderoju ve Owolabi, 2024). Sonuç olarak bu yapı, kapsayıcılığı bilimsel kanıtlarla desteklenen çekici bir kavram olarak kabul etmiştir.

Uygun bir iş birliği kurmak, okul psikolojik danışmanlarını yoksulluğa duyarlı bir şekilde işlev görmeleri için güçlendiren ve toplumsal birliği teşvik eden temel bir kavram olarak kabul edilmektedir. Bu kavram, okul psikolojik danışmanları ve diğer paydaşlar arasındaki ortaklığın daha iyi okul sonuçları sağlayabileceğini iddia ettiği için önemli görülmüştür. Ayrıca, akademik araştırmalar bu fikrin okul psikolojik danışmanlığının başarısını sağlamadaki rolünü sürekli olarak göstermiştir. Bryan ve Holcomb-McCoy (2010), ASCA Ulusal Modeli'nde tanımlanan psikolojik danışmanlık süreçlerinde iş birliğinin rolünü inceleyen bir çalışma yürütmüştür. İşbirliğinin gerekli olduğu görüşünü destekleyen kanıtlar ortaya koymuşlardır. Bu bulgular, bu bileşenin her alanda yapıyı tamamladığını doğrulamıştır.

Yapının son bileşeni, tüm bileşenlerin gereksinimlerinin karşılanmasından kaynaklanabilecek bir açıya sahiptir. Yoksulluğa duyarlılık yaklaşımının başarısı, eldeki koşullara ilişkin derinlemesine bir farkındalığa bağlıdır. İçgörü, yoksullukla mücadelede bir katalizör olarak bu süreçte hayati önem taşır. Yoksul öğrencilerin yararına olacak etkili bir teknik, yoksulluk içinde yaşayanların coğrafi bağlamını, kültürel faktörlerini, ruhsal durumlarını ve kişisel özelliklerini değerlendirmeyi gerektirecektir. Bu çalışma, diğer birçok çalışma gibi, içgörü sahibi olmanın psikolojik danışmanların mesleklerini daha işlevsel bir şekilde yürütebilmeleri için hayati önem taşıdığını ortaya koymuştur. Araştırmalar, içgörülü tutumlara sahip olmanın, özellikle psikolojik danışma uygulamalarında azınlık gruplarına ulaşma çabalarını geliştirebileceğini göstermiştir (Crumb vd., 2019). Bu nitelik, bu bileşeni insan algısını etkileyen bir faktör olarak tanımlamaktadır.

## Gelecek Çalışmalar için Öneriler

Yoksulluğun eğitim üzerindeki çeşitli etkilerini araştırmak için daha fazla çalışma yapılması gerekmektedir. Kalıcı sonuçları anlamak için boylamsal araştırmaların uygulanmasına öncelik verilmelidir. Bu araştırma, yoksulluğun akademik başarı, davranışsal ve duygusal gelişim, istihdam sonuçları ve nesiller arası etkiler üzerindeki sonuçlarını ortaya çıkarabilir. Örneğin yoksulluğun bu alanlardaki etkisi, yoksul geçmişe sahip öğrencilerin mezuniyet oranları, üniversiteye girişteki başarıları ve kariyer ilerlemeleri izlenerek anlaşılabilir. Ayrıca, duygusal ve davranışsal zorlukların sonuçlarını anlamak için yoksulluğun çocukların psikolojik gelişimi üzerindeki etkisini analiz etmek çok önemlidir.

Ebeveyn katılımını ve okullar ile toplum kuruluşları arasındaki iş birliğini teşvik etmek için müdahale programlarının etkinliğini değerlendirmek çok önemlidir. Eğitim müdahaleleri, özel eğitim, yaz okulları ve ekstra özel ders programlarının yoksulluk içindeki çocukların akademik başarısı üzerindeki etkisini incelemelidir. Sosyal ve duygusal öğrenme programlarının uygulanması, öğrenciler arasında öz-değer, duygusal düzenleme ve sosyal becerilerin geliştirilmesini teşvik edebilir. Ebeveyn katılımını teşvik eden girişimler, aileleri çocuklarının eğitimine aktif olarak dahil ederek öğrencilerin akademik performansını artırabilir.

Öğrenci algılarına daha fazla önem verilmesi, yoksulluk içindeki çocukların karşılaştıkları zorlukların, uyum düzenlemelerinin, eğitim hedeflerinin, kariyer beklentilerinin ve okul ortamına dahil olma duygularının daha iyi anlaşılmasını sağlayacaktır. Öğrenci anketleri ve odak grup görüşmeleri gibi nitel araştırma yaklaşımları bu bağlamda kullanılabilir. Öğrencilerle doğrudan diyaloğa girmek, onların eğitim engelleri ve ihtiyaçları hakkında daha kesin bir farkındalık sağlar. Ayrıca, başarılı müdahale girişimleri oluşturmak için yoksullukla başa çıkmak için kullanılan stratejileri ve bunların eğitim başarısını nasıl etkilediğini anlamak çok önemlidir.

Araştırmalar yoksulluğun etnik köken, cinsiyet, engellilik ve göçmenlik durumu gibi diğer değişkenlerle kesişimini incelemelidir. Bu araştırma aynı zamanda bu

dezavantajların nasıl farklı sorunlar ortaya çıkardığını araştırmalı ve daha etkili tedaviler oluşturmaya yönelik yöntemleri ortaya çıkarmalıdır. Sosyo-demografik gruplar arasındaki farklılıkları araştırmak için bir analiz yapılmalıdır. Göçmen ailelerden gelen öğrencilerin eğitimde karşılaştıkları dil engelleri ve kültürel uyum sorunları gibi olağanüstü engellerin ele alınması hayati önem taşımaktadır. Engelli çocuklar için öncelikli kaygılar, özel eğitim ihtiyaçlarının karşılanması ve okul binalarında fiziksel erişilebilirliğin sağlanması etrafında yoğunlaşmalıdır.

Yoksul ailelerden gelen öğrenciler için okul sisteminin ekonomik hareketlilik üzerindeki etkisinin incelenmesi, başarıya giden yollar, iş beklentilerini artıran yeterlilikler ve destek ağlarının önemi hakkında fikir verecektir. Eğitim yoluyla yukarı doğru hareketliliğin sağlanması için en etkili strateji ve politikaların belirlenmesine yardımcı olabilir. Analiz, çeşitli destek biçimlerinin öğrencilerin çalışma hayatlarındaki genel başarıları üzerindeki etkisini değerlendirmelidir. Ayrıca, mezuniyet sonrası takip çalışmalarının yürütülmesi, akademiden profesyonel dünyaya geçiş yapan öğrenciler hakkında yararlı bilgiler sağlayabilir.

Bu araştırma alanlarının incelenmesi, yoksulluğun eğitim üzerindeki karmaşık etkilerinin daha kapsamlı bir şekilde anlaşılmasını sağlayacaktır. Bu da yoksul kesimlerden gelen öğrencilerin akademik başarılarını ve genel refahlarını artıracak politika ve stratejilerin geliştirilmesine katkıda bulunacaktır. Eğitimdeki eşitsizliklerin ele alınması ve tüm öğrencilerin eğitim olanaklarına eşit erişiminin sağlanması, toplumsal refahın artırılması için hayati önem taşımaktadır. Bu nedenle, yoksulluk ve eğitim üzerine çalışmaya devam etmek ve sonuçları gündelik durumlara uygulamak zorunludur.

# G. CURRICULUM VITAE

## PERSONAL INFORMATION

Surname, Name: Sarıcı, Hasan

Nationality: Turkish (TC)

Date and Place of Birth:

email:

## EDUCATION

| Degree | Institution | Year of Graduation |
|---|---|---|
| Ph. D | METU Guidance and Psychological Counseling | 2024 |
| MS | MAKU Guidance and Psychological Counseling | 2018 |
| BS | NEU Guidance and Psychological Counseling | 2016 |
| High School | Hazım Kulak Anatolian High School | 2011 |

## WORK EXPERIENCE

| Year | Place | Enrollment |
|---|---|---|
| 2023-ongoing | ZBEU Department of Educational Sciences | Research Assistant |
| 2019-2023 | METU Department of Educational Sciences | Research Assistant |
| 2017-2019 | ZBEU Department of Educational Sciences | Research Assistant |

**FOREIGN LANGUAGES**

Advanced English,

**PUBLICATIONS**

*Selected Articles*

- Sarıcı, H., & Tagay, Ö. (2020). The predictive role of childhood trauma and automatic thoughts in cognitive emotion regulation of university students. *PAU Journal of Education*, (49), 46–66.
- Demirdağ, S., & Sarıcı, H. (2019). The investigation of the quality of life of university students: Example of Eregli faculty of education. *Karaelmas Journal of Educational Sciences*, *7*(2019), 57–73.
- Sarıcı, H., & Tagay, Ö. (2019). Investigation of University Students' Cognitive Emotion Regulations by Demographic Variables. *Journal of Multidisciplinary Studies in Education*, *3*(3), 23–38.

*Selected Conference Papers*

- Erdur Baker, Ö., Serim Yıldız, B., Ünlü Kaynakçı, F. Z., Koçtürk, N., Şensoy Murt, G., & Sarıcı, H. (2022). *Trauma Sensitive School Models After Earthquakes A: Systematic Review*. Presented at the IXth International Eurasian Educational Research Congress, İzmir.
- Erdur Baker, Ö., Ünlü Kaynakçı, F. Z., Koçtürk, N., Serim Yıldız, B., Sarıcı, H., & Şensoy Murt, G. (2022). *Post-earthquake experiences of school staff: A needs assessment*. Presented at the International Education Congress, Ankara.
- Sarıcı, H., Erdemir, T., & Çakır, S. (2018). *Investigation of Teachers' Integration Levels with Technology in Terms of Demographic Variables*. Presented at the III. INES Education and Social Science Congress ( ESS - 2018 ), Ankara.

*Book Chapters*

- Sarıcı, H. (2021). Uyum kavramı, Bilgin, O., Akçıl, S., (Ed.), In *Yaşam Dönemleri ve Uyum Sorunları* (s. 1-14), Nobel Akademi Yayıncılık.

- Sarıcı, H. (2024). Dil gelişimi, Karademir, Ç., (Ed.), In *Gelişim Psikolojisi Doğum Öncesinden Yetişkinliğe* (s. 156-178), Nobel Akademi Yayıncılık.

**HOBBIES**

Football, Computer Technologies, Movies, Gardening

# H. THESIS PERMISSION FORM / TEZ İZİN FORMU

<u>ENSTİTÜ</u> / INSTITUTE

**Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences ☐

**Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences ☒

**Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics ☐

**Enformatik Enstitüsü** / Graduate School of Informatics ☐

**Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences ☐

<u>YAZARIN</u> / AUTHOR

**Soyadı** / Surname : Sarıcı
**Adı** / Name : Hasan
**Bölümü** / Department : Eğitim Bilimleri, Rehberlik ve Psikolojik Danışmanlık / Educational Sciences, Guidance and Psychological Counselling

<u>TEZİN ADI</u> / TITLE OF THE THESIS (**İngilizce** / English): Poverty-Sensitive School Counseling: A Multiple Case Study on Understanding Poverty in School Settings

<u>TEZİN TÜRÜ</u> / <u>DEGREE</u>:     **Yüksek Lisans** / Master ☐          **Doktora** / PhD ☒

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide. ☒

2. **Tez <u>iki yıl</u> süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **<u>two years</u>.** * ☐

3. **Tez <u>altı ay</u> süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **<u>six months</u>.** * ☐

*\* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. / A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

**Yazarın imzası** / Signature ..........................     **Tarih** / Date ...........................
*(Kütüphaneye teslim ettiğiniz tarih. Elle doldurulacaktır.)*
*(Library submission date. Please fill out by hand.)*
*Tezin son sayfasıdır. / This is the last page of the thesis/dissertation.*