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A QUALITATIVE STUDY ON IDENTIFYING THE PERCEPTIONS
OF THE STUDENTS, PARENTS, ADVISORS, SCHOOL
COUNSELORS ABOUT THEIR INTERACTION
IN THE CREDIT SYSTEM
AT SECONDARY SCHOOL LEVEL


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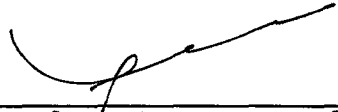
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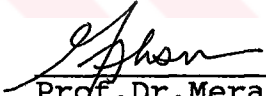
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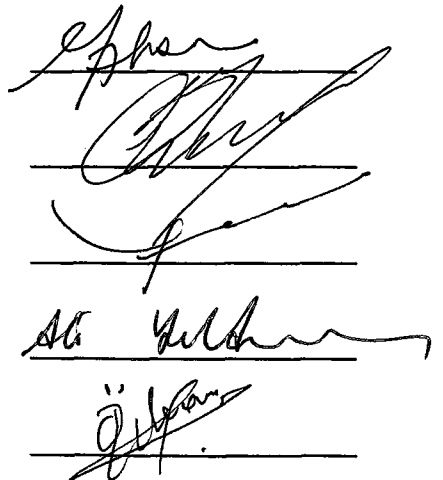
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ABSTRACT

A QUALITATIVE STUDY ON IDENTIFYING PERCEPTIONS OF
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AT SECONDARY SCHOOL LEVEL

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The purpose of this study is to identify the perception of the students, parents, advisors and school counselors about the interaction among them in the credit system at secondary school level. The study aims to answer the following main question: According to their perceptions, are there any factors that facilitate and/or constrain this interaction? In answering this question, data was collected from students, parents, advisors, school counselors and principals of three secondary schools representing LSES, MSES and HSES level within the district of Ankara.

Qualitative data were collected in the study. The data were collected through interviews conducted with total of twenty four participants; six students, six parents, six advisors, three school counselors and principals. There were two students, two parents, two advisors and one school counselor and principal from each school.

The results of the data show that students, parents, advisors, school counselors and principals believed that the interaction among them was not at the desired level. Therefore, the constrative factors mentioned by the participants need remedial action to improve the interaction among them.

Key words: Credit system, Interaction

ÖZ

KREDİLİ SİSTEM UYGULANAN ORTA ÖĞRETİMDE
ÖĞRENCİLERİN, VELİLERİN, DANIŞMAN ÖĞRETMENLERİN
VE REHBER ÖĞRETMENLERİN ARALARINDAKİ İLETİŞİM
HAKKINDAKİ GÖRÜŞLERİNİN BELİRLENMESİ

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Bu çalışmanın amacı, kredili sistem uygulanan orta öğretimde öğrencilerin, velilerin, danışman öğretmenlerin ve rehber öğretmenlerin aralarındaki iletişim hakkındaki görüşlerinin belirlenmesidir. Bu çalışmada öncelikle şu soruya cevap aranmaktadır: İlgililerin görüşlerine göre aralarındaki iletişimi olumlu ya da olumsuz etkileyen faktörler nelerdir? Bu soruya cevap verebilmek için alt-gelir düzeyi, orta-gelir düzeyi ve üst-gelir düzeyi temsil eden üç okuldan, yirmi dört katılımcıdan veriler toplanmıştır. Her okuldan iki öğrenci, iki veli, iki danışman öğretmen, bir rehber öğretmen ve bir müdür ile görüşülmüştür.

Bu çalışmada nicelikle veriler toplanmıştır. Nicelikli veriler yukarıda bahsi geçen katılımcılar ile yapılan mülakatlar yoluyla elde edilmiştir.

Çalışmanın sonuçları kredili sistem uygulayan orta öğretimdeki öğrenciler, veliler, danışman ve rehber öğretmenler aralarında iletişim kopukluğu olduğuna inandıklarını göstermiştir. Onların belirttikleri olumsuz faktörlerin iyileştirilerek aralarında sağlıklı iletişim sağlamak mümkündür.

Anahtar sözcükler: Kredili sisitem, İletişim

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CHAPTER I
INTRODUCTION

1.1 Factors Effective in the Design of Educational Policy

There are social, economic and individual pressures on the educational system of a country. The rate of change in a society through technological, economical and commercial developments may strain the ability of the educational system to cope (Dickinson, 1988, p. 28). The changes made in educational systems to resolve problems however cannot last forever. Social, political and economic factors quite frequently cause changes in the solutions found to improve educational systems. In broad terms, there are two effective factors in education which are nature factor and social factor. (Lauwerys, et al., 1971, p. 13)

The most important nature factor is geography. As an example, Australia was settled on a very large land with an arid climate therefore small settlement areas were established for stock-farming. As a result of this, the settlement areas are scattered around the country and most of these areas are not

populated enough to build schools. Australians give a lot of importance to education so this brought about the notion of mobile teachers, implementing programs within pre-determined durations, visiting each settlement area for educational purposes. A national curriculum and centralized management of education were designed to meet the educational needs. (Lauwerys, et al., p. 14)

Social factors can be categorized as demographic, language, religion, race, social class and economic and technological.

Demographic factors are population growth, societal structure and stratification which effect educational systems. The main issue related to education in this factor is the age range. In the 1970's half of the population of England was under the age of twenty five and one seventh of the population consisted of the age group six to fourteen. In other words, one seventh of the population needed to be given educational services. This type of data has to be taken into consideration, while designing educational systems, by the educational administrators. (Lowe, p. 37)

Demographic, language, religion, race and

social class factors are all static factors. Although they can resolve some conflicts, the basic conflicts can still remain unsolved. Economical and technological factors are quite effective in the design of educational policies. The effects of technological and economical factors vary according to the wealth of a country or society. For example, in the 1900s some countries in Africa were still living in the Stone Age therefore educational policy was developed so as to familiarize the pupil with basic technological aids such as the hand-cart. On the other hand, the need to improve the educational system in Japan became apparent when they realized that they were not equipped with the necessary technology to cope with international conflicts. Upon realizing that they were still using swords which were not effective against guns, they decided to modernize the country's economy. Thus, they also understood that modernization could be accomplished only through the application of modern science and technology. The educational system not only creates the necessary conditions for the acceptance of these changes in society but also it contributes to the development and improvement of science and technology. Besides the material benefits of technology, it also has a potential for encaring psychological and spiritual human growth (Kipnis,

1990, p. 5)

Factors effective on the design of educational policies can be worldwide and/or national in character. However, despite the variations in the effects of these factors from one country to another, they lead to formulation of policies.

1.1.1 Factors Effective in the Design of Educational Policy in Turkey

The demand for education in Turkey is very high whereas the supply or offer is low. Hence, the educational policies are designed so as to increase the schooling proportion within the country. (Oguzkan, 1988) Meanwhile, the variety of offerings of schools and programs after primary and middle school in Turkey require the students to be guided in accordance with their needs, interests and abilities. The efficiency and effectiveness of education is based on the adequacy and validity of guidance. In our country since school and program offerings vary after middle school, students should be guided based on their needs, interests and abilities in high school. (Baykal, 1995) However, the construction of guidance in education has been impaired for several factors that are effective on the educational policies. The first factor is the nature factor. Due to Turkey's geographical

setting, settlement areas are scattered around the country. There are 22,5 million people living in settlement areas where the population is under 5000. 18,1 million of these people live in 34,413 villages where the population is under 2000. 10 million of the 18.1 million people, are live in smaller settlement areas where the population is under 1000. (TUSIAD, 1990) Meanwhile, the population in these areas is constantly decreasing. Hence, in the majority of these small settlement areas, there are not enough students to even facilitate a primary school with one classroom. Unlike developed countries, the necessary measures have not been taken to provide education to these small settlement areas. Therefore, the need for education and other factors have resulted in emmigration to bigger settlement areas or cities. This increase of the population in these areas and decrease in the budget allocated for education have created various problems such as an insufficient number of schools leading to crowded schools and classrooms and other infrastructure problems. (Mihcioglu, 1989)

There are different types of social factors, which were mentioned earlier. However, since apart from the demographic factor other factors are not relevant to the purpose of this study, the effects

of demographic factors will be described. The population of Turkey falls into a "young population" category. One out of four Turks is under the age of forty and the percentage of Turks above the age of 65 is 4.2. The age group between 5 and 24, which is universally accepted as the age group that needs to be given educational services, forms the 46% of the population of Turkey. On the contrary, developed country's populations are defined as "Elderly Population". The advantage of having this type of population is that it brings about the need for adult training and education and advance the education level of the population. (TUSIAD, 1990)

The last factors are the economic and technological. Today, in Turkey, the improvements achieved in education have not been in accordance with the shifts in the economy. This is because there is no description of vocations and vocational guidance in schools, employment policy has not been reviewed and the certificates or documents obtained as a result of attending training courses are not valid in employment. (Oguzkan, 1986)

Due to the effects of the factors mentioned above, the practice of guidance in secondary schools in the grade-promotion system was very limited in

nature. Based on the academic success of the students, they were guided either to the sciences or the art's. Students with high mathematics and science grades were guided to the sciences whereas the rest of the students were placed in the art's field. In other words, the only criteria for students to be placed in the art's was to have low grades in mathematics and science and hence these students were labelled as "unsuccessful students". Hence, the students were usually lost in the educational maze due to not having reliable knowledge of their needs, interests and abilities. (Oguzkan, 1986)

The rate of change in society and changes in educational policies are interrelated. When social change accelerated as in the 20th century, the goals and objectives of education change with greater speed. Thus, the goals and objectives of education in this century are to adjust teaching according to students' needs, by taking into consideration their needs, interests and abilities.

1.2 Education and the Society in the Twentieth Century

Education is an inseparable part of a society. Society's needs and structure guide the educational system; the aims and curriculum are designed in

accordance with society's needs. Dewey (1966, p.4) states that "the modification going on in the method and curriculum of education is as much a product of the changed social situations, and as much an effort to meet the needs of the new society that is forming, as are changes in modes of industry and commerce".

As Meyer (1992, p.1) states "The Twentieth Century is the Age of Machines and the Age of Science". During recent years everything has been developing rapidly. The cause of these advancements are developments in technology and science. The changes in society's structure are parallel with advancements in science and technology. Emigration from villages to cities, the structure of active population and moving from an economy based mainly on agriculture to an economy based on industry are the consequences of industrialization. Technological advancements urged the abolition of traditional productivity and emphasized specializations where new occupational fields were and are still being generated. The family structure has moved from large families to nuclear families. Roles and responsibilities within families and values have changed as well. Thus, rapid population growth, industrialization, urbanization, changing

values and democraticization affected educational systems like the other systems. (Akçay, 1990)

In accordance with these developments in society, education has broadened in scope and is more varied in its offerings. Its function is also outlined as not only reflecting the cultural tradition but also contributing to its development (Meyer, 1992, p. 6). There have been advancements in the extension and enhancement of individual security, freedom of speech and liberty of action and thought are highly regarded in today's society (Ohmae, 1990). As a result of these advancements, it was recognized that the student is the center of education and therefore education must start with a psychological insight into the child, his capacities, interests and habits must be clearly understood. (Pringle, 1980).

As society becomes more enlightened, it is realized that the school is the main agency for the achievement of improved society. Only a society which ascribes to the principle that education is a life-long process is in a position to survive the psychological and physical implications for change in the new era. (Pullian and Bowman, 1976, p. 69) Due to the fact that schools and society are

integrated, just as the society has an impact on education, schools have an impact on society as well. The impact of education on society are outlined by Papadopoulos (1994, p. 126) as follows: Education contributed to a) the transmission of knowledge b) equality of opportunity and social mobility c) meeting the needs of the economy d) individual development e) transmission and evolution of values f) effective uses of resources in pursuit of the policy objectives.

As a consequence of these impacts "the development of human resources" became a vital issue in modern society. The technological changes and fast evolving structures of occupations and work resurfaced as "investment in human capital". Increasingly knowledge-based, new economies had to adapt more flexibly and rapidly more than ever before and on a continual basis. Education was seen as the prime catalyst of successful change, economic as well as social. (Kipnis, 1990 p. 135)

During the early part of the twentieth century there was a growing dissatisfaction with traditional schools due to the emphasis placed on knowledge. These schools were sometimes described as "knowledge schools" since their main task was to

present an array of facts to the student and to ensure that these facts were remembered. These schools were criticized for:

- a. the student being expected to be quiet and receptive rather than active and expressive
- b. inadequate consideration given to phases of personality
- c. giving little consideration to educational value of self-activity
- d. the curriculum being subject centered
- e. student self-government not being cherished
- f. student being expected to accept authority

(Meyer, 1992)

The dissatisfaction with the traditional schools enhanced the movement of Progressive Education in which the focus was on the student. The freedom of the student, respect for the student's interests, stimulus for student's initiative and high esteem for the student's natural development were the themes of progressive education. The principles of the student-centered Progressive Education are as follows:

- a. Freedom to develop naturally
- b. Interest, the motive of all work
- c. The teacher a guide, not a taskmaster
- d. Scientific study of pupil development

- e. Greater attention to all that affects the student's physical development
 - f. Cooperation between school and home to meet the needs of the learner
 - g. The Progressive School a leader in educational movements
- (Rippa, 1992)

The educational philosophy behind the Progressive Education can be summarized as:

- a) education is life not merely a preparation for life
- b) education is growth and continues as long as growth continues
- c) education is a continuous reconstruction of accumulated experience
- d) education is a social process, and to make this possible the school must be a democratic community.

According to Dewey, (1966) the interest in conversation or communication, inquiring or finding out things, making things or construction, and artistic construction were the four interests that should be expected to play an important role in the making of the school curriculum.

The Twentieth Century school began primarily as a protest against traditional schools and since the learner was the center of education it sought for each learner an education which would be in harmony

with his or her native capacities. The general characteristics of this century's schools can be outlined as follows (Meyer, 1992, p. 104):

- a. The new school favored pupil freedom based on the theory that liberty generates self-discipline and stimulates a sense of responsibility.
- b. Activeness gained importance since use and application of facts were regarded as more important than gathering and storing facts and that knowledge was gained by active participation or doing.
- c. Curriculum was based on experience since each child was expected to deal with vital things in successive and cumulative stages.
- d. Socialization was emphasized since school was looked upon as a living society wherein typical life situations were reproduced. Student self-government was encouraged.
- e. Creative activities were stressed and the aim was to make education as rich and rounded as possible.
- f. The pedagogic recognition of the learner's individuality stood out sharply. It strived to socialize its pupils, each child was regarded as a unique person requiring special individual consideration.

g. Understanding the child became imperative since education was called "student-centered" which meant that education should be shaped by the child's nature and needs. It was accepted that the study of the child would harness education.

h. Based on the assumption that children functioned as organic wholes, the importance of the child's growth in social, physical and emotional power, and mental power was emphasized.

i. Slower rhythms of growth were accepted by realizing that real meaningful development is a relatively much more complex matter than the simple acquisition of facts.

j. All types of competition were eliminated and the child's progress was judged by the comparison of his own work and achievements.

k. Teachers were expected to function in the community and to contribute to its general education and progress.

l. The new school realized that home and school shared a mutual interest and responsibility in the child's total living and that without cooperation of home and school there can be no full success in educating the child. Therefore, parental cooperation was

essential.

As Hutchinson and Waters (1987, p. 6.) state, "The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces-technology and commerce." As of 1960, the destructions were being healed and social and political changes were rapidly occurring. In industrialized societies, the population rate increased after the war and started to pressurize education systems. As the welfare or prosperity increased the demand for education increased as well. Inventions and discoveries based on scientific research brought about the need for technical staff training not only in secondary school but also in universities. As the level of education and organized manpower increased, reorganization of education became apparent. (Kennedy and Bolitho, 1984)

The reorganization of education brought about developments in educational psychology which emphasized the central importance of the learners and their importance to learning (Hutchinson and Waters, 1987). Learners were seen to have different needs and interests which would influence their

motivation as well as the effectiveness of their learning. This led to development of courses where meeting the needs and interests of the learners was essential (Robinson, 1980). These developments emerged from humanistic psychology in the 1960s as a movement and a school which was proposed as a more genuine science of man. (Rothstein, 1990, p. 104)

Changes in society in the 20th century have had a major impact on education. This impact was the requirement to meet the total needs of the students via meaningful educational experiences. This requirement resulted in the development of curriculum. Thus, formal systematic curriculum development received increased attention in the 20th century. During the first half of this era, the results of child development studies were utilized to modify the organization and placement of subject matter. Philosophy, psychology, students, society and subject matter were the major factors from which goals and objectives were derived. As of the second half of the century, curriculum development process accelerated. Greater attention to personal needs, interests and values were emphasized in curriculum. Hence, the focus shifted from organization of subject to experience. In other words, curriculum was designed to meet the needs of learners and eventually the demands of the changing world by

delineating needs analysis.

1.3. Educational Impacts of Humanistic Psychology

The goal of humanistic psychology was identified as "the preparation of a complete description of what it means to be alive as a human being". (Snelbecker, 1974) The basic notions of humanistic psychology were drawn mainly from those who have focused on personality theory and clinical techniques for aiding relatively normal persons to develop their human potential. This new movement or school in psychology emerged because of a conviction common among several groups that no extant psychological theory was adequately describing the whole, normally functioning human, and because of a general belief that each person has a capacity and a drive to develop his human potential. Throughout this century some psychologists have felt that academic psychology and applied psychology have not dealt adequately with man's abilities to think, experience feelings, make decisions, and generally determine his fate. (Rothstein, 1990)

Despite the differences of opinion among proponents of this psychology there are certain characteristics which are dominant in this psychology. The first characteristic is that they

emphasize that psychology should deal with the whole person rather than with some kind of fragmented, reductionistic analysis of all the sub-aspects of man. Humanistic psychologists are concerned with describing activities from the viewpoint of the person rather than from that of an observer. They contend that most other psychologists take a "third person" point of view in looking at man, whereas they feel that the real way for studying psychology is through the "eye" of the person himself. (Snelbecker, 1974) In other words, it should be from the first-person point of view, self-actualization, self-fulfillment or self-realization. They are mainly concerned with the growth of the person in whatever direction the person chooses. They are mainly concerned with how a person sees him or herself and the values which one prefers in developing and directing themselves. (Woolfolk, 1990, p.5) The contributions of man would be more effective when an individual is permitted and encouraged to develop the human capacities. Thus the assumption was that the wholly functioning, self-actualizing individual would be a contributor rather than a parasite in society. (Rodgers, 1969).

Maslow (1976) identified the difference of a humanistic conception of education as demanding a

fundamental change in direction instead of improving the present conception of educational practices. He further points out that educational practices were inappropriate and inadequate for the students and the society since they were not effective in influencing students and developing the "higher nature of man". Humanistic psychologists also claim that educators have the major responsibility of helping students to become more fully developed persons and that useful learning occurs when the student is regarded as a whole person and that one's personal style, needs and human development are taken into consideration. Maslow states that " it is far more important for the student to learn how to find new knowledge and to cope with the changing world than to merely absorb that information about the world of today and yesterday". (Dembo, 1981, p.354)

The roles of both the students and the teachers are quite different from those in traditional practices. (Meyer, 1992) Students have an active role throughout the educational process, including decisions about what is to be learned as well as how and when it is to be studied. The teacher's role is a facilitator trying to create the necessary environment so as to help students develop

emotionally, intellectually and motorically. The main emphasis is on creating the necessary climate to allow students intellectual and effective growth and understanding the student as a unique individual. Rodgers (1967) states that traditional educational programs focus on cognitive learning and that experiential learning is ignored. He argued that the opposite would be more appropriate since only true learning occurs when the student as a whole is involved. (Snelbecker, 1974, p. 479)

Applications of humanistic psychology approaches to education have been attempted since the early 1960s. "The decade is perhaps best characterized by learner-centeredness, which includes of course, humanistic ideas" (Brookes and Grundy, 1988)

Learner-centered approach is based on the principle that learning is totally determined by the learner. Teachers can influence what they teach, but what learners learn is determined by the learners alone. Learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process which is crucially dependent upon the

knowledge the learners already have and their ability and motivation to use it. (Borger and Seaborne, 1976, p.221) Learning is not just a mental process, it is a process of negotiation between individuals and society. Society sets the target and the individuals must do their best to get as close to that target as is possible. The learners will certainly determine their own route to the target and the speed at which they travel the route. (Hutchinson and Waters, 1980)

Since the new emphasis is on the learner, the needs of the learner are the key element. On the other hand, the needs perceived by sponsors and the learners are not always in agreement. What should be done in this case? This is a hard question to answer. However, one thing that should be kept in mind is that the perceptions of the students cannot be ignored. The following study, which examines the relationship between the target needs of the learners, have found that the learners' views can conflict with the perceptions of other interested parties.

Li Yu Zhen is a Chinese graduate in Chemistry who is going to study in the United States. She needs to be able to survive socially and professionally in an English-speaking community. Fluency is, therefore her greatest need. She, however, prefers to spend her time improving her

knowledge in grammar. Why? Her answer lies in her own estimation of priorities. In order to be accepted for her course of study she must first pass a test. The most important criterion in the test is grammatical accuracy. Zhen, therefore, sees her priority need as being to pass the test. (Hutchinson and Waters, 1987, p. 56-57)

As a result of the educational impact of Humanistic Psychology, the growing tendency to become more learner-centered is observed in almost every sphere of education. It has been realized that learners are responsible for their own learning and that they need to engage their own personality in the educational process. Hence, it has also been realized that individual learners are different from each other and that they are not simply soft clay, waiting to be shaped. (Littlewood, 1989) Instead, they are in need of help as individuals to understand themselves and the world. Guidance in education then, enables the learner to fully understand the variety, depth and breadth of personal experiences, the opportunities and choices available by recognizing, interpreting and acting upon one's personal strengths and resources. (Shertzer and Stone, 1981)

1.4 The Role of Guidance in Education

Education is the supplier of economical demands. The liberalized economy demands the

following adjustments to be supplied in education.
(Papadopoulos, 1994, p. 77)

- a. Guidance being fixed into the educational system structure so as to provide programs designed at different educational levels based on the needs of economic developments and employing students to different programs based on student's needs, interests and abilities.
- b. The interaction of human power and education is observed in programs designed and based on the vocational standards which determine manpower or nature.
- c. Industry-Education cooperation. Educational programs being designed based on the joint vocational standards set.
- d. Balance between demand and supply. Unemployment of people with qualifications because of the educational system not taking into consideration the demands of the economy and not having employees without qualification is due to inadequacy of educational supply.

Since one of the key demands of the liberalized economy from education is the practice of guidance in education, there seem to be a need to define the word guidance. The word "guidance" derives from the

root word "guide" which means to direct, pilot, manage or steer. (Jones, 1984) Thus, guidance can be defined as "the process of helping individuals to understand themselves and their world". The word "process" indicates that guidance involves a series of actions or steps progressing towards a goal. "Aiding, assisting or availing" is the definition of "helping" and "individual" refers to "students in education". To understand themselves and their world means that individuals come to know who they are as individuals and experience their world. The purpose of guidance in education is of understanding the self and world to become more effective, more productive, and happier human beings. (Shertzer and Stone, 1981, p. 40)

According to Kepceoglu (1995), the functions of education can be outlined as being to provide the opportunity to enlarge special interests, abilities and talents, to provide different systematically organized programs within the educational framework by taking into consideration differences in students abilities, interests and purposes and to develop a common core of shared beliefs, attitudes, values and underlying knowledge in children. Guidance, therefore focuses on youth and their future and expresses society's concern for the individual. It

enables the students and parents to understand the stages of the students development, its impact on the growth, adjustment and decision making process.

As the main purpose of education is to ensure the total development of students, not only curriculum but also the services offered have been developed. These developments then, have required the guidance and curriculum to function as integral parts of education to promote students development. Since, both the guidance and curricular activities share the goal of helping individuals achieve their maximum potentiality, having guidance activities along curricular activities inbuilt in curriculum is essential.

The guidance program most frequently found in modern secondary schools is composed of following elements: (Shertzer and Stone, 1981, p. 41)

- a. Appraisal component where personal, psychological and social data about pupils are collected and analyzed to assist understanding about themselves.
- b. Information component to furnish the students with educational, vocational and personal-social opportunities data to enable them to make better choices and decisions.
- c. Counselling component to facilitate

self-understanding and self-development.

d. Consulting component for the teachers, administrators and parents to help them be more effective with students and to improve the school as an organization.

e. Planning, placement and follow-up component designed to enhance the development of students by helping them select and utilize opportunities within the school and in the labor market.

f. Evaluation component designed to determine the effectiveness of the guidance programs.

School counselors deal with establishing relationships that will facilitate individual growth and development. (Aydin, 1986) Although teachers are mainly responsible for ensuring that students meet standards of achievement in academic areas, they are also expected to be sensitive observers of human beings along with administering and analyzing different tests such as interest tests. Therefore, teachers must be concerned with the needs of the students. (Woolfolk, 1990, p. 6) Thus, the schools occupy a central position in providing guidance to learners. However, the school is not the sole source dealing with the learner. Parents are also indulged with the schooling of students since both

the school and the parents are concerned with guidance. Hence, parental involvement for the furtherance of the relationship between the parents and the school for effective guidance of the learner is essential.

1.5 Parental Involvement

Strong parent-teacher collaboration is essential for the continuity of care, education and support of students since they are the future of the nations. Fulfillment of students' needs can only be accomplished through a concerted effort by all the individuals involved with the student's welfare. The rationale for the requirement of alliance between the home and the school is that schools need the support of parents so as to achieve high rate of success.

On the other hand, parents have been their children's first educators since pre-historic times however their involvement has changed since then. In the early days when there were not any schools, parents were the nurturers and educators of their children. First education was given by the mother and later on by the father. As the civilization developed, education at home was supported by formal education outside. The first formal education

outside the home emerged in Egypt in 1580 B.C. During the middle ages, interaction between the school and the parent was recognized. In the 20th century, the focus was on the children and therefore emotional and social health of children became very important. As a result, the emphasis was on the families. This emphasis brought about the need for close interaction between the parents and schools so as to fulfill the students' desires and needs and empowered parents to make decisions. As of 1980's schools started to develop models to enhance school-parent collaboration since they provide the necessary education and support that children need. (Berger, 1987)

Parental involvement in schools varies from being a passive supporter to an active partner. Being a passive supporter means understanding the effect of this involvement on student's commitment. Active participation of parents requires involvement such as taking part in decision-making. If parental involvement is impaired then the students will be left on their own for long periods. Therefore, close interaction between parents and schools is essential since parental involvement is seen as a cornerstone of the educational improvement. (Berger, 1991)

According to O'Toole (1989) overwork, poverty, severe social tensions and sheer exhaustion can make parental involvement a demanding proposition in developing countries. On the other hand, he also describes parental involvement as a means to enhance the quality of the interaction between parents and children in the time which is available rather than add more demands on parents.

Brown (1990) describes the ideology of parentocracy in education as "a child's education being dependent on the wealth and wishes of parents, rather than the ability and efforts of students". He believes that the rise of parentocracy will create increases in inequalities. He says that there will be inequalities due to open competition in schools which initially was developed to raise standards for all and offer real choices to parents.

Students' success in school is related with the active interest of parents in schooling. There are two main advantages of parental involvement: Firstly, it is a motivating factor since parents will be attaching importance to school and the child. Secondly, parents who are familiar with the school and its standards and values can better guide the students. (Berger, 1991)

1.6 Education and Society in the Twentieth Century in Turkey

External and internal factors have an effect on all educational systems. Internal factors can be grouped as goals and objectives of education, school system structure, teacher, student, curriculum and means and settings and administrative organization. The external factors can be defined as social factors. (Akçay, 1990)

The main factor that influenced the Turkish educational system was the Turkish Revolution accomplished by Atatürk. This revolution can be summarized as the transition of power from individuals to the people or nation. Discrimination due to the roots, religion, family background or social class was abolished. As Atatürk stated "The Nation is the supreme authority". (Verel, 1981) The prerequisite for the nation to be the supreme power is freedom of individuals and national unity which can be achieved through national culture. This can be achieved through unity in Education. (Kircak, 1993, p. 314)

Between 1950 and 1970 an incredible improvement in the world economy was observed. Great developments in industry were initiated. As of the

1950s, industrialization in Turkey was also rapidly increasing. However, the required changes due to the economical recessions experienced in the 1970s were partially initiated in the 1980s. This was towards free economy, commercial rivalry based on liberalization. (Soral, 1994, p. 195) The world economy changed in the 1970s due to economical recession. This change in the economy resulted in liberalization, commercial rivalry and the unity of markets. (Berksoy, 1994, p. 6)

Although, the developed countries were able to make necessary adjustments in their educational systems based on developments in the economy, neither the changes nor the educational system were able to effect each other. Employment policy was not redesigned, vocations were not defined, vocation-education-qualification interaction was not activated. Under these circumstances, economical developments did not have positive effects on education. Thus education system was not able to fulfill its role in providing support and accelerating economical development.

The changes in the world economy in 1970's were accompanied by an "Information Revolution" which developed much faster than the Industrial

Revolution". (Tuncer, 1994, p. 5) This revolution was based on science and technology. Thus, "Information Age" and "Societies beyond Industry" concepts appeared. This also brought about the shift of power as "muscle, money, mind". (Orer, 1994, p. 33) Industrial society applies the ready technology for production whereas societies beyond industry require production of technology and constantly seek further developments. (Yaramanoglu, 1994, p. 81)

Today, Turkey is in the process of becoming an industrialized society. There are more than ten factories producing cars and various other factories producing other industrial products. The technology required for these factories is all imported and there is a lack of production of technology. (Yaramanoglu, 1994) Technology expands what people can do; it creates possibilities where none existed before. (Dickson, 1974) Turkish education is still in the process of implementing traditional programs and traditional approaches. The advances in technology and intensive information is not reflected in these programs. Also, the need for rapid training in society, individualization and improvements in the quality and the lack of resources are not taken into consideration. The

educational system does not enable the students to be guided according to their needs, interests and abilities since the system is closed to the innovations in the society. (TUSIAD, 1990)

These criticized features of the educational system resulted in new directions in the system. In other words, the need for a reorganization of the education system to meet the needs of the changing society and its needs became a vital issue. Hence, the credit system was developed and proposed to replace the grade promotion system for the further development of the society and better use of human resources within the country.

1.7 History of the Credit System in Secondary Education in Turkey

The idea of a shift to a credit system in secondary schools was first brought up by the Ministry of National Education in 1962, during the VII National Council of Education. However, no decision was reached. The Ministry of National Education recommended substantial changes in the organization of education at the upper secondary school level at the Eight Turkish National Council of Education in 1970. These recommendations included the shift from a graded system to a non-

graded system (credit system) and implementation of the system in schools that fulfilled the prerequisite conditions required for the implementation of the credit system. The Council approved these recommendations in principle and requested a procedural plan to be developed by the Ministry of Education. It was agreed to review the plan in the Ninth Turkish National Council and to make the final decision. The changes recommended were as follows:

- a. Different elective courses will be offered to students in mathematics and arts fields at the 11th grade.
- b. Vocational courses such as secretarial courses, home economics, agriculture, accountancy courses will be offered at 10th and 11th grade.
- c. Vocational schools that already have high-cost equipment will offer courses in blacksmithing, electricity, printing and textiles.
- d. Students in four year vocational high schools will have the chance to attend schools such as primary school teacher training schools.
- e. In settlement areas where the population is low, multipurpose schools will be established

so as to provide both general and vocational education.

f. Transition between vocational and general schools will be available.

g. A Matriculation Certificate will be essential for general program students to be admitted to a university.

h. The vocational program graduate students will be required to take an achievement test to be admitted to a university. (Oguzkan, 1974)

The development of a guidance program, a grading system, the establishment of a counselling and guidance service, identifying the current status of schools, on-the-job training of teachers, and financial planning were all looked into by the Ministry of Education. (Oguzkan, 1974)

The credit system was pilot tested in sixteen different types of schools which were public secondary schools, industrial vocational schools, commercial schools, girl's vocational schools, primary school teacher trainer schools and religious schools for three years. However, at the end of this pilot testing no conclusion was reached for various reasons. The first reason was that some of the committees to carry out the project could not be

formed. Secondly, teachers and managers involved in this project were moved and not replaced. Thirdly, a sufficient number of elective courses were not offered. Fourthly, the necessary coordination to enable the students to take elective courses from schools was not achieved. Next, vocational training programs were not developed. Then, students horizontal transition was not even accomplished among the pilot schools. Finally, piloting of the system was not fully supported since mutual agreement on the aims of the project was not reached even at the Ministry of National Education. (Baykal, 1995)

Attempts were made to implement the pilot credit system despite not changing the classroom structure in schools. The reason for this was that schools were not empowered enough to change the traditional structure and organization of secondary schools. Thus, this created some problems. Another problem was as a result of confusing the testing evaluations and five-scale measurement. Hence, this confusion resulted in the claim that the improvements in students success was artificial. On the other hand, the guidance provided in the schools consisted of identifying students with high mathematic and science grades so as to place those

students in the science section. Therefore, the new structure of guidance provided confusion as well. In other words, the problems faced due to implementing radical changes within the same project such as evaluation and guidance had negative effects on each other. Hence, due to these negative results the implementation of the system ceased in 1979. (Baykul, 1979)

Although no conclusion was reached at the end of this pilot testing of the credit system, the conclusion drawn from the pilot testing of the credit system in the OSANOR project was that, credit system can be implemented successfully. In order to strengthen the cooperation between the industrial vocational schools and industry and to overcome the problems experienced, the School Industry Cooperation (Okul Sanayi Ortaklasa, OSANOR) project was developed by the Ministry of National Education and Ankara University Educational Research Center in 1978. The OSANOR project aimed at enabling cooperation between vocational and technical schools and industry by providing further support from industry to students for their improved vocational training. For this reason, the School Industry Board and Vocational Boards were formed. The board members were local administrators, representatives

of governmental and non-governmental organizations, chamber of commerce, trades corporations and trade union, school administrators and teachers. School Industry Coordination offices, Program Coordination and Career or Vocational Guidance offices were formed within each school. The School Industry Coordination office was responsible for the improvement of the interaction between the school and industry. The Program Coordination Office was responsible of providing linkages between the education in school and outside the school. Finally, the Career or Vocational Guidance office provided support to students in getting to know the professions, determining their future goals and determining their needs, interests and abilities and electing courses accordingly. It was successfully implemented in four industrial vocational schools via the credit system. Students in these schools were evaluated based on their academic success, programs consisting of courses at various levels were offered, and they were also credited for working in industrial organizations for further practice. In some instances students were able to graduate in less than six semesters. (Oguzkan, 1986)

In 1989, The Ministry of National Education

announced that radical changes were going to be made in the Turkish Education system. (Akyol, 1990 p.7) Weaknesses in the grade promotion system were identified and a commission was formed to plan the implementation of the system. Based on the reports of the commission the credit system, was implemented in some schools during the 1991-1992 academic year. As of 1993-1994 academic year, ninety eight percent of schools were implementing the system.

The benefits of credit system which are relevant to this study are as follows: Firstly, students' individual differences are recognized and necessary support is provided for the students to improve themselves. Secondly, students' freedom to decide on their future goals and taking elective courses relevant to their needs, interests and abilities not only enable them to take responsibility for themselves but also lessens the economic burden on the families and the country. (Baykal, 1995)

However, as of 1995-1996 academic year, the implementation of the credit system ceased for various reasons. The first reason was that system was implemented prior to improvements of infrastructure, instruments, programs, and teacher

problems. Secondly, some of the programs were not prepared and some of the available programs were duplications of each other, such as the offering of compulsory courses as elective course. Thirdly, students and parents lack of knowledge about the system caused problems. Fourthly, advisors had an important mission especially during the first days of the system since they were to introduce the system to students and parents. However, for various reasons it was not achieved. Then, the physical structure of schools consisted of classrooms of equal size, therefore flexible and dynamic programs could not be prepared and tailor made programs were implemented. Next, compulsory attendance requirements and options of elective courses were misinterpreted. Finally, not having the notion belonging to a group impaired the school-student interaction as well as the socialization of students. As a result, the main problem was due to not having the necessary programs or facilities for the students to benefit from the duration between the class time. This brought about so much negative publicity that critics accused the credit system of being responsible for every crime committed by high school students. (Baykal, 1995)

1.8 Outline of the Credit System

The grade-promotion system was established after the foundation of the Turkish Republic. Many improvements have taken place in the educational system in Turkey since the foundation of the Republic. Especially after the 1970s, revisions were made so there would be more flexible rules and regulations, especially flexible standards for students' grade promotion (Ergezer, 1995). When these improvements are reviewed it can be seen that they mainly focused on the change of the evaluation of students success (grading system). The educational system has been criticized for emphasizing

- *teaching rather than learning*
- *rote memorization,*
- *moving away from critical thinking and accepting and making constructive criticism,*
- *full obedience*
- *evaluation of unsuccessfulness*
- *elimination of the students by the system rather than taking their needs, interests and abilities into consideration. (Akyol, 1990)*

These problems are especially more serious at the general high school (upper secondary school) level than at other levels. Although primary and middle school level are in need of further qualitative and quantitative improvements, they seem to fulfill their functions in terms of teaching the students basic knowledge, skills and preparing them

for subsequent levels. On the other hand, general high schools, for various reasons, can neither fully prepare students to become properly and usefully employed immediately upon graduation from high school nor to go on to further formal education. Approximately, one out of six students is allowed to go on to further education and the students who fail to gain admission to formal education face problems of unemployment. Given that the curriculum is essentially academically-oriented, general high schools are considered as one-way road to the universities. (Baloglu, 1990)

Dissatisfaction with the curriculum in general high schools was another problem besides the above mentioned problems. The prior curriculum was based on compulsory courses with few elective courses such as art, physical education or music. Students' individual interests, abilities, needs and goals were not taken into consideration. (Ders Gecme ve Kredi Sistemi, Tanitim Dokumani, 1991)

A successful student was defined as the student who had got at least satisfactory grade from all the compulsory courses. Therefore, the student who failed one or more courses had to repeat the same grade despite being successful in other courses.

This created serious problems. Thus, the main problem was that the students who failed to advance to the next grade were both socially and psychologically deprived. Damage in the social and personal development of lower-achieving students and the loss of self-confidence in academic development were the consequences of the concept of failure.

The Subject Promotion/Credit System (SP/CS) policy was formulated mainly as a response to above mentioned problems firstly in 1974 and then in 1991-1992 academic year. The following principles were developed and proposed (Bilgen, 1994).

1. *The right of each individual to receive education*
2. *Evaluation of the success rather than unsuccessfulness*
3. *Student-centered approach*
4. *Full functioning of guidance*
5. *Total application of guidance*
6. *Increased and varied list of elective courses*
7. *Recognizing the potential of individual students*
8. *Ability to advance vertically or horizontally*
9. *Preparation of students for the future via education*
10. *Providing a democratic environment*

Thus, the goal of the credit system was to bring far reaching changes to the high-school educational system. Twenty principles that would be applied during the application of the mentioned changes and development and improvement of the program were outlined by the Ministry of Education (Resmi Gazete,

1984, No:16). The principles that are directly related to the purpose of this study are as follows:

- The policy will take into consideration the needs of individuals and society in every field, equip individuals with the necessary knowledge and ability, and provide the necessary manpower for national progress.*
- The appropriate importance will be given so that students can be improved better mentally and physically.*

In traditional education systems, the students were receivers. Student behavior was pre-determined by schools. The application of the program and the evaluation of the results were the duties of schools. As Spence and Shepherd (1983, p.298) say "There is usually more emphasis in knowing area than upon the being. There is little help to individual students to grow in self-understanding. However, in this non-graded system the function of the students is to be active in the school and to determine and plan their future goals by taking into consideration their own needs, interests and abilities. They are now responsible for their own learning and accept responsibilities for themselves. (Bilgen, 1994)

In the graded system there was the academic year (two semester) and grade promotion system whereas in the nongraded system there is the semester and subject-promotion system. Thus, having

to repeat all the compulsory courses in the case of failure of one or more courses was abolished. When a student fails one or more of the compulsory courses, then he is only required to take the same course again. In the case of not being successful in the same course again, then the student is given the chance to take one of the elective courses offered to complete the necessary credits; however, if not successful in the taken elective course the student has the option of choosing another elective course. Neither the compulsory nor the elective course can be taken more than twice. When successful, the student receives credit which equals the courses' weekly hours, therefore the credit from each course differs. The accumulation of credits required to graduate can be accomplished within five to ten semesters in general high-schools. (Ders Gecme ve Kredi Uygulamasina Iliskin Program Kilavuzu, 1992)

Compulsory courses make up about one third of the curriculum whereas the elective courses form the majority of the curriculum. The students can take elective courses from any neighboring school if they are not offered at their school. All the compulsory and elective courses, their content, and in which semester they are offered are specified in the

policy guidelines. With the approval of the National Directory of Education of Province (NDEP), the school administration may include additional courses in the curriculum according to the needs and characteristics of the community. In such cases, the syllabus of the above mentioned course is designed by the teachers who will teach the course and becomes effective when approved by the NDEP. (TED, 1992)

The philosophy of high school education has been changed by the shift from a graded system to the SP/PC policy. This shift has been toward a more democratic and liberal concept of education, and away from an emphasis on a subject-centered approach to a student-centered approach. The needs, interests and the abilities of students are fundamental to this approach. Therefore, a great deal of emphasis is placed on guidance and counseling services in assisting students and parents in the selection of appropriate courses according to the needs, desires and ability of the student. In order to provide the service of guidance, school administrators are required to assign the teachers the responsibility of guiding students in addition to their regular teaching tasks. (Ders Gecme ve Kredili Sistemi Tanitim

Dokumani, 1991) Thus it is advisors', parents' and school counselors' responsibility to guide students to subjects coherent with their abilities and interests in the credit system employed at general high-schools. The following are taken into consideration while determining the appropriate courses to be taken for each semester:

- a. The students' achievement in previous semester courses.
- b. The courses which are required by the universities for the subject area which the student wishes to study.
- c. The courses that are available during the particular semester.
- d. The amount of credit that can be taken in one semester.

Students, first have to acquaint themselves with the SP/CS policy. Secondly, via their perceptions of themselves and their profile and feedback provided by the advisors and counselors, can set their future goals. As Argyle (1983) says:

Until we recognize that we are not currently very successful at something, we may not be strongly motivated. (p. 297)

Based on these goals, students select the courses that will enable them to meet their future objectives (Orta Ogretim Kurumlarında Ders Gecme ve

Kredi Uygulamasi ile Ilgili Mevzuat, 1994) The function of the advisors is to help students select courses in accordance with their needs, interests, and abilities, know themselves and make decisions about their future career. On the other hand, the function of the parents is to try to know their children, to help their children select courses, accept their children's decisions and communicate with advisors and counselors continuously. The school counselor's function is to coordinate the communication among the advisors, students and parents, and to provide any required data. (Akyol, p. 73)

So, based on the above description and requirements of the credit system at secondary school level the purpose of this study is to identify how the advisors, counselors, parents and students perceive the interaction amongst them in the credit system at secondary school level and the factors that facilitate and/or constrain their interaction.

1.9 Significance of the Study

Each nation seeks to induct the student into its society and culture through a socialization process that includes education. (Shertzer and Stone, 1981) Oguzkan defines education as "the

social process by which people are subjected to the influence of a selected and controlled environment so that they may attain social competence and optimum individual development." (1987) The basic most fundamental element of education is the interaction between students and their teachers. All other school services are supportive and hopefully rendered in the context of enhancing the quality of teaching and learning. (DeRoche, 1988) The educational enterprise is expected to prepare students to enter a vocation as well as to engage in informed, clear thinking as an end itself. The impact of education on an individual depends on its effectiveness. Guidance as a concept and as a program focuses on youth and their future; and guidance within education represents society's expression of concern for the individual. Education now is in the state of designing appropriate educational programs to fit diverse pupil abilities, interests and needs. This requires the development of curriculum so that curriculum and guidance become a positive continuing force designed to facilitate student development.

The need to realize individual differences in education, the freedom to elect in democratic societies and the need to have students who can make

their own decisions, the importance attached to affective growth of an individual, the difficulties in setting future goals, and the whole person concept have been the reasons for the rise of guidance in education. (Kuzgun, 1988) Subsequently, realizing the vital importance of guidance in education has become apparent in the world. After the Second World War the concept of guidance and the need to take individual differences into account in education became apparent in Turkey. However, guiding students according to their needs, interests and abilities has become an important issue along with the implementation of the credit system in secondary schools. Hence, the guidance of students in secondary schools at credit system requires close interaction among students, advisors (teachers), counselors and parents. Consequently, there has been growing interest and research in the subject.

To the best of this researchers knowledge, there have been few or no studies which examine the interaction among students, advisors, counselors and parents. Also, it can also be stated that this is one of the first qualitative studies that looks into the interaction among the above mentioned individuals in secondary education in-depth. It is hoped that the study will expand our knowledge

regarding guidance in education since it is an crucial element in education regardless of the educational system implemented.



CHAPTER II
REVIEW OF LITERATURE

The aim of this study is to identify the perceptions of students, advisors (teachers), counselors and parents of the interaction amongst them in secondary schools in the credit system. Therefore, the aim of this chapter is to provide summaries of some of the practices of guidance in secondary schools and relevant studies. First, guidance and counselling services given in secondary schools in France, Germany England, United States and Japan will be described. Second, a summary of some of the case studies of guidance conducted in other countries will be provided. Third, a summary of some of the related case studies of the credit system in secondary education will be given. Finally, summary of these studies will be provided.

2.1 Examples of Educational Guidance Provided in Some Countries

The descriptions provided in this section of this chapter are based on a literature review of published documents as well as interviews with either the Cultural or Educational Attache of the mentioned countries in Turkey. The American education system enables students to take elective courses based on their interests. The

French and German education systems, which have been influential on our educational system, guide students to different types of schools based on their abilities. Students are guided in accordance with their abilities and interests in the English educational system. (Aytac, 1985) These countries are mainly considered as the pioneers of educational revolutions. The Japanese education system guides students to different types of schools based on their abilities and social status. Therefore, a brief description of the mentioned countries' educational systems along with a brief description of the educational guidance process are outlined as follows:

2.1.1 French Education

Education is centrally governed by the Ministry of Education. The public schools are sponsored by the government but most of the technical schools are sponsored by private enterprises. (Aytac, 1985)

Education is compulsory until the age of sixteen. Secondary education is four years. The first two years of the four year secondary school is called "Cycle d'Observation" (Observation cycle). During this two year period students are observed in

order to be guided and trained in harmony with their special aptitudes and be grounded in the common core of a general education. The instruments used for observation are "students academic and personal profile file", interviews, observation notes and different aptitude and achievement tests. The data gathered is reviewed and analyzed by a commission formed by the school director, teachers, one or two students representing the students and two parents representing the parents and a counselor if available. This commission meets every three months. Decisions are made by this commission and the issues discussed in the commission are confidential. Proposals can be made by the parents since the commissions decisions are only proposals or advice but since students are under the age of eighteen they are not allowed to make proposals or contributions to the decision. During the two year period after the observation cycle, students study in the field in accordance with their ability. Upon completion of the secondary school and taking the "Brevet" exam students are given a certificate. Based on the result of the exam and review of the observation data students either attend three year high school or one or more years of a course. Students of an academic bent, and hence potential candidates for higher learning, are grounded in the

requisite theoretical subjects essential to the pursuit of university work in high schools. The students who attend one or more years of a course receive specialized training leading to a career in agriculture, business or industry along with their general education.

School counselors in French secondary schools and teachers work together in providing guidance. Their functions are to a) act as psychologists to students b) provide overviews of job opportunities c) develop strategies to help students make their future plans.

2.1.2 German Education

All schools are regulated by the government in this country however responsibilities are shared between the states and the federal government. States are responsible of general schools, vocational schools and kindergarten. However, since the Federal Republic consists of sixteen states, there are different education systems. However, mutual interests have been identified among the states such as compulsory schooling and validity of tests. (Fuhr, 1989)

Children have to go to school between the age

of six and eighteen. Between the age of six and ten, they attend primary school (Grundschule) for five years but it is six years in Berlin and Brandenburg. Basic knowledge and skill training is given in these schools. Also, in most of the states students are not given grades but observation notes by the teachers are taken. Students with low abilities usually attend upper primary schools (Realschule) since graduates of these schools can only attend vocational schools and short-duration secondary schools. The fifth and sixth years of their education is the "Observation Period" it is also called "Orientation Level" in some states. This observation is done by a commission and the instruments used for observation are "students academic and personal profile file", interviews, observation notes and different aptitude and achievement tests. The data gathered is reviewed and analyzed by a commission formed by the school director, teachers and if available counselors. Decisions made by this commission are reviewed and analyzed with parents and advice is given. However the final decision is made by the parents. Students of high-technical ability are given vocational training yet the duration of the training can vary. Upon completion, a certificate is awarded but this certificate does not enable the student to attend

university but a transition to vocational schools is provided. Students with high ability can then attend high-schools (Gymnasium) to be able to attend university. There are short and long term high-schools. Students have to take a "Baccalaureate" exam, achievement tests, in order to study at university. However, due to increasing demand for university education, the grade averages of students are also taken into consideration.

The co-operation of schools and parents is regulated in detail by legislation. The procedure is that all the parents of the children in a specific class choose a parents' councillor, and all such councillors constitute the school parents' council which, together with other such bodies provides delegates for similar institutions at the local, district, and regional levels. National councils have varying rights of participation, and their advice is called on in basic issues within school policy such as the planning of the curricula.

2.1.3 English Education

England's Education system is partially decentralized but the central authority is the Ministry of Education. The working relation between the national and local authorities depends on

consultation and cooperation. The students are guided according to their abilities since the aim is not to provide education for all pupils but to guide and select those with high abilities. The emphasis is on academic achievement but there is also very low-level vocational training programs for low achievers. (Jones, 1977)

Education until the age of sixteen is compulsory. Primary school starts at the age of five. There are both public and independent schools. The term "public" in English though creates a confusion since it is used to refer to independent schools whereas public schools in this study refers to government schools, as in Turkey. Until the early 70s, at the end of the six years of primary school, students had to take an exam. In this exam students were given intelligence and verbal reasoning tests, then they had to write a composition in English and finally an achievement test which covered the areas studied in primary school (reading, writing, mathematics, science, art, sports and geography). This form of testing was finally abandoned as it was felt to be unfair to test and select children of such an early age. Recently, however, a similar test has been reintroduced. Thus, the result of this assessment

test and the data in the "Students Academic and Personal Profile" and teachers observation notes are reviewed and analyzed by local education administrators. During the first three years of secondary education basic knowledge and skill training is given. Students choose a number of subjects to study at ordinary exam level (O level) for a General Certificate of Secondary Education (GCSE) in the fourth and fifth year of the secondary school. English, mathematics are usually compulsory. Teachers help students to choose appropriate subjects. This help is based on academic achievement results as well as observations. Students who do not wish to continue their education can leave at this stage. The students who choose to remain at school choose three more subjects (on average) to study for higher exams (Advanced "A" level). On the basis of the results of these exams students are selected for university.

The reorganization of secondary schools in England, required the allocation of time for guidance on the timetable and teachers act as tutors during this time. These teachers are referred to as "form tutors". The form tutor who takes on a counselling role has three main functions which are to provide educational, vocational and

personal guidance. Educational guidance is helping students with subject choice and academic progress, vocational guidance is helping students in choosing or finding a job or career and personal guidance is helping students with personal problems. Although in some schools form tutors function alone, in most schools assistance is provided to them. Career guidance counselors officers coordinate with teachers in this respect. Counselors are usually responsible for holding meetings to provide information about careers as well as providing help to students in making their decisions. Teachers can also refer students to counselors for personal guidance.

A student's primary school profile is used as the first part of secondary school record file where grades for certain abilities, assessment tests, observation notes and intelligence test results are kept by either the form tutors or counselors. The intelligence tests are administered by educational psychologists only if requested by the teacher.

2.1.4 American Education

The United States does not have a national system of schools, a national authority, a national organization of schools uniform throughout the

nation with identical curricula, methods, teacher training and so on or compulsory attendance lengths throughout the country. The underlying principles are decentralization, free (democratic), compulsory (the length of compulsory education varies from state to state), universal education, articulated schools from kindergarten to the university, equality of educational opportunity and the separation of church and state under the constitution. (Meyer, 1992)

There is an educational ladder system which consists of elementary school and secondary school. Elementary school is usually six years. There are usually three years of junior high school and three years of senior high school however it varies from state to state. In other words, the division of the twelve years of pre-university education varies among states.

The compulsory schooling does not begin until the child is old enough to enter the first grade of elementary school where basic skills are gained. Secondary schools, on the other hand, offer the subjects which colleges accept for entrance credit. The school has both practical and vocational aspects. Students wishing to continue to higher

education have to take Scholastic Aptitude Test (SAT) or Academic College Test (ACT). These are national exams consisting of verbal language and science components. The results of these tests, students' transcripts, grade averages and recommendations are reviewed for university entrance.

The key person in guidance in American pre-university schools is the school counselor. Meanwhile, the guidance organization in secondary schools is usually headed by a director responsible for communicating with the staff, central administration and the public regarding a) guidance definition and goals, b) personnel needs, c) needs for physical facilities and budget, d) selection assignment and supervision of guidance personnel, e) evaluation of guidance program, f) the necessity and program for staff in-service education in guidance. (Shaw, 1973 p.71)

A counselor in a school is responsible for counseling, group work, program planning, test interpretation and serving as a consultant to teachers, administrators, students and parents. The consultation of students is achieved by identifying and meeting their needs in the educational,

vocational and personal-social domains. Each counselor is usually assigned three to six hundred students. The targeted ratio is 250 students per counselor. The qualifications required to be a school counselor are a) one to three years of experience as a teacher b) valid teacher certificate c) master's degree d) varying number of hours in professional guidance courses. (Shertzer and Stone, 1981 p.131)

The functions of counselors are as follows:

- a. Help emotionally disturbed students
- b. Help students with their academic difficulties
- c. Help teachers to understand the student in their classes and themselves
- d. Help parents to come to a greater understanding and appreciation of their children
- e. Develop test batteries for diagnosis and counseling purposes
- f. Maintain extensive up-to-date records on students for whom they are responsible
- g. Help students make job or college decisions
- h. Find part time jobs for students
- i. Work closely with other specialized personnel (Hitchner and Hitchner, 1987)

The responsibilities of teachers in assisting in the guidance services are as follows:

- a. Teachers engage in child study and diagnosis
- b. Teachers identify and refer pupils who have special needs
- c. Teachers contribute to and make use of guidance records
- d. Teachers help pupils develop effective study habits
- e. Teachers contribute to educational and vocational planning and placement (Provenzo, 1986)

A cumulative file is kept for each student. It consists of identifying data and family background, medical and health information, date of school entry, school grades, transcripts from previous schools attended, schoolmate test results, personality and behavioral trait ratings, school activities, anecdotal records and written autobiographies. Teachers are assisted by counselors in keeping anecdotal data for each student. They are either written on a paper or on forms developed by the schools usually during the English class. Each student has to meet the

counselor at least twice-a-year a what is called an individual conference. In these meetings student's interests and abilities, past achievements, maturity level and vocational goals are used as discussion items to make educational plans. Tests are optional, however the majority of the students take these tests for scholarship and college entrance purposes. Case studies are conducted for the students who have learning difficulties, poor social relationships or other behavior needing special attention. These case studies are written and analyzed by school counselors so as to provide an intervention program. (Shertzer and Stone, 1981)

Counselors are also responsible for the placement of students. Placement is the selective assignment of a person to a position. In-school placement is done at two levels. The first level is to help the student select an appropriate curriculum, the subjects within a curriculum, extracurricular activities, special groupings or special classes at either eight or ninth grade. The tendency in the majority of schools is to group students in classes in accordance with their abilities. The second level is to place students in school activities so as to meet their needs for social development, civic participation and personal

growth. The out-of-school placement is designed to find part-time and summer employment or full-time employment after their school career is finished, and placement in post-high school educational and training situations. Secondary schools are now offering a job employment service. (Hitchner and Hitchner, 1987)

The parent involvement in school is achieved by the parents taking part in the local school district board, advisory committees, and parent, teacher, student organizations. They are also asked to work as volunteers in schools which is organized by a volunteer coordinator. The board of local citizens control and govern the local school district board which is the basic unit in the organization and operation of American public schools. Twenty five percent of the school board members are appointed by the board and the remainders are elected from among the parents whose sons or daughters are attending the school by the parents. They are mainly responsible for making recommendations on policy, legitimatizing the recommendations of the administration and being involved in every issue related to schooling. (Provenzo, 1986) On the other hand, the school advisory committee which consists of parents, students, professional

employees, advises the principal on many the facets of the school operation. The election is usually held before the academic year and the board usually meets each month to discuss school matters. Another organization within the school is the Parent, Teacher, Student Organization. This organization meets to discuss issues raised by the school advisory team and the school board as well as to bring up issues of their own concern. Parent teacher meetings are called conferences. These conferences may be initiated by a student, parent or faculty member. These conferences are held to discuss either academic or personal development or problems that the student faces. (George C. Marshall School, 1996)

2.1.5 Japanese Education

Compulsory education ends with middle school in Japan. There are two types of high schools; public and private. Students who attend private high schools can only attend junior colleges based on their grades. The public high school system has six components which are a) academic high schools, b) vocational high schools, c) high schools for students differently abled, d) five year schools (technical schools), e) night schools (for students who cannot attend any other high school), and f)

non-accredited training high schools. Each high school offers courses and students must pick courses that they wish to study before they enter a school. Students can only apply to one public high school and the entrance examination of every school is on the same day. (Tendre, 1996)

Guidance in education in Japan is done during the third year of middle school by teachers who are referred to as "homeroom teachers" or "placement counselors" and is called "placement counseling". However, during the first and second years in school students are asked to spend a day at their parent's workplaces and write a reflexive essay about their parent's job, focusing on the efforts and rewards parents experience in their work. The aim of this procedure is to enable students to become more conscious of their parent's occupations and of the difference in social status among different families. During the third year, students take 8 major in-school practice tests, two prefectural tests and four surveys of students on the choice of potential high schools. Placement-counseling activities include home visits by teachers, parents meetings, teacher-student meetings, parent-teacher meetings, parent-teacher-student meetings, "open day" at different high schools, and individual

counselling sessions. However, home visits by teachers are only done once during the first semester and parent-teacher-student meetings are held twice-a-year, towards the end of second and third semester.

The prefactual test results enables the school to direct students to either private (lower-track) or public high schools (higher-track). Students performance based on the results obtained from the various tests mentioned, their essays and parents choice, particulastic criteria such as family background are discussed at individual meetings and at parent-teacher-student meetings and the teachers advise students on which school to apply for. Parents' choices or expectations play a role in how teachers advise students, however the final decision is the students. The "self-selection" phenomenon is the student's decision constructed as an individual choice. However, it is the responsibility of placement counselors to ensure that each student is applying to the correct high school and course. Therefore, placement counseling rather than the high school entrance examination plays the essential role in students' educational and vocational counseling.

There is also collaboration within districts to make sure that schools are not over applied for. The practice test results are reviewed the night before the application deadline. Teachers are contacted to meet with students who are on the border line and ask them to review their decisions.

2.1.6 Conclusion

Education is generally considered as a means to improve the material conditions, social life and to realize the enrichment of individuals. (Oguzkan, 1986) Based on this concept, each country develops its educational system in accordance with its social, economical and political structures. However, the main characteristics of educational systems are industrialization and democraticization tendencies. These two features have brought about the notion of the right of each individual to receive education, the need for better use of human resources by the society and the reorganization of schools to meet the needs, interests and abilities of each individual. (Aytac, 1985) Despite the variations in student flow in the above mentioned countries, they have all inbuilt guidance activities in their curricular activities since the goal of all of the activities is to help learners achieve their maximum potential and become capable of self

direction. Achievement of this goal is accomplished by close monitoring of students and active interaction among teachers, counselors, students and parents.

The main difference in the guidance activities among the countries mentioned is the student and parental involvement in making decisions. In France and Germany, student involvement is limited and decision making relies heavily on parents' decisions. In England and in Japan parental involvement is limited and decision making relies heavily on students' decisions. One thing in common in these countries is the teachers being the key person in guidance process in the school. In America, however, students are the sole decision makers and counselors are the key people in the process.

2.2 Case Studies of Guidance Programs in Secondary Schools

In order to develop a comprehensive and effective guidance program in schools, a high quality assessment of the population's needs is essential. The needs assessment enables the program developers to understand the type, magnitude and persaiveness of students problems. Based on this

rational, the aim of the study conducted by Celotto and Jacobs (1982) was to determine the needs of students for the improvement of guidance programs in schools. Data were collected from 120 students via a questionnaire. The results of the needs assessment revealed that students were firstly worried about their academic progress in school and their parents and teachers perception of their work. Secondly, students were highly concerned about their future in school and in higher education. Thirdly, they said that they were having difficulties in making decisions. The implications of these findings for guidance programs was that counselors need to become more actively involved in parent and teacher education for students to become more confident. Thus parents can learn how critical their reaction to the student's work is and teachers can better realize their importance in this matter. The second implication is that all parties involved should realize the importance of providing accurate and relevant information about students future to students for them to be more confident of their future. The last implication is that, the students needs must be addressed so as to calm the worries of the students. Hence, students must be encouraged to communicate with the counselors and others and to express themselves freely.

A survey was conducted by Deck and Saddler (1983) to identify the needs of students in a high school in Carolina by forming Freshman Awareness groups. "You must circulate if you want to communicate" was the underlying philosophy of Freshman Awareness Groups which were discussion groups designed to unite students, teachers and counselors in sharing ideas, opinions, and feelings. The questionnaire was administered to the group members. There were twenty five volunteer students involved in a group. The result of the data gathered showed that students were in need of more information and activities to improve their self-concept and communication with others. The group met one hour per week for five weeks during the regular English class and the teacher was a member of the group and involved in discussions though a counselor was the initiator, organizer and the group leader. Thus, in each weekly sessions concerns of the students were discussed.

There was no formal evaluation of the groups, however, the participants stated that the sessions were beneficial and well-worth the time and the effort. After the completion of these sessions, there was an increase in the number of students utilizing the counseling services.

A study was conducted by Birk and Blimline (1984) to identify the role parents play in children's career development. 382 parents and 323 students attended the study in five public schools in the state of Maryland. The students completed their questionnaires in the classroom and were given questionnaires with a cover letter in an envelope to be delivered to their parents. The results of the study showed that parents preferred their children to enter social jobs such as teacher, speech therapists or investigative jobs such as biologists, or chemists. In other words, they concentrated on two areas rather than the whole range of options. Likewise, students preferred to enter either social jobs or realistic jobs such as mechanics or surveyors. The assumption was that parents as primary career facilitators were frequently reinforcing stereotype career choices. The conclusion drawn in this study was that parents should be accepted as equal partners with the formal educational system and they should be informed about their role in the career development process. School counselors, teachers and parents should collaborate closely to furnish the students with the necessary information and resources on career opportunities.

A parent-student-counselor conferences project was initiated in a secondary school at Illinois by Roberts. (1984) The project was designed and executed by the school's principal and three counselors. The aim of the project was to help the individual parent and child to personalize information found in the cumulative record, learn how the data in the record could be used to benefit them in educational and career planning, demonstrate how counselors could utilize these files so that it would be a meaningful experience for not only them but also the students and the parents.

Conferences were held at the school to enable the parents and the students to meet with the counselor, examine the cumulative records, find out about the student's ability, achievement and performance in school, discuss students interests, exchange information, make career development decisions and ask questions.

The conference started by first describing what a cumulative record file was and its content. Then, results of the different tests to measure students ability, achievement, past and present report cards, discussions on student's interests and tentative career choices for each student, sources for

additional information available to parents and students were provided and finally queries were dealt with.

After the conference, each parent and student was given an evaluation instrument. The result from overwhelming feedback showed that students and parents liked the idea of having conferences and described their experiences as individualized and personally meaningful experiences. It was also realized that majority of the parents and the students did not have access to these records earlier yet found these records useful in making educational and career decisions. Another conclusion was that majority of the parents preferred to be involved in a conference focusing on their child's cumulative records and the goals and objectives of secondary school could be accomplished by having parent-student-counselor conferences.

The recommendations were that conferences should be held, parents and students should have the opportunity to have the content of the cumulative record file explained to them, career guidance goals and objectives for each student being discussed in the individual conference and each parent and student being given the opportunity to evaluate the

conference.

In France, school career and health record files for children attending school abroad were designed by the Council for Cultural Cooperation. The record files described the child's knowledge, aptitude and general health during compulsory schooling. The Council of Europe member states were recommended to ask their school authorities to use the file and report their experiences in using their records and its effectiveness for educational guidance purposes. The results revealed broad agreement in the need and use of such an instrument. (Huart, 1984)

A case study was conducted in Northern Ireland by Morgan (1993) to look at the roles of parents and teachers in the development of integrated schools. The result of this study showed that the way the parents made choices about their children's education was complex in nature and that it was a tangled interplay of personal and general concerns. The data gathered also indicated that there was a requirement of delicate negotiation and a willingness by schools, teachers, parents and students to tackle sensitive issues about their respective rights and responsibilities.

Parental involvement was surveyed in 20 Soweto (South Africa) elementary and secondary schools. The results suggested that parental involvement is related to compensating for the deficiencies of the system and not to school management or the content of education. Obstacles to parent participation, such as low literacy of parents, were identified. (Mkwanaizi, 1994)

The results of a study (Primer and Brown, 1993) conducted in rural Kansas communities to determine existing services and community strengths available to the special needs of children suggested that improved communication and understanding of the needs of all parties involved would help improve the educational programming. In this study the staff felt that they were inclusive of parents in program planning and implementation whereas the parents saw schools as inflexible in arranging meeting times and felt that too many students were expelled from school as a source of punishment.

In a study (Beler, 1993) conducted to look into parents' contribution to students' success in school, 34.7% of the parents said they were aware that their children had effective study habits. 30.9% of the parents believed that they were

fulfilling their responsibilities but only 18.8% of the parents stated that they visited the school regularly. However, of these parents only 8.8% of them were aware of their children's interests.

School-level data on parent perceptions and structural characteristics of 42 elementary schools in Montgomery, Maryland were used to examine the relation of parental involvement and empowerment to student academic performance. (Griffith, 1996) Parents responded to 30 items, using 4-point Likert-type scale and 11 close-ended response options. The results of the study showed that parental involvement is an important element in students academic performance. It was also found in the study that students' academic performance was unaffected by school characteristics or the socioeconomic, racial, and ethnic background.

Chu and Willms (1996) looked into the effects of parental involvement on students achievement in their study. The data were taken from the National Education Longitudinal Study which sampled 8th grade students, their parents and teachers in 1988 and followed them throughout high school. Data were collected from total of 24,559 subjects. The findings indicated that levels of communication and

levels of parental involvement in the home were about the same across all schools however, the level of participation as volunteers or attendance at PTO meetings differed. It was also found out that the relationship between parents SES level and their involvement in children's education and the importance they give to schooling was very little. However, parental involvement had an effect on achievement that was independent of children's family backgrounds. The analysis also showed that children's academic achievement and the extent to which parents were involved in schools depended on the intake characteristics of schools. In other words, the SES level of the school had an effect on parental involvement and student academic achievement. Meanwhile, it was found that parents of children with learning and behavioral problems tended to participate less in school and have fewer discussions about school activities with their children, but were likely to have contact with school staff about their children's progress. It was therefore concluded that a considerable amount of the communication between schools and parents pertained to problems of children in schools.

A study was done by Helms and Ibrahim (1985) to compare the perceptions of counselors and parents of

the role and function of the secondary school counselors in Connecticut. 25 schools agreed to take part in the study and 131 counselors of these schools and 819 parents participated in the study and the data were gathered using a questionnaire. The result of the study revealed that counselors viewed personal and educational counseling and public relations as more important functions than the parents did. Meanwhile, counselors and parents agreed on the importance of job placement and vocational and career counseling. The implication of this study was that counselors need to do annual need analysis in terms of service delivery and use the information gathered to educate the public on their role and function as well as current career information and labour market statistics.

Valine et al., (1982) aimed at identifying teacher attitudes toward the role of the counselor in their study over an eight year span in a total of 33 southeastern secondary schools in the United States. A total of 203 teachers participated in the study on a voluntary basis and the data were collected using a five-point scale for responses to each statement in the instrument. When the data were reviewed it was found that teachers developed more positive attitudes towards counselors as the

years passed. They mainly believed that counselors did not have an easier job. They also believed that it was a teacher's job to deal with discipline problem however, they perceived counselors as being a resource for handling disciplinary problems. The majority of teachers believed that counselors were adequately prepared and did not question the need for counselors in schools but they had difficulty in understanding the role of the counselor and viewed them as ineffective. Hence, some teachers preferred to do their own counselling.

The conclusion drawn from this study was that since teachers' expectations and knowledge of the counselor role have an impact on students, parents and administrators; counselors need to be more active and vocal about their contributions. A similar conclusion was drawn from a study conducted in three schools in the San Francisco bay area by Spano in 1996. The study was a research project to assist schools in using conflict resolution programs. 41 female teachers volunteered to participate in the study and the data was gathered via questionnaires. The conclusion relevant to this study was that it was important for the teachers and counselors to work together to improve the atmosphere and safety within the schools; and to

have a positive influence on the social and emotional development and health of students and teachers.

A study was conducted by Peer (1985) to identify the status of secondary school guidance in United States. The data were obtained from 50 state guidance directors, in each state's Department of Education, who were responsible for overseeing school guidance programs. The instrument to collect data consisted of 20 Likert-type questions and 35 discrete items. The results of the survey that are relevant to this study showed that the respondents believed that while principals, students and counselors thought highly of secondary school programs, teachers, parents, community and business leaders were considerably less positive. It was also found that counselors were mainly involved in nonprofessional activities. Nearly half of the respondents indicated that career guidance services were not provided to all students. The next finding was that the respondents indicated that counselors were more occupied with college-bound students, and disciplinary issues. The respondents also doubted the existence of written plans and guidance committee structures. The respondents felt that the counselors were acting as consultants to

teachers, parents, and administrators and that they were of help to individual students. They believed that counselors were fully certified and well qualified and that the explanation for secondary school guidance problems was related other issues. The concluding remark was that guidance programs in The United States were in need of statewide plan.

Jones (1984) described the status of guidance in Britain based on her observations and interviews in Mayfield Comprehensive School. The first finding was that the form tutors were in need of more training in the field of educational guidance. The second finding was the limitations in the choice of subject within the school's curricula. The third finding was that vocational guidance was not sufficiently linked with educational guidance and motivation or the curriculum as a whole. Therefore, there was a need to make a decision whether to train tutors in this respect or increase the size of careers service. The last finding was the need to have professionals be more involved in personal guidance in schools. The final comment was that there was a need for staff development and support.

Mintrop (1996) studied the teachers and changing authority patterns in Eastern German

schools. Data were collected through 90 taped interviews with teachers and administrators at eight secondary schools, 264 completed questionnaires and 200 protocols of lesson observations. Currently, parents pursue the right to educate their child, educators possess the authority to run schools with professional expertise and students enjoy personal integrity and the space to participate. However, the result of the study relevant to this study revealed that teachers perceived their interaction with students and parents to have deteriorated, and often blamed the authorities for giving parents too much power and teachers not enough leverage over students. They perceived the changes in student needs and the opportunity for students to determine their future goals based on their interests as strong and negative. They believed that students misunderstood their freedom and that this had resulted in disruption in schools.

In a study conducted by King (1972) in Ontario, Canada the effectiveness of flexibility in students election of courses was studied. The findings that are relevant to this study are as follows: students initial failure in courses taken, effects students future elections of courses as well as their future

goals. Another finding was the tendency of students to elect courses that they were not only interested in but also where the failure rate was perceived as low. However, inconsistency was observed among the levels of courses designed based on student's needs. Although there was no difference in the academic success of students, students in a subject promotion system seemed more satisfied due to their ability to elect courses in accordance with their needs, interests and abilities. (Koymen, 1995) In another study (Meaghan, 1996) conducted in Canada, Ontario again, it was found out that flexibility in allowing students to elect courses and repeat courses have created a more competitive environment for students and generated grade-enhancing practices among them. Since Ontario universities rank and select graduates from the province's secondary school exclusively on the basis of students school marks, there is a growing tendency among students to repeat courses to improve their grades even after passing them.

A study was conducted by LeTendre (1996) in six Japanese middle schools with 617 third year students via questionnaires, 15 teachers via interviews and many observed guidance meetings between 1988 and 1992. The findings that relevant to this study are as follows: First of all, not all students were

receiving the same level of placement counselling since students with higher grades tended to talk less with teachers. Secondly, students with higher grades tended to be more worried about the entrance examination. Finally, students who talked more with the teachers were more likely to change their future plans.

2.3 Case Studies of Credit System In Secondary Education

The feasibility problem of the credit system and the methods and the conditions for its implementation was first studied by Oguzkan, Turgut and Ozoglu (1974) using the simulation method in selected typical secondary schools from the standpoints of student flow and student grouping, as well as variables such as curriculum, allocation of teachers and space, cost and teachers' attitudes. The study was based on a pre-conceived model with certain assumptions within the framework of the new system. This study was sponsored by TUBITAK.

Three models were employed in this study; the existing course structure and the basis of grading system were left unchanged in the first model; the existing course structure was left unchanged yet the credit system was assumed to be implemented in the

second model; in the third model, the new course structure and the credit system was assumed to have been implemented. Three types of schools were selected for this study; high schools with a student population around hundred; high schools with a student population over 1.500; multipurpose schools (a high school, and three technical schools). Documents and questionnaires were used to gather data.

The results of the study showed that the credit system could be implemented in Turkey. The advantages predicted as a result of the data collected were; the availability of student transition between schools, guiding students based on their needs, interests and abilities, improvement of the quality of education and a reduction in the financial cost due to abolishment of the repetition of grades.

It was anticipated that problems would occur in the grouping of students, the arrangement of timetables of courses and students, the number of teachers and physical settings, the practice of guidance, and teachers' attitudes.

The first recommendation in this study was to

pilot test the system before implementing it country-wide. They stated that since this study had not incorporated human factors such as the reactions of students, parents, advisors, counselors, their effects on implementation, there was the need to do more research in this area. There were 13 recommendations yet only the ones that are relevant to this study are provided as follows:

- a. Close interaction between the teachers and administration is essential for the prevention of problems, avoidance of anxiety and proving the advantages of the system.
- b. Improvement of teachers salaries to compensate for the sub-roles assigned to them.
- c. Improvement of physical facilities available and planning of new facilities.

After the implementation of the credit system in 1991-1992 academic year, the first study was conducted by Baykul, et.al (1993) to identify the applicability of the system in secondary schools and the problems faced during the implementation in the first year of the credit system. The study was conducted in randomly selected schools in Ankara, Canakkale, Isparta, Kirsehir and Tokat. The data were collected from a total of 771 teachers, administrators and counselors and 2021 students

through questionnaires. The results of the study showed that the credit system could be implemented in Turkey and the problems identified that are related to this study are as follows:

a. Students were not guided in accordance with their needs, interests and abilities due to the limited number of elective courses offered, insufficient number of classrooms and teachers.

b. The number of documents that describe the vocations and occupations and universities were limited and the documents available had not been sent to schools.

c. Some schools did not have advisory and counselling services, or the counselling services had not been furnished with facilities.

d. Advisory services had not been given due to inadequacy of student background forms, lack of interaction between the advisors and students, and advisors not being able to provide guidance due to a high number of teaching hours.

5. Schools were more influential on the students in the selection of elective courses than the parents due to students and parents not being familiar with the courses offered and parents not being involved in schooling.

6. Teachers did not feel competent in giving guidance and students did not believe in guidance.

7. The number of meeting rooms were insufficient and each advisor was assigned so many students that guidance could not be provided.

8. There was lack of necessary facilities for students to spend their time during their free time.

It was also emphasized in this study that despite the inadequacies, the system should not be abolished and that required improvements should be initiated.

Bilgen in his study (1994) has stated that the school principals agreed with the underlying principals which are contemporary and democratic education of the credit system. He also said that, the success of the students at the end of the first semester of 1991-1992 academic year was quite high. He, therefore, concluded that credit system could increase the success rate of the students since many features of the system such as availability of elective courses and relief from grade promotion system could be motivating. (Bilgen, 1994) In a similar study conducted in Eskisehir, 87% of the teachers who attended the study reported that they

approved of the credit system. (Sozer, 1993)

Another study was conducted by Baykal in 1995 to compare and contrast the perceptions of students who studied in the credit system for three years and students who studied in the grading system for three years, about the problems faced in schools, their academic success rate and their satisfaction level. The study was conducted in Ankara, Istanbul and Izmir and the data were gathered from 2008 subjects who were either studying at a university or at university preparatory courses during the 1994-1995 academic year. The data obtained from the questionnaires have shown that students approved of the credit system. Problems are faced in every educational system. However, although there was no highly significant difference between the problems identified and ranked in order of importance by the two groups of students, the students who studied in the credit system seemed to evaluate the problems faced more positively. On the other hand, although there was no difference in their perception of success, the satisfaction level of students in the credit system was higher than students in the grading system. A similar finding was observed in the study conducted by Geban, et.al during 1993-1994 academic year. The study was conducted in thirty

six public secondary schools within the province of Ankara. A questionnaire was administered to 135 chemistry teachers at these schools. The findings of this study showed that 24% of the teachers partially agreed, 33% of them agreed and 24% of them fully agreed that the credit system was more effective than the grading system. 39% of the same teachers partially agreed, 21% of them agreed and 5% of them fully agreed that credit system enhanced student success. In the same study, 7% of the teachers partially agreed, 43% of them agreed and 21% of them fully agreed that students were guided based on their interests in the credit system. The concluding remark was that credit system was more effective than grading system in its implementation and guidance aspects. A contrasting finding was observed in Baykara's study (1994) conducted during 1992-1993 academic year Pedagogical Formation Course. The results of the study have shown that, despite teachers' approval of the credit system, due to problems experienced while implementing the system, 67.70 of the teachers who participated in the study did not believe that the system enhanced students success.

Another study was conducted in six different schools in Ankara, Istanbul and Izmir. (Baykal,

1995) The data obtained from the questionnaires administered to 494 teachers, counselors, administrators, parents and other parties showed that 64.9% (268) of the subjects were in favor of continuation and improvement of the credit system. On the other hand, of the 19.1% (79) of the subjects in favor of abolishment of the credit system, assistant principals formed the highest percentage. It was also indicated in this study that the assistant principals played the key role in the credit system. The subjects had also listed in the order of importance the identified benefits and disadvantages of the credit system which are as follows:

1. students are able to elect courses in accordance with their abilities.
2. students are able to elect courses in accordance with their interests.
3. students tend to elect courses which are easy for them.
4. students improve their sense of responsibility and decision-making.
5. students waste time due to wrong decisions.
6. students cannot live in a disciplined and well-organized environment.
7. students can make bad decisions due

to external influences.

8. students gain the right to decide on their future.

9. there could be financial waste due to students wrong elections.

10. students cannot undertake responsibilities since they are not ready for it.

11. students' loss of time shortens due to abolishment of unnecessary repetition of courses.

12. students cannot get the sense of belonging to a group.

13. students gain the ability to socialize with students of different characteristic.

14. students' financial waste decreases due to abolishment of unnecessary repetition of courses.

15. students' chances to have long-lasting friendships are impaired.

16. students find more time to interact with other friends. (Baykal, 1995)

In a study conducted by Ardac (1995) it was pointed out that the implementation of the credit system was generally not functioning fully in public schools; however 70% percent of the students who attended the study described the credit system as

partially adequate. The results showed that there was a relationship between the success of implementation and students' success. The results also showed that the credit system was more adequately implemented in private schools and super high schools than at other schools due to their available resources and facilities.

The guidance dimension of the credit system was studied by Demirci (1995) to identify the consistency between the field the students studied in secondary school and the set of questions the students answered in the university entrance exams, and the relation between the support provided to students in guidance and the credit system. The study was conducted in Ankara, Istanbul, Izmir and Konya. A questionnaire was administered to 2008 students. The results of the study revealed that the field the students studied at secondary school and the field they answered in the university entrance exam were significantly in cohesion. This showed that the guidance component of the credit system has achieved consistency between the field studied at secondary school and the branch preferred in higher education. The other result was that students in higher education achieved to specialize at the field they studied at secondary school and

the field they preferred at the university entrance exam. It was also identified that students benefited greatly from the guidance provided at schools in the credit system. It was also recommended in this study that the results could be better if the necessary importance is given to guidance in schools.

A study conducted by Murat (1993) in Diyarbakir aimed at identifying the effects of guidance service on students perceptions and their expectations in secondary schools. The result of the data gathered via questionnaire from 402 students in secondary schools showed that students rated the guidance support provided by the advisors as "very little" or "none". Students believed that advisors were not providing any background information about vocations and universities and setting future goals, not helping while experiencing affective problems and not cooperating with their parents, as well as not providing student services orientation programs so as to enable them to make better use of their spare time.

At another study conducted at Diyarbakir, students in the control group did not receive any guidance in school whereas the experimental group

was provided guidance. The result of the study showed that there was a significant increase in the grades and passing rate of students in the experimental group. It was also observed that students' ability to cope with the problems had increased and eventually the rate of problems had also decreased. Improvement was observed in these students' study habits and attitudes towards learning and a decrease in the attitudes that cause disciplinary action. (Cetiner, 1992)

During the 1990-1992 academic year, a critical analysis of improvement endeavor in secondary schools within the province of Ankara was conducted by Hazir. The results of the critical analysis revealed that 82.85% of the advisors were not familiar with the elective courses offered in their schools. The reasons provided for this were the lack of knowledge about the system, lack of interaction between the management and teachers and frequent changes in the educational systems. Of these teachers only 28.39% of them were aware of the number of credits required to graduate from the secondary school, whereas 96.55% of the students were aware of the credits required to graduate.

36% of the students were getting support from

their class teachers, 30% from their advisors and 5% from the counselors while electing their elective courses whereas 25% were not getting any support.

80% of the teachers, on the other hand, believed that they were not trained to be advisors. 68% of them believed that there should be in-service training, 50.54% of them believed that students should be better informed about the system and that there should be better interaction between the school and parents and 23% of them believed that the advisors role and responsibilities should be better identified.

The recommendations provided by the subjects that are relevant to this study are as follows:

1. Students should be guided based on their interests, needs and abilities, the credit requirements and offered courses (compulsory and elective) should be explained at the beginning of each year and there should be tutorials for weak students.
2. School members should meet frequently to discuss the features and amendments to the procedures.
3. There should be strong parental cooperation

and hence solutions should be found among the advisors, counselors and parents. Advisors should be financially rewarded.

4. There should be meetings with students to discuss their problems and students should be monitored closely for evaluation purposes.

5. Elective courses offered in each school should be in accordance with the school's capacity.

Ulkusel (1993) based on her study conducted in Istanbul, states that although guidance consists of educational, vocational and individual guidance components, only the educational guidance exists in schools due to lack of personnel or lack of knowledge of the field. Another issue brought up as a result of this study was the use of instruments by individuals who are not specialists in the field. The other issue was the use of counselors in teaching administrative work and office work at secondary schools, despite it being clearly stated in their job description that, they should not undertake these responsibilities. Counselling requires respect for the client and therefore, confidentiality is the main feature of counselling. However, the results of the study revealed that most

of the counselors at schools were not assigned an office for their use. The last finding was that although it was initially planned to assign only 200 students to each counselor, in practice counselors were assigned up to 4000 students.

A study was conducted by Koymen (1995) in twenty one public high schools within the province of Adana. The study was conducted in two stages; first in the 1991-1992 academic year, then in the 1993-1994 academic year. The schools remained the same in both stages of the study yet some of the participants were replaced, hence the characteristics of the subject groups changed. Data were collected from 23 school managers, 121 teachers and 859 students during the first stage of the study and from 33 school managers, 114 teachers and 723 students during the second stage of the study via questionnaires. The study aimed at identifying the perceptions of subjects about pre-preparation studies conducted for the system and the evaluation of the existing infrastructure, guidance, success, communication and discipline and perceptions about whether the system should be abolished or not.

The first finding of the study was that subjects believed that the elective courses were not

sufficient in quantity mainly due to the limited number of teachers and lack of cooperation among schools. The quantity of compulsory courses were found "normal" by the subjects. However, although the students and teachers were mainly in favour of reducing the number of courses per week, managers mainly were against such a reduction.

Another finding was that guidance and counselling services did not exist in more than half of the schools. Besides, the inadequacy of the instruments used by counsellors and their inadequacy in using the instruments available were the major problems.

Although students stated that support provided by advisors to students in setting their future goals and selecting optional courses in accordance with their abilities and interests increased gradually over the years, it was also found out that the support provided was inadequate. On the other hand, advisors mainly believed that their knowledge in guidance was sufficient to carry out their advisory role and responsibilities since they were teachers. Although managers mainly believed that the system impaired student-teacher communication or interaction, teachers and students

believed that it did not. Finally, all the subjects participating in this study believed that after the implementation of necessary improvements, the system should continue.

2.4 Summary of the Review of Literature

Schools are technically simple but socially complex organizations fundamentally shaped by relationships among students, parents, teachers, counselors, and the administrators. (Mintrop, 1996) The basis of these relationships is formed by a high quality analysis of the students needs. This needs analysis is essential for developing a comprehensive and effective guidance programs in schools.

The studies reviewed reveal that the main concerns of students in secondary education were their academic progress, setting their future goals and making decisions. In other words, students were in need of more information and activities, thus guidance so as to improve their self concept and communication. However, it was also realized that students and parents had little knowledge of the information accumulated in the school over the years for each student. It was indicated in Roberts (1984) study that the usual reporting systems were inadequate since what was needed was a planned

effort to communicate with students and parents. Parents and students found individual conferences held at schools beneficial, and perceived such interaction as individualized and personally meaningful learning experience.

There seem to be differences in perceptions of teachers, counselors and parents of the counselor's role and responsibilities. Counselors and parents believed that job placement and vocational career counseling were the most important responsibilities of counselors. However, counselors gave more importance to personal and educational counseling than the parents. Teachers, on the other hand, perceived counselors as a resource for handling disciplinary problems. Although teachers were developing more positive attitudes towards counselors and believed that they were well-educated, they had difficulty in understanding the role of the counselors and described them as ineffective.

The implications of these findings could be grouped into three. The first implication is that, counselors should become more active in providing information about their role and responsibilities to all parties involved in schooling. The second

implication is that, students should be informed about their academic and individual development to enable them to set their future goals. The last implication is that close interaction among parents, students, teachers and counselors is necessary with the efforts of all individuals concerned for a better guidance service.

When the status of secondary school guidance services is analyzed, there seems to be a need for nationwide written plans and guidance, as well as committees to deal with guidance in secondary school in England and America. Another need was for career guidance services being given to all students in these countries and Japan. The students being given the right to elect courses and active involvement was seen as an obstacle in avoiding disciplinary problems in Germany. In Canada, however, worries were about criteria set by students to elect courses and the competitive environment and grade enhancing practices being created.

The case studies reviewed that were conducted in Turkey revealed that despite the problems experienced, the credit or the subject promotion system could be implemented in Turkey. The guidance problems identified in all the studies reviewed

were quite similar and were mainly about educational and vocational guidance. The first problem, was not having such services in some schools. The second problem was the lack of or little parental involvement in schooling. The third problem was not having instruments needed in guidance. The fourth problem was teachers not having the necessary training to specialize in guidance and their lack of knowledge of the requirements of the system. Then, the inadequate educational guidance was due to limited number of courses offered, insufficient number of classrooms and inadequate cumulative record maintenance and use. Finally, the lack of documents and information describing vocations and occupations resulted in students not being furnished with such data.

On the other hand, the result of the studies reviewed revealed that students benefited greatly from educational and vocational guidance when provided. It was also found that guidance enhanced students study habits, attitudes towards learning and decreased disciplinary action.

The implications of these studies could be grouped into four. Firstly, there should be guidance services in all schools. Secondly,

infrastructure problems should be dealt with as soon as possible. Then, students should be furnished with necessary academic and vocational information. Finally, close interaction among students, parents, teachers and counselors is necessary for better guidance of students.

When the implications of the studies conducted in Turkey and in other countries is considered, the similarity is in the students' need of more information in regard to the fulfillment of their educational and vocational guidance. Infrastructure problems seem to be unique to Turkey but the need for close interaction among students, parents, teachers and counselors seems to be the issue that needs to be addressed in all the societies.

CHAPTER 3
METHODOLOGY

3.1 INTRODUCTION

*When God made Heaven and God made Earth,
He formed the seas and gave Man birth.
His heart was full of jubilation:
But he made one error-no Evaluation!*
(DeRoche, 1981, p. 173)

In this chapter, the data collection procedures utilized in this study to evaluate the interaction among advisors (teachers), school counselors, parents and students in the credit system at secondary school level are described.

3.2 The Problem Statement

How do the parents, advisors, school counselors and students perceive their interaction in the credit system at secondary school level? According to their perceptions, are there any factors that facilitate and/or constrain this interaction?

The following are the sub-problems that this study aims to answer:

- a. Are students, counselors, advisors and parents equipped with the necessary knowledge about the credit system so as to be fully aware of their roles and responsibilities and function accordingly?

b. Are students provided guidance in determining their needs, interests, abilities and future goals and selecting courses accordingly by their advisors, counselors and parents.

c. What are the factors that constrain the organization and administration of meetings held with the advisors, counselors, students and parents to identify and determine students progress, unmet needs and problems?

d. Are evaluation results utilized as a measure to improve the guidance and counselling services? How?

3.3 Definition of Terms

The following terms are used throughout the study to refer to the subjects defined as follows:

3.3.1 Counselor

The term counselor is used for the person assigned by the school administration to provide both psychological and academic counselling to the students in accordance with their needs, interests and abilities, with the assistance of advisors and other specialists. Graduates of Psychology, Psychology in Education and Psychological Guidance and Counseling departments are employed as

counselors to schools.

Their function is to furnish the students with necessary information about the credit system. They are also to provide psychological, academic and career guidance. Counselors assist students in determining their needs, interests and abilities and give decisions accordingly. Psychological assistance is given to students to identify their weaknesses and strengths to meet their future objectives. (Tebliğler Dergisi, 1985, p. 531)

3.3.2 Advisor

Advisor is the term used for the teachers who are assigned by the school administrators to provide academic counselling to their assigned students in accordance with their needs, interests and abilities.

Regardless of their background, each teacher has to undertake the advisor role when assigned. An examination of guidance and counselling must begin by insisting that just as every teacher is a teacher of social skills, so every teacher is an educational counselor (Fontana, 1992). The advisor role is vital due to the fact that students will be better guided to their further studies. There are three

main functions of an advisor; to provide information, to be informed of the students needs, abilities and interests, and to guide the students.

Advisors are responsible for providing the description of the nongraded system, the outlined subject areas in general high schools in order to graduate and the courses to be elected within each outlined subject area, points that students and parents have to be informed of.

Since this policy is based on student-centered approach, care should be taken to discover the needs, interests and abilities of each student. Therefore, advisors have to use different sources such as the student, counselors (in case of their absence, questionnaires designed by the Ministry of National Education to collect background information and to get feedback will be used), student profiles, observation of student development, and parent-teacher meetings. Advisors will also set appointments to meet students outside class hours for better guidance. Based on the data gathered about the student, courses relevant to student's needs, interests and abilities will be selected through discussions held with the student and the student's parents. The role of the advisor will

only be of guidance. Gifted and disabled students will be identified and counselors and school administrators will be notified. Students motivation will be enhanced by planning tours to vocational areas of interest to students outside school hours. (Ders Gecme Kredi Sistemi, Tanitim Dokumani, 1991)

3.3.3 Parent

The term parent is used for the mother or father or designated individual who participates in parent-school collaboration. They can also be defined as the sponsor of the student in the educational setting.

In this system, the parent's function is to be actively involved in the determination of their son's or daughter's future goals, yet only as a guide. Just as the students have to, they also first have to be familiar with the credit system. They have to realize that the courses selected will prepare the students for their future lives. Therefore, parents should try to understand the needs, interests and abilities of their children. They first have to inquire and discuss whether their son or daughter wishes to go into further education. Based on this wish or desire, courses should be

selected. More value should be placed on the student's wishes or opinions while making decisions. Parents have to be in close-contact with the advisor and/or counselor of their son or daughter to get continuous feedback and background information in order to provide more effective guidance to them.

3.3.4 Student

The term student in this study refers to the fifth semester student studying at high school where the credit system has been implemented.

3.3.5 Principal

The term principal is used for the person assigned by the Ministry of Education who is responsible for organizing, administering pupil personnel services and staff.

3.4 Design of the Study

This study is a qualitative study with the aim of evaluating the interaction among advisors (teachers), school counselors, parents and students in the credit system at secondary school level. The data were collected through interviews which were held at three general high schools randomly selected to represent lower, middle and higher economic

status within the city of Ankara. A total of twenty four subjects, eight from each school consisting of two advisors, two students, two parents, one counselor and principal were interviewed on a voluntary basis. Interviews were done on individual basis where an standardized open-ended interview guide approach was used. The data gathered from the interviews were subjected to descriptive analysis.

3.4.1 Background of the Methodology

Although the qualitative method has only lately gained recognition in the field of education, it's use in education can be traced back as far as the 19th century stemming from sociological and anthropological roots. (Bogdan and Biklen, 1992) The social problems experienced in the earlier days required extensive social surveys. These surveys were important in the development of the use of the qualitative method in education due to its immediate relation to social problems and because of its peculiar position midway between expose and scientific study. The anthropological roots of the qualitative method in education was due to the need to study cultures with the intent of learning how each culture was understood by its members in the natural setting. The qualitative method has become important in education lately due to the need for a

description of what students experienced in schools and a recognition of the views of the powerless and the excluded. (p.9)

The qualitative method just like the quantitative method consists of statement of a purpose, posing a problem or raising questions, defining a research population, developing a time frame, collecting and analyzing data, representing outcomes and relying on a theoretical framework and being concerned with rigor. The assumption in qualitative analysis is that reality is socially constructed, subject matter is primacy, variables are complex, interwoven and difficult to measure. The purpose is to contextualize, interpret and understand the actors' perspectives. The method ends with hypothesis and grounded theory, the researcher is an instrument, it is naturalistic or inductive, searches for patterns, seeks pluralism, complexity and makes minor use of numerical indices and descriptive writing. The researcher is personally involved with empathic understanding. (Glesne and Peshkin, p.6)

3.4.2 Subjects of the Study

In this study, a total of three general high-schools were used. The schools were randomly

selected to represent lower, middle and higher economic status within the city of Ankara. The detailed information about the schools representing the mentioned economic status was gathered from the National Statistics Institute and from each individual school. The National Statistics Institute stated that Ankara City Municipal furnished their office with this data and that they were not informed about how or why such classifications were made. However, when the Ankara City Municipal office was contacted they stated that they did not possess such information and therefore could not provide the characteristics of such a classification. Although the school representing the lower economic status agreed with their classified status, the schools representing the middle and high economic status did not totally agree with their classified class by stating that they belonged to a lower economic status than they had been classified in.

The reason for classification is as follows: Social class is a sensitive issue and many examinations of social class have been carried out. Although many of these studies have classified families in five categories of paternal occupation, ranging from high professionals to unskilled

laborers at the bottom, in this study they will only be classified into three categories as low, middle and high. Fontana (1992) concludes that poor living conditions, the economic problems, the verbally unstimulating environment, and the lack of cultural and leisure facilities experienced by many lower social and economic (LSES) status families inevitably act as a powerful handicap to the educational progress of their children, and prevents them from realizing that the purpose of schooling is to increase the range of desirable possibilities that face the child in terms of vocational interest.

The subjects involved in this study can be put under five groups. The subjects to be interviewed included 1) school principals, 2) advisors, 3) counselors, 4) students and 5) parents from three schools with low, middle and high SES. These subjects were selected on voluntary basis. However, subjects familiar with the graded system as well as the non-graded system were preferred. For an indepth and broad analysis of individual responses, the number of these subjects was limited to a small size. A total of 24 subjects , eight from each school were selected. The eight subjects in each school consisted of two advisors, two students, two parents, one principal and one counselor. (Please

see Table 3.1) The interviews were held in the subjects setting at appointed times.

Table 3.1
The Number of Participants Who Attended the Interviews in Each School

Subjects	LSES School (Ulugbey)	MSES School (Batikent)	HSES Schools (Ayranci)	Total
	n	n	n	n
Students	2	2	2	6
Parents	2	2	2	6
Advisors	2	2	2	6
Counselors	1	1	1	3
Principals	1	1	1	3
Total	8	8	8	24

3.4.2.1 Principals

This study was designed so as to interview the principals of the three randomly selected schools. However, all three of the principals appointed the head of the assistant principals in their schools to participate in the interviews on their behalf.

The LSES and MSES school principals personally informed the researcher that due to their tight schedule at the time of the study, they would not be able to attend the interviews. It was impossible to meet the HSES school principal. He sent messages

via his secretary and the reason why he did not wish to attend the interview remains unknown.

Although school principals are not directly involved in the interaction, since they are the authority for ensuring the effectiveness of school programs and personnel in each school, their responses were included in the study.

3.4.2.2 Advisors

Six advisors (teachers), two from each school, participated in this study. All six of the advisors to be interviewed were selected on a voluntary basis. Although all of the advisors were teaching different subjects at their assigned schools, they could all be described as experienced teachers since they had been teaching more than ten years. Therefore, they were familiar with the graded system as well as the non-graded system.

3.4.2.3 Counselors

Three counselors, one from each school, participated in this study. All three of the counselors were assigned to their schools as of 1994-1995 academic year. Two of the counselors have always worked in Ankara District, at different schools. One of the counselors, however, had worked

in different districts of Turkey at different schools. All three counselors had also worked in Psychological Guidance and Counseling centers of Ministry of Education.

In schools where there was more than one counselor working in the particular school, the counselor to be interviewed was selected on a voluntary basis.

3.4.2.4 Students

Six students, two from each school, participated in this study. All six of the students were fifth semester students in high-schools in the credit system. The students to be interviewed were selected on a voluntary basis. All of the students were familiar with the graded system as well as the non-graded system.

Although the gender difference issue lies outside the scope of this research, students were selected so as to be representative of both sexes. Therefore, one female and one male student were interviewed in this study.

3.4.2.5 Parents

Six parents, two from each school, were

involved in the study. The parents were approached during the Parental Open House Meetings and the parents to be interviewed were selected on a voluntary basis. However, among the parents who volunteered their educational background was taken into consideration since the commitment and involvement of parents in schooling would differ in accordance with their educational level. (Fontana, 1992)

The distribution of parents to schools according to their educational levels is as follows:
(Please see Table 3.2)

- a. LSES School (Ulugbey): one primary school graduate parent, a housewife and had never worked. One secondary school graduate parent, a small-scale retailer.
- b. MSES School (Batikent): one secondary school graduate parent, a retired government employee, currently a housewife. One university graduate parent, working as a supervisor of at a government office.
- c. HSES School (Ayranci): one primary school graduate parent, an artist, currently a housewife. One university graduate parent, a retired civil servant, currently working as

an advisor on a foreign firm.

The notion of the parent will be narrowed to being the sponsor of the student in the educational setting, ungendered and shifts in family life will be ignored. The rationale for this narrowing is that the ability of parents to guide their children is rather unevenly distributed and depends on the social status of the parents in society (Fontana, 1993).

Table 3.2
The Education Levels
of the Parents Who Attended the
Interviews at each School

Education Level	LSES School	MSES School	HSES School
Primary School Graduate (PSG)	1		1
Secondary School Graduate (SSG)	1	1	
University Graduate (UG)		1	1
Number of Parents			

3.4.3 Instruments

Interviews were used as the data collection technique. The purpose of interviewing in this study is to understand the opinion and perceptions of the participants interviewed about the interaction among them. Interviews were tape-

recorded with the permission of the participants. After each interview, the interview was transcribed in written form. In this study, the interview guide approach with a standardized open-ended approach were combined in order to permit the interviewer more flexibility in probing and considerable freedom in determining when it was appropriate to explore certain subjects in greater depth.

3.4.3.1 Qualitative Interviewing Characteristics

Interviewing is a human interaction with all of its attendant uncertainties. "The purpose of interviewing in evaluation is to understand how people in a program view the program, to learn their terminology and judgements and to capture the complexities of their individual perceptions and experiences" (Patton, 1987, p.115)

The strength of qualitative interviewing lies in the fact that it provides a framework within which respondents can express their own understanding in their own terms rather than forcing program participants to fit their knowledge, experiences, and feelings into the evaluator's categories when closed instruments are used. On the other hand, since the participants only report their own perceptions and perspectives on what has

happened the interviews are a limited source of data. These perspectives and perceptions are subject to distortion due to reasons such as personal bias or anxiety. Interview data can be greatly affected by the emotional state of interviewee at the time of the interview is conducted and data are also subject to recall error, reactivity of the interviewee to the interviewer, and self-serving responses. (Patton, 1990)

The informal conversational interview, the general interview guide approach and the standardized open-ended interview are the three approaches to collecting data through in-depth, open-ended interviews. The informal conversational interview consists of asking questions spontaneously in the natural flow of an interaction. This is typically an interview that takes place during an ongoing participant observation field work. A list of questions or issues is an interview guide which is prepared to ensure that the same information is obtained from a number of people by covering the same material. The standardized open-ended interview consists of a set of questions that is delicately designed so as to ensure taking each respondent through the same sequence and asking each respondent the same questions with essentially the

same words. (Patton, 1987 p. 108)

Patton identifies that it is possible to combine the informal conversational approach with an interview guide approach as well as the interview guide approach with a standardized open-ended approach. (p. 114)

3.4.3.2 Content of Qualitative Interviews

Questions created by the researcher prior to the interview may remain unchanged throughout the interview or questions may be added to or replace the pre-established ones during the interview. (Glesne and Pashkin, 1992, p. 63) The respondents who are presumed to possess the target information, on the other hand answer questions in the context of motives, values, concerns and needs.

There are basically six kinds of questions that can be asked in an interview. (Patton, 1987) These are:

1. Experience/Behavior Questions
2. Opinion/Belief Questions
3. Feeling Questions
4. Knowledge Questions
5. Sensory Questions
6. Background/Demographic Questions

Experience/Behavior questions are aimed at eliciting descriptions of experiences, behaviors, actions, and activities that would have been observable had the observer been present. Opinion/Belief questions are aimed at understanding the cognitive and interpretive processes of people that describes the respondents thought about the world or a specific setting, their goals and intentions, desires and values. The emotional responses of people to their experiences and thought are elicited by Feeling questions. However, analytical, interpretive, and opinion statements are not answers to questions about feelings since these are opinions. Knowledge questions are aimed at finding out what factual information the respondent has that are considered to be known, facts. Sensory questions are about what is seen, heard, touched, tasted and smelled to allow the interviewer to enter into the sensory apparatus of the respondent. Background/Demographic Questions are concerned with identifying characteristics of the person being interviewed to locate the respondent in relation to other people. (Patton, p. 135)

3.4.3.3 Content of Qualitative Interviews of the Study

All the questions in the interview in this study were opinion/belief and knowledge questions so as to inquire their perceptions of the interaction among them. Each structured question focused on the subjects' opinions, perceptions and perspectives with regards to the interaction among students, parents, advisors and counselors. This enabled the researcher to find out the total experiences of the subjects and to obtain detailed responses.

There were nine structured questions to be asked to the counselors, eight for the advisors and the principals and seven for the students and parents. The structured questions asked to all subjects focused on gathering different data were as follows:

- a. The question that asked "Are the students and parents provided with an explicit explanation of the credit system by the advisors and/or counselors?" was designed to identify the subjects perceptions of the credit system.
- b. The question that asked "To what extent are the students provided support to in exploring and determining their needs,

interests, abilities, future goals, and in selecting optional courses accordingly?", focused on the quality of guidance provided.

c. The accessibility and use of records kept in schools to observe students were focused in the question which asked "Are the data in "Student Academic and Personal Profile" reviewed and discussed with the students, parents, advisors and counselors in the regular meetings?".

d. The coordination and continuity of the interaction among the students, parents, advisors and counselors was focused in the question which asked "Do you think that the organization and administration of regular meetings provided the opportunity to discuss the student's progress and identify their needs, problems and etc?".

e. "Are the evaluation data of the advisor/counselor services utilized to improve it?" This question was designed to retrieve the students, parents, advisors, counselors and the school principals perceptions about the evaluation of the mentioned services.

f. The last two questions in all the interviews focused on the identification of the perceived major constraints and/or facilitating

factors and other comments that they would like to make.

The structured question that was asked only to advisors, counselors and school principals was as follows:

a. "Are the roles and responsibilities of the advisors and counselors explicitly identified, specified and documented?" This question was asked to identify the advisor's and counselor's acceptance and comprehension of their roles and responsibilities.

The structured question that was asked only to the school principals was as follows:

a. Are the role and responsibilities of the principals explicitly identified, specified and documented? This question was asked to identify the school principal acceptance and comprehension of his or her role and responsibility.

The structured question that was asked only to the counselors was as follows:

a. "What type of activities and/or instruments are designed to ensure the psychological, mental and physiological development of the

students as a whole?" This question was designed to gather further information about the extent of their roles and responsibilities.

3.4.3.4 Development of Data Collection Instruments

During the document review process, the role and responsibilities of students, parents, advisors and counselors in the credit system in secondary school were reviewed. Based on this revision, the role and responsibilities of the above mentioned individuals were listed one by one to form the interview guide.

After the development of interview guide, the areas where interaction was required among them were identified and given headings. These headings were then formed into question format. A literature review was also done in evaluation of pupil services to enhance the questions.

The interview guide and questions were piloted before the actual interviews so as to ascertain weakness in technique, structure, approach and content. One subject from each group, except the school principals, were interviewed for testing purposes. They were not the participants of the actual study. Based on the data gathered from the

participants and feedback received, questions were improved.

3.4.4 Data Collection Procedures

Data were collected through interviews which started at the beginning of December 1995 and ended at the end of March 1996. The first point of contact in schools was the head of assistant principals. They, then, informed the students, parents, counselors and advisors about the purpose of the study and asked for volunteers to participate in the study. Among the volunteers, interviewees who matched the definition of the subject of this research were chosen. (please see section 3.4.1) Each interview was conducted in person by the researcher on a prearranged date that suited the interviewees the most. Interviews were tape recorded with the permission of the subjects. After each interview, the interview was transcribed in written form.

3.5 Background of Data Analysis

Analysis, is the process of bringing order to data, organizing what is there into patterns, categories, and basic descriptive units. Interpretation of data involves attaching meaning and significance to the analysis, explaining

descriptive patterns and looking for relationships and linkages among descriptive dimensions. (Patton, 1990, p.144)

Since there are no formulas, the analysis of qualitative data is a creative process. There is no one right way to organize, analyze and interpret data. Due to high volume of data generated by qualitative interviewing, writing reports, developing analytic files, applying rudimentary coding schemes, and writing reports can be helpful in managing the data in the early data analysis. This organization enables the researcher to reduce the data. The later data analysis is entering the code mines for classifying and categorizing data. The display of this data enables the researcher to make comparisons and contrasts within the data since data display provides the skeleton of the work. Next step of analyzing data is drawing/verification of conclusions via noting regularities, patterns, explanations, and propositions. (Miles and Huberman, 1984).

3.5.1 Data Analysis

The interview data gathered in this study were analyzed as follows: First, the transcription of data gathered from the interviews were read in

detail to have full grasp of the general content. Second, the transcriptions were read again to develop a preliminary list of major codes and sub-codes. Upon completion of the preliminary list, they were reviewed so as to modify the coding system, where necessary. After numbering the codes, the data were reviewed again to mark each unit with the appropriate coding category. These procedures mentioned were used for classifying and categorizing data. Fourth, the data obtained from each participant interviewed were re-organized or sorted to comply with the coding scheme. In other words, the units of data were placed under the major codes and sub-codes developed. These new versions of transcriptions were rewritten. Fifth, each subject population was assigned major abbreviation and each subject within the same population was assigned sub-abbreviation. These major abbreviations, for example, were "P" for "parents" and "SP" for "school principals" and the sub-abbreviations "UGPM" for "university graduate parent from middle economic status school". Next, there was one file for each major code and the relevant transcriptions of each subject interviewed were placed there having their abbreviations annotated on them so as to avoid any type of confusion. Thus, each subject populations responses

under the major headings were filed together. In other words, data were displayed. This data were analyzed by first comparing the data comparing and contrasting the data obtained from each of the same subject population, then by compiling the data obtained from all the subject population under each major code. Finally, conclusions were drawn.

3.6 Limitations

The following are the limitations of this study:

1. Subjects involved in this study are limited in number.
2. This study is limited to public high-schools within the province of Ankara.
3. What subjects say in the interviews is assumed accurate of their knowledge, experiences and perspectives.

CHAPTER 4

RESULTS

The question this study attempts to answer is: How do parents, advisors, school counselors and students perceive their interaction in the credit system at secondary school level? According to their perceptions, are there any factors that facilitate and/or constrain this interaction?

To answer the above questions, first a library research which provided theoretical background for the study and then, qualitative research in which the student's, parent's, advisor's and counselor's perception of the interaction among them in secondary school were carried out. The data were obtained from total of twenty four participants from three schools. There were two students, two advisors, two parents, one counselor and one principal from each randomly selected school to represent lower, middle and higher socioeconomic level within the city of Ankara. The data in this study were collected through interviews with the mentioned participants. The presentation of the results will be presented under the following headings:

1. Roles and Responsibilities of Advisors, Counselors and Principal

2. Dissemination of Information
3. Support Provided to Students from Advisors, Counselors and Parents
4. The use of Student Profile Files
5. Design and Content of Regular Meetings
6. Evaluation of the Guidance and Counselling Service
7. Instruments used by Counselors
8. Constrative and Facilitative Factors that Affected Interaction in School
9. Other Issues

4.1 Roles and Responsibilities of Advisors, Counselors and Principals

4.1.1 Perception of Advisors of Their Roles and Responsibilities

All six of the advisors who attended the interviews stated that they had been issued written documents and booklets prepared in their schools and attended meetings held in their schools. Except for one of the LSES school advisors, all the advisors believed that the advisor's role and responsibilities were explicitly specified. One of the LSES school advisors and one advisor from HSES school believed that the meetings along with booklets and documents were very beneficial. Furthermore, a HSES school advisor believed that

meetings were much more beneficial since she believed that some points could be missed or misinterpreted while reading. On the other hand, although the LSES school advisor believed that their roles and responsibilities were explicitly identified, her only conflict was due to her belief that there was no difference between the advisor's and the counselor's roles. She said, "it was emphasized that it was necessary for each teacher to be an advisor but I don't see any difference between a counselor and an advisor".

On the other hand, two advisors from MSES school and the other advisor from HSES school believed that although their roles and responsibilities were specified it lacked explanation of how these roles and responsibilities could be accomplished. They all said "we are told what to do but not how to do what we have to do".

Meanwhile, the LSES school advisor who believed that an advisor's role was not explicitly identified said " they gave me a handbook like a brochure which I believe did not have explicit information but I am not hundred percent sure of it". He also believed that explicitness of the explanations had no importance since providing guidance required a professionalism

and specialization which the teachers did not have. He said, "experts should do it, not others".

4.1.2 Perceptions of Counselors of Their Roles and Responsibilities

When asked if the counselors' role and responsibilities were explicitly identified, specified and documented, all three interviewees stated that the written documents provided were not explicit. All three of the counselors stated that they found out about the system through their personal efforts and by trial and error methods.

The counselor from LSES school stated that although the counselors played the most important role in this system, the circular issued only outlined the roles and responsibilities of the advisors. He stated that since guidance could only be accomplished by the counselors, their roles and responsibilities should have been more explicitly identified and specified. He said, "they probably did not think of it at the beginning".

The MSES school counselor reported that the roles and responsibilities of counselors were just defined as helping the student and the parent in choosing courses in accordance with his or her

ability and interests. She perceived this definition as an underestimation of their functions. She said "there is not a detailed explanation of our role and responsibilities".

The HSES school counselor stated that although assistant principals were invited to meetings held by the Ministry of Education, counselors were not invited which she perceived as a lack of importance placed on counselors. She said, "we did not get any external support". She also said that due to this lack of importance, their role and responsibilities were not clearly stated. She added "the responsibilities of advisors and counselors are not clear cut, they are confusing". She said that this had been causing a lot of conflicts since the system required close cooperation among students, counselors and advisors. However, she said, she had difficulty in understanding what her role and responsibilities were.

4.1.3 Perceptions of Principals of Their Roles and Responsibilities

The HSES and MSES school principals reported that a written instruction document has been sent to them identifying their roles and responsibilities. The HSES school principal also said, "the explanation of the principal's role and

responsibilities are in general terms". However, the LSES school principal reported that there was no such a document and that there was no need for such document since the new system had not brought about changes in their role and responsibilities. He said, "the roles and responsibilities of principal remains unchanged in all systems". On the other hand, he along with the other principals stated that the roles and responsibilities of advisors, counselors, students and parents and the procedures to assign advisors and counselors to their posts and allocation of their responsibilities have been explicitly documented. The MSES school principal added that "explanations were explicit since the principal's are responsible for implementing the system therefore he has to know the circular in depth".

4.2 Dissemination of Information

4.2.1 Perception of the Students

Of the six students who attended the interviews, five of them stated that they were not given an explicit explanation of the system whereas one student said that they were.

These five students perceived the content of the explanation provided as inadequate and too

simple. Of these five students, four of them said that the explanations were mainly based on general features of the system where one student said it was mainly advice. The LSES school students said, "explanations consist of giving timetables, and the list of subjects". The student from MSES school who stated that the explanations were about general features of the system listed these features as "compulsory attendance requirement, grading system and the opportunity to graduate in five semesters" . The other student from the same school who described explanations as advice said "teachers always tell me that a student's success in this system depended on the student's future goals and hard work and they say study hard". The HSES school student said "the only things they tell me about is the attendance requirement, how much credit I need and the opportunity to graduate in five semesters".

All five of the students stated that the explanations were mainly given by the assistant principals and some teachers but not their advisors. The HSES school students referred to these teachers as "dedicated teachers".

All six of the students stated that no formal meetings or one-to-one meetings to provide

explanation of the system were held. Both students from LSES school said, "the organization of meetings is not suitable to be provided with necessary explanations". One of the students clarified this by stating that they had difficulty in listening to the explanations since the meetings were crowded and that they were not prepared to ask questions. The students from LSES and HSES schools said that the explanations were given during the "First Day of School Ceremony" or during the class hour. The students from MSES school said that explanations were mainly given before the ceremonies held on Fridays.

The LSES and MSES school students were not satisfied with their knowledge, although the MSES school students were able to get outside help. One of the students from LSES school said, "I could not grasp the concept of the credit system till the fourth semester, yet still we are not fully given the necessary explanations". On the other hand, the HSES school students were satisfied with their knowledge of the system since they were helped by their families, dersahanes, tutors and some of their teachers whom they referred to as "dedicated teachers". The student who said that he was provided with an explicit explanation of the credit

system said "I was given a a detailed description in Lise 1 by an assistant principal but although I do not meet with my advisor regularly, I am always able to get further information from my advisor when I need it".

4.2.2 Perception of the Parents

Of the six parents interviewed two of the parents stated that no explanation was provided. These two parents were, PSG parent from LSES school and UG parent from MSES school. The PSG parent said "I don't know the credit system, I definitely don't know it". In other words, she was not aware of the change in the educational system.

The other four parents said that the explanations given were verbal, not written and that they were neither explicit nor adequate. The secondary school graduate SSG parent from LSES school said that teachers had provided a verbal explanation of the system at a meeting at the beginning of the academic year but nothing in writing. He said, "teachers told us about credit calculations, attendance and the opportunity of graduating in five semesters". The SSG parent from MSES school said, "since I, myself, am very concerned with school, I follow it up very

closely". The parents from HSES school said that explanations were given by the teachers, assistant principals and principals at the parental open-house meetings.

Except for LSES school PSG parent who was not aware of the system and MSES school SSG parent who learned about the system through her personal efforts, the other parents relied on their son or daughter to familiarize them with the system. The PSG parent from HSES school said "the explanations confuse me so I consult my son for clarification and further explanation". These parents stated that their son or daughter was able to understand the system through the explanations given, discussions with friends and asking teachers.

4.2.3 Perception of the Advisors

All six of the advisors stated that they had been providing explanation of the system to parents and students. However, only MSES school advisors believed that their explanations were not explicit. The reasons they gave for not giving such explanation were the same. They said that the system gave the students freedom to make their own decisions concerning their life or future. One of the advisors said, "officials feared this freedom

since they perceived this freedom as the mean to cause students to be idle". Therefore they said, no sufficient explanation was provided with the excuse that the cost of printing a booklet would be too high and refrained from having meetings with the students with the excuse that the student population was too high and that parents did not come to school.

One of the advisors from LSES school said she has been giving explicit explanations to not only the students of whom she is the advisor of but also to students in her class. She said, "I can claim that no student in our school can say that he or she had not been provided with an explicit explanation or he or she doesn't know the system". The other advisors stated that they had been giving explicit explanations mostly to students in their class rather than the students of whom they were the advisors due to the difficulty in reaching those students. They said that since they are not the teachers of the students of whom they are the advisors they were not always able to contact those students. They said that students met them so as to complete the necessary paperwork as of the second semester. However, one of the advisors from HSES school stated, "my explanations could have been more

explicit if the Ministry of Education's explanations were more explicit".

The six advisors believed that they had not been able to provide explicit explanation of the system to all the parents. However, the advisor from the LSES school who said that she was providing explicit explanation to students said that she was meeting with the parents every month. She said "in those meetings I am providing reports about the student's success and answering any queries that they have". On the other hand the other advisor from the same school said that, although he had been willing to explain the system, he could not since parents were only interested in finding out about his or her son or daughter's grades. He said, "not a single parent asked me about the system and whenever I tried to talk about it they told me that I have the full authority to do anything I want". The two advisors from HSES school just like the advisors from LSES school complained about the lack of interest of the parents.

The two advisors from MSES school believed that parents had not been given an explicit explanation of the system in order to prevent the involvement of the parents in school administration. They said

that the system required the parent to monitor the school closely and participate in the administration of the school. However, they said, being monitored by parents was a challenge that the school did not want to deal with. They said that the school therefore refrained from providing detailed explanation to parents. One of the advisors said "parents are against this system because they don't know the system". One of the advisors said "in order for the system to be effective, parent-advisor-student and/or school administration should have worked together closely as of the first day of the implementation of the system".

4.2.4 Perception of the Counselors

The counselors from LSES and MSES schools said that they had been providing explicit explanation of the system to parents and students whereas the counselor from HSES school reported that she was not.

The counselors, who stated that they were providing explicit explanations to students, said that explanations were provided verbally at meetings held by them or the advisors during the first two semesters of the school. They added that after the second semester these sessions were not

held and that teachers were usually providing help during their class time. The counselor from LSES school said that he was also making brief announcements from time to time about the system before the ceremonies held on Fridays. He said "explanations were provided more frequently during the first two semester of the system but now it is generally believed that students are familiar with the system yet explanations are still provided". The MSES school counselor said that along with verbal explanations, a hand-out of available courses in the school was distributed to students. She continued by saying, "there is the description of courses and the required number of credits to graduate in the hand-out".

The counselor, who said that she was not providing explicit explanation of the system to parents and students, stated that during the first semester of the credit system, they tried to obtain information about the system from the schools which had applied this system earlier with the efforts of a dedicated teacher. She expressed her grief that during the data gathering and collating period students were lost because of not being acquainted with the system and that they still had not grasped the system and its goals. She said "I could not

understand what was happening, so how could I give explicit explanation at that time". On the other hand, she said that with the help of School-Parent Association, they had compiled the gathered data in a booklet. However, she said the majority of the students did not buy it since it was too late. She also said that since they did not have any meeting rooms they could not carry on meetings with the students. She concluded by saying "we still have not understood the system in accordance with its aims".

All three of the counselors stated that very few parents came to their meetings. When asked what means they had been using to inform parents of such meetings, they said that students were verbally asked to inform their parents and that no other means were utilized. The counselor from the HSES school stated that they should have distributed the booklet prepared to parents but could not do it due to financial restraints. She believed that misunderstandings of the system's rules and regulations such as attendance was due to students and parents not being familiar with the system.

4.2.5 Perceptions of the Principals

The three principals said that they provided explicit explanation of the system to advisors and counselors. The LSES school principal stated that both written and verbal explanations were given at scheduled meetings along with holding unscheduled meetings to clarify any queries. He said, "detailed explanations were also provided to teachers at those meetings".

The HSES school principal reported that after reviewing and revising the Credit System Statues, highlighting or underlining relevant and important points, they were distributed to concerned individuals and displayed on the bulletin board. He also added that, further queries were discussed at Teachers' Board Meetings. However, he also said "the explanations were not detailed enough for the teachers to better understand their roles and responsibilities".

On the other hand, MSES school principal stated that credit system guide, which had explicit explanation of the system, was distributed to each teacher. However, it was up to the individual advisor to enhance his or her knowledge about their role and responsibilities.

4.3 Support Provided to Students from Advisors, Counselors and Parents

4.3.1 Perception of the Students

All six of the students believed that they did not get the necessary help from their advisors and/or counselors in determining their needs, interests, abilities, future goals and determining their future needs. Furthermore, all six of the students were placed in subject groups without being asked based on their academic achievement. They also said that they were assigned elective courses that they had not elected, and referred to such courses as "compulsory elective" courses.

Except for the LSES school students, none of the students were not asked what their future goals were. These LSES students, during the interview stated that they were being asked about their future goals by their advisors and warned not to elect courses which they were not successful at. However, according to them there was a conflict here. One of the students explained this conflict as " I do not know why I was asked about my future goal since I could not elect the courses I wanted". He explained the procedure for electing courses as being given a list of three groups of courses where students had to choose one of these groups and elect courses from that particular group. However, he said, he was not

able to attend the courses he had elected and was assigned courses he had not elected. The other student reported that she decided to study in Social Science due to not being successful in science and math, as advised by her advisor. However, being given courses from science and math was a conflict for her. She said "I am not good at science and mathematics but they still give it to me. I don't understand it and that is the reason why I am not successful in school, I don't want to study".

Both students from MSES school reported that they had been assigned to subject groups against their wishes yet did not object. They both had different reasons for not objecting. One of the students mentioned "I had been assigned to Turkish-Math group by luck. After that based on the results of the tests taken in the "dersahane" and my university student brother's approval, we decided that TM group was suitable for me to meet my future goals".

The other student from the same school mentioned that based on his academic success in the first and second semester of the secondary school, he was placed in the Social Science group without being even asked what his future goal was. He said, "My desire had always been to be an officer in the

Armed Forces". However, he knew that he could be successful only at the Social Science section of the University Entrance Exam. "Although, I know that the Armed Forces do not accept Social Science high school graduates, I believe that there might be a chance for me to be accepted if I score high in the University Entrance Exam".

The HSES school students stated that they were in the subject group that they wanted. On the other hand, they said, they were not able to elect all the courses they wanted. They both stated that they were given compulsory elective courses. They mentioned that students were grouped according to their academic success and that each group was assigned compulsory elective courses. One of the student's added, "My goal is to be a computer engineer however there are no courses offered in computer science in my school and I have take courses that I don't like".

The two students from LSES school and one student from MSES school were not getting any outside support whereas the other student from MSES school and two students from HSES school were getting outside support. The student from MSES school was attending a "dersahane" and her university-student brother was providing help. The

students from HSES school were getting help from their families, private tutors and "dersahanes".

When asked if they would want to receive help from their counselors, advisors and parents, one of the students from MSES school said, "I wish my parents were familiar with the credit system and the school was paying individual attention to me because I need it". She feels she would have been more successful, then. The other student from the same school, did not want any help from his advisor, counselor and parents since he believed that he was only responsible to himself. He said, "I don't need other people to tell me anything about me because they can't know me".

Both participants from HSES school expressed their grief that only as of this academic year, school counselors were trying to determine students needs, interest and abilities. However, one of them said that he had determined his future goal when he was a child therefore did not want help from school. The other student wished the school counselors and advisors were helpful because she believes that she was lucky to get outside help. She said, "I'm aware that not all students are as lucky as me so school should help them".

The two students from LSES school stated that

they needed the advisors and counselors help but that the type of help to be provided had to be improved. One of the students said, " We are able to do self-evaluation based on our grades. Therefore, we do not need our teachers to tell us not to take courses that we got low grades from. We know that too and it is not help". Both students stated that they needed more help from their advisors, counselors and parents.

4.3.2 Perception of the Parents

All six of the parents believed that they were providing the necessary support to their son or daughter in exploring and determining his or her needs, interests, abilities, future goals and selecting optional courses accordingly. However, there were some differences in their way of providing support. The UG parent from HSES left all the decisions to his daughter and did not question nor interfere in the decisions. Three parents, two from LSES and one UG parent from MSES gave advice based on his or her own experience to his or her son or daughter. The LSES school parents described their help as giving advice. The PSG parent reported that her son wanted to be a teacher but she also said that, "I'm telling him that just like the other parents I want him to study in

better fields such as medicine or engineering". The SSG parent said that he left all the decisions to his daughter to select her field of study but also said, "I remind my daughter that having a career is always better than being a housewife". The UG parent from MSES school stated that due to a lack of his knowledge of the system he could not be any help in exploring his son's needs, interests, abilities, future goals and selecting courses accordingly. He said that his support consisted of carrying out a good dialogue with his son and providing advice by sharing his personal experience and his son's interests.

The SSG parent from MSES school and PSG parent from HSES school were highly influential in making decisions, in other words they were the decision-makers of the family. The PSG parent stated that she provided all the support her son needed. She believed that a child's needs, interests and abilities were first explored and determined by the family. When asked how it was done she replied "you are in close contact with the child and you know his success, grades, as well as his feelings for each subject so you know the child's potential and wants". On the other hand, the SSG parent said that she was able to provide the necessary support to her son since she familiarized herself with the system

through her personal efforts and passed on the information gained to her son and kept in close contact with the school to follow-up on her son's achievement. However, she also said that, "I'm always asking the school about everything yet they do not inform us about anything".

All the parents believed that the counselors and advisors were not providing any support at all. Except for the PSG parent who was not aware of such help and therefore could not have asked for it, none of the parents sought help from the counselors and advisors. Their rationale for not doing so was the distrust in counselors and advisors. They mainly preferred to implement the decisions reached as a result of their dialogues with their son or daughter. The PSG parent, however, needed support from the counselors and advisors yet she was neither offered nor had she heard about such support. She said, "I never witnessed nor heard of such help given by the school but if I had told me about it I would definitely ask them for it". The SSG parent from LSES school replied that his only contact with the counselors and advisors was at the parental open-house where nothing else but the grades were discussed. He said, "We don't need much help from the school because I have the necessary knowledge to help my daughter". Both parents from MSES school

believed that students were only evaluated based on their academic success. They perceived the form given on the elective subjects, just as a formality. The PSG parent from HSES school said "schools pay no attention to student's needs, interests and abilities since they blindly adhere to completion of formalities. Therefore, it is the parent's duty to introduce the child's potential to school for guidance and support and the school to take it up from there on".

4.3.3 Perception of the Advisors

Of the six advisors who attended the interviews, five of them believed that no guidance was provided to students. The advisor from LSES school, who reported that guidance was provided, added that it was at a minimum level. All the advisors criticized the education system or the credit system in this matter.

The advisor, who believed that the guidance was provided at minimum level, said that credit system was not implemented as it was in European countries. She said that, since vocational schools only accepted students who were successful at vocational entrance exams, majority of the students who come to their school had no choice but to attend their

schools. Therefore, she said, they had students who should be studying at a vocational school. She said, "since we can not guide the students to these vocational schools, the best we can do is to place students in Turkish-Math, Math-Science or Turkish-Social Science based on their academic success in the secondary school". She added that they assigned elective courses to students in accordance with the field the student was placed at.

The other advisor from the same school believed that despite the changes in the system, the emphasis was on teaching rather than training which he perceived as a barrier in guidance. He said "this emphasis has caused contradictions since on the one hand advisors were responsible for guiding students to elect courses in accordance with their needs, interests, abilities and future goals, but on the other hand, they were given compulsory courses which in many instances contradicted their needs, interests, abilities and future goals". He explained this contradiction by giving an example. He said "all students have to take the compulsory "philosophy" course. However, especially students studying at Math-Science are usually not interested in that subject and do not want to study it and not responsible for answering questions in the philosophy part in University Entrance Exam.

Inconsistency such as this prevents guidance right at the beginning". He believed that there should only be one compulsory course, Turkish, and the rest of the courses should be elective. He said that this would enable the student to be more successful. He also said that students should be able to do research to improve their research skills and fulfill their interest by being allowed to do term assignments in a course which they had not elected. He believed that this would also prevent teaching being the only emphasis and bring about the notion of training to practice. His other objection was to students being guided based only on their academic success which he said was being done in almost all schools and that he did not perceive such a practice as providing guidance.

One of the advisors from MSES school reported three reasons why they could not be of any help to students. Firstly, she believed that prototype students, were brought up in society, who had no freedom in expressing themselves under any circumstances including the teaching-learning situation. She said that due to overcrowding of classrooms, individual attention could not be paid to students and hence they were not able to display their abilities. Her last reason was the tendency of the families to prefer prestigious jobs rather

than taking the students needs, interests, and abilities into account. She said, "if students can not express themselves verbally or physically and if they are not taken into consideration by the society, advisors could not possibly provide any support in exploring and determining their needs, interests and abilities".

The other advisor from the same school and two advisors from HSES school reported that infrastructure problems prevented the advisors from providing guidance. The HSES school advisors also added that students did not believe in the system. The MSES school advisor stated that no guidance could be given to students due to lack of planning and not being ready to fulfil the requirements. He said, "not taking into account the population of students, the adequacy of physical facilities and the workload required resulted in students not being able to elect courses and being assigned tailor-made programs by the management". He said that due to these reasons students, parents, advisors and counselors were left out of the system.

Both advisors from HSES school stated that they had not met the twenty students of whom they were the advisors of since those students were not attending their classes. They both said that,

although they gave students appointments via bulletin board, students did not come to see them. They both stated that students came to see them just to take their individual study term assignment and to bring the photocopies of their report cards.

One of the advisors said that she sometimes had to warn students that she would not sign the paperwork unless they brought their individual study term assignments and the photocopies of their report cards. She said "but even if I had provided guidance despite the lack of a sufficient number of classrooms and teachers, students still would end up taking courses that they do not like or are not interested in". The other advisor said "I usually feel as though I was a file clerk rather than an advisor.

4.3.4 Perception of the Counselors

The LSES and HSES school counselors stated that they had not been providing any support to students whereas the MSES school counselor said that they had been providing support to most of the students.

The LSES school counselor stated that due to the circumstances of the school, without identifying the needs, interests and abilities of the students and consulting the parents, students were assigned elective courses. Hence, he said, the courses to be

taken by the students were solely determined by his or her academic success. He said, "if the students grades are high, then he or she studies maths, if not in social studies".

The counselor from the school representing the HSES said that due to infrastructure problems, lack of facilities, shortages in the number of teachers and limited number of courses available in their school, students were assigned elective courses. This assignment, she said, was first done by placing the students in either the Turkish-Math or Math-Science or Turkish-Social Science field in accordance with their academic success. Then, she said, students in each field were divided so as to form classes. Next, she said, each class was assigned elective courses which she referred to as "compulsory elective courses". In other words, she said, "students are rank ordered and assigned compulsory elective courses based on teacher availability because this is the only way we can avoid problems such as classroom shortage or not having course books". She said, "in short we can say that we are helping the school to overcome problems rather than helping students".

The MSES school counselor said that they were able to provide full support to the majority of the

students. However, she also said that they could not reach all the students due to students differing timetables. She said, "we asked for a fixed hour but they did not give it to us. If we had a fixed our with each class we could be more helpful". The counselor said that they were giving tests and carrying out discussions and providing guidance based on the conclusions drawn from the tests. They were also discussing the results with the students to provide guidance. However, she emphasized, "guidance is only at a suggestion level, the final decision was always the students".

4.3.5 Perception of the Principals

The MSES and HSES school principals said that necessary support was not provided to students. They pointed out the lack of teachers' knowledge about the system as the main reason. The HSES school principal believed that the system was implemented by the order of the Ministry of Education without any pilot study or preparation. Therefore, he said, "no guidance could have been given to school principals or to advisors therefore, it has been like fighting in the dark". On the other hand, the MSES school principal believed that the teachers lack of knowledge was due to primary school teachers being appointed to secondary schools

and the unwillingness of, especially the experienced teachers, to admit their lack of knowledge of the system and to ask for help. He said, "we are providing help to teachers but they just do not ask for help".

The LSES school principal believed that full guidance was provided to the students. However, he said, while providing guidance, the students needs and abilities were not taken into account as much as it should have been and that the academic success of the students had played a bigger role which he held the parents' responsible for, as pointed by the other principals as well. The reason he gave was parents lack of interest in their son or daughter due to their low education level. He said, "people in this community are usually low-educated therefore they just do not grasp the meaning of guidance". The MSES school principal reported that parents in Turkey were usually not interested in their children especially at high school level since they were only worried about university education. He said, "parents are only thinking about whether their son or daughter will be admitted to a university or not". The HSES school principal thought it was due to lack of parents experience of the system. The principals of the schools representing the MSES and HSES believed that "dershanes" were providing the

necessary support to students. All three principals reported that guidance was provided based on the student's previous academic success.

4.4 The Use of Student Profile Files

4.4.1. Perception of the Students

Five of the six students who attended the interviews, knew that a file was kept. On the other hand, none of the six students had seen those files. Therefore, although they had some assumptions about the content of the file, they did not know the purpose of keeping such files.

One of the students from LSES school said, "I assume that the form, which every student had to fill in, consisted of our biography, grades and statement of my future goal". On the other hand, the students from MSES school said that they did not know the purpose of keeping these files and perceived it as unnecessary and not useful. One of them said, "the data the school should have in the computer is asked from us for an unknown reason". One of the students from HSES school said "I assume that academic data are collected to be used in determining if the requirements to graduate had been completed yet I don't know why family background data are collected".

Neither of the six students had any meeting with their advisors, counselors and parents, not even on one-to-one basis. On the other hand, the students from LSES school and one student from MSES school would like to have such meetings, especially in their parents' presence. The student from LSES school said, "I want my parents to be with me when I am talking with the teachers so that I can defend myself". Although the LSES school students would like to have access to these files to find out their teachers perception of them, the MSES school student did not care about the file since she did not perceive the files as useful, yet would like to have meetings with her advisor, counselor and parents. She said, "a meeting like that would be very beneficial since it would give me the right to express myself just like at the "dersahane". However, it is impossible". The other student from MSES school and the two students from HSES school, did not want to have such meetings. The MSES school student believed that he did not need any outside support and hence such meetings were not required. He said, "I am aware my sole responsibility is to be responsible for myself to myself. My problems can't be identified by an outsider because I am the only one who knows about my background. My family moved to another district and the school doesn't

even know that". The HSES school students said that they were receiving full support from their families, "dersahanes", and tutors. One of them said, "my parents are getting continuous feedback from my private tutors and counselors at "dersahane", and my grades in school are high so I don't need to communicate with the school". The other student said, "my parents trust me and left all the decisions to me so I don't need to communicate with the school".

4.4.2 Perception of the Parents

All six of the parents said that they were not aware of existence of a Student Academic and Personal Profile file. Therefore, no meetings were held to review and discuss the data in these files.

Of the six parents, apart from MSES school SSG parent whose son had faced difficulties, neither of them had met their school's counselor. Only two of the parents had met the advisors of their son or daughter and these were the SSG parents from LSES MSES schools. However, they both believed that the advisors had not paid any attention or been sensitive to their problems. The SSG parent from LSES said, "her advisor is not interested in us so I contact each teacher on one-to-one basis".

Two parents, the PSG parent from LSES school and SSG parent from MSES school had not heard of advisors. The PSG parent said, "I don't know what an advisor is, the only teacher I meet is the teacher who talks to me about my son's success in school at parental open house meetings and whenever I come to school". The SSG parent said she met the counselors in school after finding out about the attendance problem of her son. She added that counselors and teachers were more help to her than her son's advisors. She said, "my son had a lot of problems and if the teachers and counselors had not informed me I would not have know about them".

Unless there was an absolute need, the other parents preferred not to have meetings with the school officials since they did not perceive meetings as beneficial. The SSG parent from LSES school said, "my daughter is not a problematic student". The UG parent from MSES school said, "my relation with my son is very good and whenever there is a problem we can easily deal with it. Therefore, we do not need to have any discussions with the counselors and advisors". The UG parent from HSES school said "my daughter is coping with everything perfectly therefore, I have never felt the need to meet the advisor or counselor. Besides, they have never invited me". The PSG parent from the same

school said, "I always keep in touch with the assistant principal in the school because he's more helpful".

4.4.3 Perception of the Advisors

Of the six advisors who attended the interviews, five of them stated that they were keeping files whereas one of the LSES school advisors said that he was not.

The reasons for not keeping such a file for the LSES school advisor was not having the time to spend working on the file since he had to work at a second job. He said, "the sixteen million I earn from teaching is too low when compared with the high-cost of living". His second reason was unrealistic guidance schedules provided. He said, "the monthly and weekly schedules that the advisors receive from the school counselor to guide students are not realistic. I, myself have so many problems that I have difficulty in trying to live and am in no state of being any help to students just like my colleagues". His next complaint was the changes in the values of society and hence students refusal of guidance due to the importance given to money instead of education. He said, "money is now considered the most important thing and education is underestimated. Today in society prestige is gained

automatically when a person is rich therefore, students do not believe in the importance of education since they do not perceive education as a mean to improve the living conditions of an individual". Therefore, he said, students sought the easiest way to become rich.

Of the five advisors who stated that they were keeping such files, only HSES school advisors stated that they utilized the files in Lise 1 whereas the other advisors said that they never used the files. They all stated that the data in the files did not help the advisors to guide students.

The advisor from LSES stated that the data in the files consisted of only general background data and even if the necessary data were in the file since guidance was only provided based on academic success the files would not serve any purpose. She said, "this is due to overcrowding of the classrooms and advisors being attached to fifty students whereas we should be attached only up to twenty students". One of the advisors from MSES school said, "there is nothing to review or discuss in the files". The other advisor from the same school said, "the design of the files does not lend itself to fulfill it's purpose".

The HSES school advisors who said that they

only used these files during the first year in high-school also added that parents did not want to come to meetings and the ones who attended the meetings usually met the teachers rather than the advisors. One of the advisors said, "during the last parent-teacher meeting of the forty students of whom I am the advisor of only three parents came and they later found out that I was not the advisor of those students". On the other hand, the other advisor said, "even if the parents came, the data in the file are only utilized to discuss the academic success results such as informing the parent if a term assignment is incomplete or calculating the credits received". They both reported that no data on self-development were available.

4.4.4 Perception of the Counselors

All three counselors stated that a file was kept for all students, as well as stating that these files were kept by the advisors.

When asked what the counselors role was when preparing those files, LSES school counselor said, "these files had been prepared before I was assigned, to the school". The HSES school counselor stated "we collected money from each student to buy thick files". The counselor from the school representing MSES said, "advisors are keeping the

academic profile file and we are keeping the Personal Development and Personality File". All three counselors stated that the files kept by the advisors consisted of transcript and background information of the students. They also said that these files were only used in handling problematic cases.

When asked how the data were used in problematic cases, they said that they were used to get to know the student. However, MSES school counselor stated, "the data in the file kept by the advisors are utilized in coherence with the file we keep". She also said that they did not feel the need to collect the data from two files into one file since the file of each student kept by the advisors was on the computer. All three counselors added that the files were designed mainly for advisors to use for better understanding of the students.

4.4.5 Perception of the Principals

All three principals reported that students records were kept. While MSES and HSES school principals said they were keeping the records in a file, LSES school principal reported that they had first developed a card index system. He said, "the subjects taken by the students and their grades as

well as background data about the students and their teachers assessments were noted on these cards. This card system enabled us to gather data more easily. However, due to difficulty in maintaining the cards we had to start utilizing the files". He described the difficulty as not having necessary space in the assistant principals' rooms, who were keeping the cards, due to the growing student population in school.

When asked how the data in these files were used, MSES and HSES school principals first pointed out that the content of the file was limited. They said that the data consisted of students grades and background information and described them as thick files with empty content.

Both principals believed that all the files had to be kept and updated. MSES school principal reported that, "problematic student's files are updated regularly and parent teacher meetings notes are annotated". HSES school principal said, "because there is no place available to keep the files, we keep them in the assistant principals' offices. Teachers, then either can not find the files since the assistant principals are not always in their offices or just do not want to bother trying to reach the files and hence files are not

updated".

Both principals again stated that these file were rarely utilized. The reason for this according to them was teachers not wanting to spend time on reviewing the files. On the other hand, they believed that advisors had difficulty in keeping track of students and that reviewing each student's file was highly time consuming. LSES school principal said that the data was utilized to trace the development of the student. He said, "we are only able to have very few meetings since parents usually do not come and that attendance of one counselor to all meetings is impossible".

4.5. Design and Content of Regular Meetings

4.5.1 Perception of the Students

All six of the students stated that they had never had any meetings with their advisors, counselors and parents and not even on a one-to-one basis. The students from LSES school complained about the reasons the school contacted their parents. They explained that their parents were notified in cases of an attendance problem or to ask the parent to take the student from the school in cases of not being successful at school. One of the students stated, "teachers inform my parents

about a problem without discussing it with the me". One of the students from MSES school said, "my parents are not familiar with the system and therefore they can not help me and neither my advisor nor the counselor approaches to help me". At times when she needed help, she said she mainly communicated with some of her teachers.

Four students, two from LSES school, one from MSES school and one from HSES school said that they would like to have meetings with their advisors, counselors and parents. However, the LSES school students said that these meetings would not really be very beneficial since they did not have the freedom to express themselves which prevented communication between them. On the other hand, one of the students said, "I still want to have meetings because I can express myself and not be excluded from matters concerning me". One of the HSES school students said, "trainee counselors are now applying some tests to us this year and giving feedback but it is too late. They should have done it earlier".

The students who said that they would not like to have such meetings were from MSES school and HSES school. The student from MSES school said, "school can not determine my needs and only myself can do it". On the other hand, the student from HSES

school said he did not need help from school since he had set his future goal. However, he said, "these meetings might be useful to other students".

The two students from LSES school believed that they did not have the freedom to express themselves in the family. One of the student from MSES said that her parents were not familiar with the system. The two HSES students however, were receiving full support from their parents.

4.5.2 Perception of the Parents

Of the six parents who attended the interviews, five of them believed that the organization and administration of regular meetings with the parent, student, advisor and the counselor did not provide opportunities to discuss the student's progress and identify his or her special needs, problems and so on whereas the SSG parent from the school representing the MSES believed that it did.

The SSG parent said, "even though a teacher may not know the name of each student, they easily recognize the student from the photograph and provide not only academic but also personal feedback". She also stated that as long as the parent was sincere and frank, so was the school. She expressed her gratitude to the school by stating

"I could not have helped my son if it was not for the school".

Apart from the UG parent from MSES school, all the other parents attended such meetings. The reason why this parent preferred not to attend such meetings was because he believed that the design of the meetings did not lend itself to any type of discussion and that it did not supply any data which he had not already known. He said "you can't call it a "meeting" since there is only one way communication at these so called meetings. They are only designed to inform parents of their sons or daughters academic success. I am able to receive the information from my son owing to my good dialogue anyway".

Of these six parents, five of them believed that regular meeting was only a mean to inform the parents about the academic success/results of the students whereas the SSG parent from MSES school believed that such meetings were beneficial and that she had the chance to discuss her concerns. She also added that this was due teachers showing interest in students and keeping in close contact with parents. Meanwhile, the same five parents believed that the problem was not with the design of such meetings but the lack of interest of teachers

in students and parents.

LSES school PSG parent stated that this lack of interest left her without any guidance or support which resulted in confusion and fears. She said she was confused due to the feedback given about her son's academic success by the contacted teacher. Despite being told that her son was successful, she worried about her son not working as hard enough as she believed he ought to. She said, "my son tells me that he is learning in class by actively participating and listening to the teachers carefully, but I don't understand this". She preferred to have this conflict explained to her by the teachers. However, she added, "whenever I ask such a question, they tend to tell me that he is doing well in school". Her other reason was the lack of individual interest in such meetings and a lack of encouragement from the teachers. She said, "teachers should encourage students to go for the best". She clarified what she meant as convincing students to be more ambitious and set higher future goals. She said, "I expressed my worries in this respect yet I was not able to get any support".

The SSG parent from the same school said, "it is almost impossible for teachers to be attentive to every student, to understand him or her, or even

spend some time to listen to each student because classes are too crowded". Therefore, he said, "it would be unrealistic to expect any beneficial output from such meetings".

The UG parent from HSES school said, "meetings are held in classrooms where each course teacher comes, one by one, to read out the grades and that there is no time left to discuss any issues". The PSG parent from the same school stated "some of us are concerned about the school's needs and therefore ask how we can contribute in fulfilling these needs at those meetings".

4.5.3 Perception of the Advisors

Neither of the six advisors believed that the organization and administration of regular meetings provided the opportunity to discuss the student's progress and identify his or her special needs and problems. They described these meetings as informing the parent about the grades of the student. All the advisors pointed out the low-attendance of parents to meetings. The advisors from LSES and HSES schools complained about parents lack of interest. On the other hand, one of the MSES school advisors said, "since these meetings are not held on one-to-one basis, parents refrain from expressing their concerns or worries in front of the

other parents and eventually from coming to those meetings".

All six of the advisors stated that students were not invited to these meetings. However, their reason for not inviting students differed. The two advisors from LSES school said that advisors were only able to identify the problematic students needs and problems due to crowding of the student population. One of them added, "I am discussing problems in class so there is no need to discuss the same issues again". The other advisor said "we don't have the opportunity to be acquainted with the non-problematic students therefore, we've nothing but the grades to discuss". One of the advisors from MSES school stated that school management prevented them from inviting students to meetings since they did not want the students to be involved in any type of decision taking process. She said "there is a tendency to keep students and parents out of the system". On the other hand, the other advisor from MSES school believed that society preferred a stereotypical pupil who did not have the right to speak. They both said that although advisors had to give appointments to parents due to lack of time and space, no meetings had been held. One of the advisors added, "the school administration has not been holding regular meetings

with the parents which are essential to improve interaction and better support". The advisor from the HSES school believed that the inadequacy of meeting rooms prevented them from inviting students to school. However, the other advisor from HSES school believed that it was impossible to invite students to such meetings since the first aim, to bring together the three adults (advisor, counselor and parent) had not been reached. He said, "before this is solved, inviting students would only be time consuming".

Neither of the six advisors were able to meet regularly with the students of whom they were the advisors of. The two advisors from LSES school believed that this was due to time and high student population restraints. He also said, "I only meet students when there is a problem. However, even in that case I prefer to chat with them rather than have formal meetings". The other advisor from the same school said that she preferred to call the parent to school and discuss it with the student and the parent. She said, "it is time consuming to meet the parent and the student at the same time when there is a problem". The two advisors from MSES school believed that this was due to students not being familiar with the system and hence not perceiving such meeting as beneficial. One of the

advisors from HSES believed that this was due to students being helped by "dersahanes". The other advisor gave the contradiction between the University Entrance Exam policy and school guidance aim as the reason. He said, "since university is the main goal of the students and are allowed to answer any section of the university entrance exam, students do not feel the need to be guided in one field only".

4.5.4 Perception of the Counselors

All three counselors stated that there were no such meetings unless for problematic cases. They said that the only meetings held were Parent-Teacher meetings which neither of the counselors were attending. The LSES school counselor said, "it is not my responsibility to attend these meetings'. On the other hand, the other two counselors said that due to the overcrowding of the students and limited number of counselors they had not been able to attend the meetings. The MSES school counselor said, "if we had fixed hours to meet students we could meet with them but otherwise we can't meet with all the students".

All three counselors believed that because of parents lack of interest in parent-teacher meetings, those meetings had not been beneficial. However,

they said that these meetings were well organized and administered. The agenda of the parent-teacher meeting was described by LSES school counselor as providing explicit explanation of the system and amendments and teachers observations to parents.

When asked why students were not attending such meetings, LSES school counselor said, "I do not think that there is any need for it since we are always meeting with the students". MSES school counselor stated that this was due to lack of a sufficient number of meeting rooms. She said, "we should have more rooms to hold such meetings with the students and parents". The HSES school counselor pointed out that the results of a questionnaire administered by the Ministry of Education, have shown that majority of Turkish parents were authoritarian and interested in the student only in case of failure and did not pay attention to the student otherwise. Hence, she said, when parents come to school, the mother cries and the father shouts. She said, "even I sometimes get scared so students should not be invited to prevent the occurrence of such scenes in school and to allow sometime for the parent to calm down".

4.5.5 Perception of the Principals

The LSES school principal perceived those

meetings as beneficial whereas the other principals did not. However, all three principals complained about the lack of interest by the parents. MSES school principal said, "the maximum number of parents attending such meetings does not exceed fifteen out of sixty".

The LSES school principal said that these meetings enabled them to discuss students grades, problems and needs with the parents. He said "the parents who come to these meetings find out everything about their children". The two principals who believed that such meetings did not fulfill their purpose believed that overcrowding of the student population was the reason. HSES school principal also added, "teachers do not have any other data but the grades of students since it is impossible to teach and observe the students within a forty minute lesson in a crowded classroom. Therefore, regular meetings only serve to inform the parent of the student's grades".

LSES school principal said that students were not invited to those meetings due to a lack of space. Students on the other hand, he said, were advised to see his or her advisor and/or counselor before making any type of decision about their academic life or when they have queries or

difficulties. MSES school principal stated that not inviting students to such meetings because of a lack of space was a barrier in their interaction. However, he said, "since all students are not successful, it would take a lot of time to identify the reasons for their lack of success and take the necessary steps to improve it, where in the mean time the parents would be waiting". HSES school principal said students were not invited to meetings since advisors and students had nothing to discuss due to not meeting each other in school. He said "teachers only have the grades of the students".

4.6 Evaluation of Guidance and Counselling Service

4.6.1 Perception of the Students

One of the students from LSES school and the two students from HSES school had not met their school counselors. Neither of the six students had met their advisors other than for completion of bureaucratic requirements. None of the six students were satisfied with the advisor and/or counselor services. The six students were not asked to give feedback about the service provided and they never volunteered to provide feedback either. One of the students from LSES and two students from MSES school believed that their feedback would not change

anything. The LSES school student said, "I don't know if there is a counselor in school and as for the advisor it has always been hard to locate her even just to get a signature. How can I give feedback when it is hard even to get a signature". One of the students from MSES school said, "advisors and counselors are more indulged in what we are doing outside the school than in the school". The other student from the same school and the two students from MSES school feared from its consequences. The LSES school student said "advisors are always very busy and they are always so harsh that we can't even ask our important questions because we don't know what the consequences will be". One of the MSES school students said, " why should I say anything, nothing is going to change anyway, it will only cause problems for me".

On the other hand, the two students from HSES school said that they were getting necessary support from outside the school, hence that they felt no need to deal with providing feedback. One of the students said, "I know my goals and what I should do". On the other hand, the other student said "my parents are giving me all the help I need and they are providing all the guidance I need also".

4.6.2 Perception of the Parents

None of the parents had ever been asked to take part in any type of evaluation. On the other hand, the two parents from the school representing the MSES and the PSG parent from HSES had provided feedback verbally in different settings whereas the other three parents had not volunteered to provide any feedback. The PSG parent from HSES school expressed her needs verbally to an assistant principal, her point of contact in school, and the UG parent from MSES school had given verbal feedback and made recommendations in different settings yet they both had not received any response. The verbal feedback given by the SSG parent from MSES school was an appraisal of the services mentioned. She said, "they have been very helpful to me and to my son and saved my son, so I'm very grateful to them". The UG parent from the same school said "I'm a member of the Teachers Association in our community so I attend panels and symposiums and participate in discussions. I provide feedback to representatives of the school there". However, the PSG and the UG parent had not received any response to their feedback.

The two parents from HSES school and the SSG parent from LSES school preferred not to give any feedback or make any suggestions to advisors and/or

counselors. However, their reasons for not doing so differed. LSES school SSG parent believed that it was unrealistic to seek for individual attention from these individuals therefore refrained from making requests. He said, "it would be an unrealistic demand under the circumstances for the school but I wish there was someone in school from whom I could receive and give feedback to". The PSG parent from HSES school was content with her acting counselor and advisor, the assistant principal, hence she was not aware that such service existed. The UG parent from HSES school did not feel the need to contact such individuals or make any suggestions since his daughter had taken all the responsibilities. He said, "I am not sure if such a service exists in our school but my daughter knows everything so I don't need to look into it".

The PSG parent from LSES school said she was not aware that such service existed therefore could not provide any type of feedback. She said, "nobody told me about it".

4.6.3 Perceptions of the Advisors

All the advisors were involved in some type of evaluation. However, none of the advisors were satisfied with the evaluations conducted. They all

believed that the evaluation was based on the ensurement of the completion of paperwork which the advisor from HSES school defined as the general aim of all the institutions. He said, "the main issue in Turkey is to ensure that the formalities are completed so that no one can be held responsible for not completing the formalities on paper". Except for one of the advisors from LSES school, neither of the advisors believed in the use of the current evaluations conducted in schools. The advisor from LSES school believed that the current evaluations enabled them to at least improve some issues to the best of their ability. She said, "due to a lack of time in-depht evaluation can't be done but the analysis of the end-of-semester reports by the school administration, problems, outstanding issues and solutions are discussed in general meetings in order to improve them".

On the other hand, the other advisor from LSES school, believed that there could not be any type of evaluation since counselling and advisor services only existed on paper. He said "there are formalities for the advisors to complete and we do them and nothing beyond those could be done since I have to teach twenty four hours per week and be the advisor of forty three students whom I can't even meet with". One of the HSES school advisors said

"no one questions the content of these formalities such as asking if the content of the file sheet is adequate to obtain the necessary data since the aim is just to complete them".

The two advisors from MSES school felt that they were undervalued or not taken into consideration in school since they believed that the evaluation reports were only designed to impress higher officials. He said, "I was working as an assistant principal and was asked to prepare an evaluation report of the system. In my five pages long report, I pointed out in brief the need for first implementing the system in pilot schools and taking action based on the results. However, in return I received instructions to implement the system. I, therefore, no longer trust evaluations since evaluation requests are not realistic". He concluded by stating that all the evaluations carried out were nothing but administrators trying to impress the Ministry officials and ignoring the facts. The other advisor said, "we are evaluated on whether we had given the pre-prepared schedules to students and fulfilled the bureaucratic formalities such as signing the course list prepared by the students or not. This is just the underevaluation of an advisor's role". She continued by stating "as long as an advisor reports that the

work schedule had ben covered and does not point out any problems or concerns, that advisor is highly appreciated". She also stated that evaluation could not be done due to a lack of supervision of the reports prepared by the advisors. She said, "there are not any goals and objectives and set means to measure the goals and objectives of the service so how can it be evaluated". The advisor from HSES school said, "the only evaluation in the school is to follow-up on whether the files were distributed and received and asking us to substitute for teachers who have retired". The advisor from MSES school also pointed out the reason for the lack of cooperation among advisors and counselors was because of counselors acting as the supervisors of their advisors. She said, "counselors perceive themselves as the authority responsible for the appraisal of the advisory service provided". The advisors reported that since the system was not implemented as it should have been, these evaluations had no meaning. One of the advisors said, "there should have been student unions, where students elect their leader and establish a management team among them so that students would take part in their interest groups, determine the field to study in and take elective courses in accordance with these fields". He said that since

none of these were available guidance and counselling could not have functioned properly therefore no evaluations could have been done.

4.6.4 Perception of the Counselors

The counselors said that based on article 2916 of the Guidance Written Regulations, they had to prepare a working scheme for the guidance and advisory services for each academic year. While preparing this scheme, they said that they were keeping in mind the circumstances of the school. LSES school counselor stated, "I have not included the "Recognition of Student Test" in our scheme since we can not afford the cost of paper required for the tests". MSES school counselor said, "due to the workload of the advisors, we have not been able to utilize different techniques to administer to students."

They said that at the end of each year, an evaluation of how closely they had been able to meet the target set was conducted. They also said that they were responsible for carrying out an evaluation and writing evaluation reports and forwarding them to "The Guidance and Counselling Center" via the school principal.

When asked what the role of the advisors was in

conducting the evaluation, LSES school counselor stated, "the role of the advisor is only to comply with the targets of the working scheme, not take part in the evaluation, because it is my responsibility to do it". LSES and MSES school counselors stated that advisors were involved in overall evaluation discussion in teachers' meetings.

4.6.5 Perception of the Principles

All three of the principals reported that no formal evaluation was conducted yet their reasons differed. LSES school principal said, "the data obtained from such evaluation would not be of any help unless the evaluation data obtained from every school was compared". MSES school principal said, "such an evaluation could not be conducted since advisors and counselors refrained from taking on their responsibilities". Secondly, he said, "I believe that it is the ministry's responsibility to conduct formal evaluations". HSES school principal said, "I was told by the officials of the ministry that they hoped and wished that the implementation of the system would be efficient. After being told this I do not feel the need to conduct any type of evaluation since wishes can not be evaluated".

LSES and MSES school principals had been conducting informal observations. Both principals

stated that their informal observational evaluation had shown that they were successful. When asked how they reached that conclusion LSES school principal reported, "the goal of reaching each student individually to inform him or her about the system and to make necessary warnings had been accomplished". On the other hand, MSES school principal said, "with the recruitment of new staff and teachers acceptance of the system and its requirements, the quality and quantity of the service improved". He also added that the students were now much more happier and that the decrease in the number of disciplinary cases was the proof of such a conclusion. The two principals reported that the informal evaluation results have motivated and enabled them to continue with their work. MSES school principal pointed out that the inspectors from the Ministry of Education did not periodically inspect schools.

HSES school principal said, "no informal evaluations are carried within the school since there is a lack of coordination and information exchange between the two services". The reason was that teachers did not approve of the system and therefore only completed the formalities, he said.

4.7 Constrative and Facilitative Factors that Affected Interaction in School

4.7.1 Perception of the Students

None of the students pointed out any factor that facilitated interaction among them, their advisors and counselors. They all pointed out a lack of communication as the main constrative factor and provided reasons for their perceptions.

All six of the students complained about the lack of interest from their advisors and counselors in them which for them resulted in a lack of individual attention to students and hence a lack of communication. The students from LSES and MSES schools stated that the school was only interested in their academic success. The MSES school students believed that the school defined interest in students as monitoring their academic success and making sure that the school rules are fully obeyed. When asked what they meant by "showing interest in students" one of them said "I had a problem at one time in school but could only ask the teachers at university preparatory school to help me deal with it. Moreover, they even offered to talk to my family if I wanted them to do so". The other student said, "I'm looking for affection, that's all". One of them also said that there was a discrimination amongst students in favor of

successful students.

The two students from LSES school believed that the school only provided negative feedback to parents and no feedback to them. One of the students said, "school gives only negative feedback and even that feedback is given to our families and that is our sole interaction". The other student said, "even while giving negative feedback, our participation is not accepted". One of the students from this school said that he wanted to be involved in this communication just like the student from HSES school who also felt that the school did not trust the students. She said, "school does not believe in us so no there can be no interaction if there is no trust. However, even if there were interaction it wouldn't be beneficial since teachers are not interested in us". She also said, "communication can only happen if teachers tend to be more friendly than authoritarian". The other student from HSES school believed that their insufficient knowledge of the system impaired their communication. He said, "we are not informed of such a service and the services offered and the explanations are so complex that we don't understand them". He also said that there could not be any interaction since they have to deal with too many

people without having direct interaction with them. He said, "for one problem we are referred to different offices and we receive an answer usually via one of the teachers rather than directly".

The two LSES school students' parents showed interest in them however, one of the students believed that although there were no constraints that influenced their interaction, it should be improved to enhance her academic success. The other student said, "my parents always ask me how I am doing in school". The two students from MSES school perceived their parents lack of knowledge of the system as a barrier to their interaction. One of them said "I wish they knew more about the system and could help me". However, the two students from HSES school had good communication with their parents.

When asked how the interaction should be with their advisors, counselors and parents the LSES school students stated that students must be given the freedom to express themselves and be included in discussions concerning them. She said, "effective interaction and a close follow-up by my family will make me more successful and happy". The other student said, "I would like to have an active role rather than a passive one because I want to achieve

everything by myself". The HSES school student said teachers should be friendly and kind to them. One of the MSES school students said, "can't they be understanding to me, that's all I want".

4.7.2 Perception of the Parents

When asked if they knew of any major factor(s) which had constrained and/or facilitated the interaction amongst the parents, students, advisors and the counselors, the two parents from LSES school said that they had nothing to add to what they had said earlier about the interaction amongst them.

On the other hand, the other parents believed that there was no communication amongst them because of not having meetings, teachers only being interested in the academic success of the students, and assistant principals being the point of contact. The UG parent from MSES school said, "school is only interested in successful and overt students without realizing that students can only be attentive and outspoken in class when they are studying subjects they are interested in". The SSG parent from the same school stated that sometimes the attitude of teachers and counselors was demotivating. She said "when teachers are not forgiving and counselors attempt to help without taking into consideration

the student's psychological mood, then students are discouraged and react negatively". She believed that a more positive attitude from the teachers and an increased effort from the counselors to reach students would enhance the interaction amongst them. The UG parent from HSES school said, "communication can only be improved if the individuals meet but we don't. Teachers or the school should invite parents to school on an appointment basis to enable communication". The PSG parent from the same school said, "my point of contact is the assistant principal so there is no need to communicate with others".

Except for the PSG parent from LSES school, all parents believed that they had good communication with their sons or daughters. Among those parents, only the SSG parent from MSES school believed that the communication between her son and her was improved because of the support from the school. She said "the school helped me to understand my son".

4.7.3 Perception of the Advisors

All six of the advisors felt that there were only constrative factors. They all identified lack of communication as the constrative factor but some of their reasons differed.

One advisor from LSES school and one from HSES school identified parents not coming to school as the barrier in their interaction. The advisor from LSES school believed that this was due to parents desire to hand over the responsibility for the student mainly to the school. She said, "although parents are contacted they don't come to school because they probably do not give the necessary importance to their child or parental responsibilities. When they come to school they are only interested in keeping the student in the school so that they could be relieved of their responsibilities for another period without thinking about the consequences". The HSES school advisor believed it was due to parents spending most of their time struggling with the high cost of living. He said, "parents are so deeply involved in coping with social deficiencies in everyday life that they have difficulty in sparing time for their children although they want to do it".

The same advisor from HSES school and the other advisor from LSES school identified the value changes in life as the other constrative factor. The HSES school advisor said, "teaching or being a government employee is regarded as not being a prestigious occupation due to the financial status of teachers. Therefore, some wealthy students,

aware of their family's financial power, prefer to pull some strings rather than carry on a dialogue with teachers". The LSES school advisors believed that students who come to school to post-pone employment or for political reasons do not want to have communication with the school. One of the advisors said, "of course under those circumstances, they don't want to interact with the teachers".

The same advisor from LSES school also said that there could not be any communication in school since it was not practiced in society. These two advisors also said that students did not trust the education system since distrust was a common issue in the society. One of them said, "this is not unique to the credit system only, it is valid for all the systems". However, the LSES school advisor also said, "I have no desire to identify the address or the phone number of the parents of the students I am the advisor of and invite them to school for nothing". The advisor from HSES school added that students refrained from communicating with the advisors since government employees were not respected in the society.

The other advisor from HSES school and the two advisors from MSES school believed that high population of students and lack of meeting rooms

prevented interaction. On the other hand, the advisors from MSES school also pointed out that students and parents were kept out of the system on purpose. One of the advisors said, "we don't have meeting rooms therefore we meet in the corridors but how can an effective interaction be achieved while standing up and talking in the corridor". The other advisor said, "parents and students don't know that they need to communicate because they haven't been told about it".

4.7.4 Perception of the Counselors

All three counsellors stated that they had a good dialogue with the advisors and students. MSES school counselor stated "however, if we are assigned fixed hours to work with the students, our dialogue would be much better".

HSES school counselor said "the crowded population and insufficient funding have been the major constraint in our interaction with the students". She said that students, who have taken the personality tests and received the analysis results, were very pleased not only because of discovering themselves but also because of the school showing interest in them. On the other hand, all three counselors complained about parents' lack of interest.

4.7.5 Perception of the Principals

All three principals pointed out the parents lack of interest as the main constraining factor. They believed that this was due to parents being interested in their son or daughter being admitted to a university rather than his or her future and handing over all the responsibility to the school in the belief that what the school does is the best. LSES school principal also added, "the low-education level of the parents in our community is the other reason for parents lack of interest".

Although MSES and HSES school principals expressed their worries about the schools being overcrowded, the other principal believed that each teacher was assigned three office hours where they could easily fulfill their responsibilities and that crowding of the schools was not an excuse.

MSES school principal perceived close communication between school and parents as an facilitative factor. He said, "when students are closely monitored, including their attendance, and the results being discussed with the parents, improvements are observed". He said that parent-teacher cooperation had always proven to be beneficial for students improvement and development.

He perceived the lack of communication as a barrier and said, "in such instances students create problems not only for the school but also for themselves and their families". He said that the absence of monitoring as a result of lack of communication ended up in students gaining bad habits. He described the communication procedure as the teacher informing the counselor in a case of misbehavior of a student and then the counselor having a meeting with the student and in case of repetition calling the parent to school and applying disciplinary procedures. He said, "although disciplinary action is the last resort, there would not be a school without disciplinary action".

HSES school principal defined facilitative factors as active guidance, highly skilled and professional administration staff, availability of necessary facilities, students and teachers being involved in administration and added, "since none of these are available, the unavailability of those factors are the constrative factors".

4.8 Instruments Used by Counselors

Although two of the counselors agreed with the description that they were responsible of ensuring the psychological, mental and physiological development of a student as a whole person, LSES

school counselor said "I am only responsible for giving guidance to the students to be acquainted with his or herself".

The counsellors stated that they were mainly using tests as instruments. Although the counsellors said that they had not been able to administer those tests to all the students in the school, their reasons differed.

The LSES school counselor said, "I believe in administering such tests only to volunteers". He said that students hesitated to visit the counsellor. He said, "in order to overcome this, I have been providing explicit explanations of the purpose and function of counselors during the ceremonies held on Mondays".

The MSES school counselor said that due to the irregular time tables of the students, she could not administer the tests to all the students. She said "if we were given a fixed hour to meet the students, then we could have administered the tests to all the students, but unfortunately that is not the case".

The HSES school counselor stated that they had been able to administer the tests to students who had volunteered to take the test and make two copies of them; one copy for the student and one for the

school. She said, "we have to ask for this due to insufficient funding available for us".

All three counselors were using different tests. The counselor from LSES school said he was utilizing KUDER, the counselor from MSES school said that they were using tests bought from OSYM by collecting money from each student and the counselor from HSES school said that they were using Yildiz Kuzgun's tests.

The counselors also reported that they were conducting meetings with the teachers and/or parents and/or students in case of a problem or conflict. The LSES school counselor said, "I am responsible for helping when a problem occurs or in other words when I am asked to do it". The MSES school counselor said just like the HSES school counselor "there are too many students to contact regularly therefore we can only deal with problematic cases".

4.9 Other Issues

4.9.1 Perceptions of the Students

The students commented on two issues; the credit system and teachers attitudes. One of the students from MSES school believed this system should be abolished since it contradicted Turkey's religious and national values due to being adapted

from western countries. The two LSES school students and one student from MSES school believed that the system led to laziness or demotivation. The two LSES school students believed that a lack of compulsory block attendance and relief from subject promotion instead of grade promotion and not having to repeat the courses that they could not pass, caused them to be lazy. One of them said, "I could come to school for one hour and leave when I wanted to and nobody would notice it". The other student said, "I didn't realize that I was not credited for the course that I failed. I thought everything was going smoothly". The MSES school student stated that changes in attendance regulations and long waiting hours between the lessons demotivated her and hence caused laziness. She said "I don't know what to do in my spare time at school and I get bored with wandering round the school and I don't want to study or go to the classroom again".

The LSES school students believed that teachers favored successful students meanwhile the two students from HSES school believed this system was more beneficial to hard-working students. One of the LSES school students said, "up-front teaching is mostly brief and teachers assist mainly their good students". One of the HSES school students said, "if you study hard, then the system is very helpful

to you". The other student said, "I wish the system was not abolished because being able to graduate in five semesters is very motivating for us". Furthermore, all four of the students wanted teachers to be more attentive to all students. The LSES school students said, "teachers should help the unsuccessful students also". One student from HSES school pointed out that elective courses should not be "compulsory" elective courses. He said, "compulsory elective courses caused problems for us. Students should be able to elect courses as they want".

4.9.2 Perceptions of the Parents

Of the six parents who attended the interviews four parents believed that there was no problem with the system itself and that the problem lay in the current situation of schools. The SSG parent from LSES school believed that the system was beneficial since it provided the chance to distinguish successful students from the others and being attentive to what is taught. He said, "an unsuccessful student should not compete with the successful student and should let the successful ones advance. My daughter is going to graduate in five semesters and attend preparation courses for the University Entrance Exam for a semester and will

manage to be admitted to a university easily. However, the unsuccessful students do not have these chances, they will probably not be admitted to a university. So, they should be eliminated or guided into vocational schools and not be allowed to take the University Entrance Exam. This would increase the quality and quantity of schools and teachers which are currently not adequate". The PSG parent from HSES school believed that this distinguishing factor challenged the students to gain good-study habits. She said, "the system is only beneficial to students with good study habits since fulfilling the credit requirement demands hard work".

In contrast, the UG parents from MSES and HSES schools believed that this distinguishing factor was an disadvantage for the students since it forced them to fulfill the credit requirements in one way or another rather than taking their needs, interests, abilities and future goals into consideration. These parents also believed that this desire to fulfil credit requirements resulted in students relying heavily on "dersahanes" and tutoring which in return caused schools to loose their importance. The UG parent from MSES school said "students are trying to get out of the school as quickly as possible to get ready for the tough

competition which started as of primary school. Hence, schools lose their purpose and importance and private tutoring and university preparation courses replace them. So, parents are deliberately not furnished with necessary information since another money-making sector is being strengthened". The UG parent from the HSES school said, "this system could only be applied in Turkey if the University Entrance Exam did not exist". He also stated that he was not equipped with the necessary data about the system and hence could not make further comments.

The PSG parent from HSES school and SSG parent from MSES school said that infrastructure problems especially shortage in the number of teachers and not having necessary facilities for students to spend their free time prevented the system from reaching its goal. The PSG parent said, "infrastructure problems are due to the National Education Ministry not believing in the principle that "Education is an investment in human resources for the pupil". The SSG parent said, "students tend to go out of the school in their free time then forget about the time and come either late or do not come back to school at all because there aren't any facilities to keep them at school". She also said, "although my son would be responsible from

Turkish-Math section of the University Entrance Exam, he had to take physics, due to a shortage in the number of teachers in that field".

The PG parent from the school representing the LSES did not make any comments about the applicability of the system in Turkey since she was not familiar with the system but she asked for more discipline and encouragement of students in schools. She said, "students should be encouraged to study hard. I don't believe in the idea of giving students a second chance in case of failure because every effort should be spent to make students achieve at the first try".

4.9.3 Perception of the Advisors

All six of the advisors commented on why the system could not be implemented effectively. One advisor from LSES school, one from MSES school and two from HSES school pointed out that infrastructure problems were the reason. The LSES school advisor said, "if there were enough classrooms, the system would have been more efficient. Also, the physical settings should be improved in schools so that each teacher would have his or her classroom and necessary teaching aids". The other advisors, one from LSES school and one from MSES school, believed that students in this system as well as in other

systems were not able to specialize in one field. They said, "students are forced to learn bits and pieces of each subject and the result is illiterate graduates" The LSES school advisor said "all the courses except for Turkish should be elective". They said that teaching rather than training formed the core of all curriculums. The same advisor from MSES school and two advisors from HSES school believed that education was heavily politicized. The advisors from HSES school said that both implementation and abolishment of the credit system was political reasons. The advisor from LSES school believed that the hidden agenda behind these political changes were the tendency to shape individuals in one mold. He said "the system of training and educating individuals is constant through out the world, only the unique conditions vary". One advisor from the HSES school and one from MSES school said that the lack of knowledge of the system by all the individuals concerned, resulted in a lack of coordination and hence ineffectiveness and inefficiency in the system.

This lack of coordination was also pointed out by the other advisor from MSES school who believed that teacher's and management's refusal to deal with challenges brought about by the system, resulted in not introducing the system to students and parents

in detail which in return prevented communication. She said, "first of all, a student's right to choose his or her teachers brought about the successful and unsuccessful teacher concept which the Ministry had to ignore and therefore resulted in the administrators assigning teachers. Secondly, parents were given the right to supervise the schools but management did not want to deal with this" She along with the two advisors from HSES school perceived the assignment of compulsory elective courses by assistant principals as a negative influence on the system. The two MSES school advisors said that the students were divided into two groups in this system. One of the advisors termed the groups as students who have completed their self development- and determined their future goals and students who have not while the other advisor termed the groups as successful and unsuccessful students. Both of them said that students in the latter group were left unguided. One of the advisors said, "the lack of guidance was the reason the students who had not completed their self-development were snapped off the schools, not because they did not have anything to do in their free-time, as commonly believed in the society". One of the advisors from the same school said "sixty five students were temporarily expelled from our

school which I perceive as sixty five sacrificed students as a result of the deficiencies of the system. These disciplinary problems are the result of not guiding the students and these problems will continue to exist since keeping students imprisoned in school and trying to maintain discipline by only enforcing rules and regulations can not be possible". He believed that the only way to maintain discipline was to satisfy not only students' academic needs but also others.

All the advisors believed that credit system was the best of all the systems. The reason for this according to the advisors lay in the fact that students were given the freedom to elect courses based on their interests, needs and abilities. However, they said students ended up having to take compulsory elective courses. One of the advisors from HSES school gave an example of this. She said, "although students had not elected the "logic" course they were made to take it. When I informed the assistant principal, who had prepared the program, he said that no changes could be made. Those students mainly failed due to attendance problems since they were not interested in studying logic and preferred not to attend it anymore".

One of the advisors from LSES school stated

that society did not believe in education due to increasing value placed on money rather than education. Hence, he said, being wealthy is regarded as more prestigious than being educated. He expressed his worries about the contradiction between social psychology and education. He said, "a student who sees an illiterate individual living a much better life than an educated person, he or she naturally cannot grasp the meaning of education". His next complaints were low salary, unsettled housing problems of teachers and social facilities current status. He said "teachers are expected to be very hard working and dedicated where in return they are paid very badly. If each individual was to sacrifice for the benefit of the country, I would be willing to do it. However, I have difficulty in understanding why politicians load so much responsibility on us for so little money where they are earning so much money for so little work and responsibility". He said that although the teachers were made to pay membership fee to the "teacher houses" they could not utilize it but that they were mainly utilized by politicians due their high cost. He said, "the changes in society's values and teachers economic problems impaired the system". Finally, one of the advisors from the same school said that the

policy to privatize schools was against the "Equality in Education" principle.

4.9.4 Perception of the Counselors

All three counselors stated that the credit system was a very good system since they all believed that identifying the students needs, interests, abilities and fulfilling their need as the major goal and objective of an educational system. However, they also believed that due to the current problems the system has not been effective. The problems they mentioned were a lack of necessary classrooms and meeting rooms, a shortage in the number of teachers, and an insufficient number of elective courses to offer. LSES school counselor added, "not only the advisors but also the counselors should have been included in the system as well as a transition for the students among schools being available".

4.9.5 Perception of the Principals

All three principals expressed their perceptions about the abolishment and/or implementation of the system. LSES school principal said, "it is hard to make any positive or negative comments about the system other than stating that if the system was effective, it would not have to be abolished". While HSES school principal believed

that the system was faced with unfair criticism, MSES school principal stated that he was in favour of the abolishment of the system. Despite the differing views the principals believed that the system enabled the students to specialize in the fields of their choice and that it was not effective in Turkey due to lack of necessary facilities and an insufficient number of teachers.

MSES school principal stated, "at this stage our aim is to graduate students as quickly as possible so we allowed students to take up to sixty credits although students are only entitled to take between twenty four and 30 credits in one semester". He pointed out that the students in this system were negatively influencing the parent-school interaction since each party held the other responsible for the changes in students behaviour, such as including sexuality in their innocent boy and girl friendship.

HSES school principal rejected the idea that the system left students unguided on the streets. He said, "the biggest handicap is teaching being the main emphasis of all the systems. Also, the advisors refusal of their responsibilities due to a lack of sufficient financial support impaired the system". He emphasized that unless the advisors fulfilled their roles and responsibilities the

system would not be effective. Therefore, he said, "adjustments in salaries and a reduction in teaching hours and paper work to be completed would enable advisors to be more effective". He lastly said that parents should be trained to be able to take the responsibility for their own children rather than turning over the whole responsibility to the school.

4.10 Summary of the Results of the Data Obtained

4.10.1 Roles and Responsibilities of Advisors, Counselors and Principals

Of the six advisors five of them and all three of the principals believed that explanations provided about their roles and responsibilities were explicit while the other advisor believed explanations were explicit to some extent. None of the counselors perceived the explanations given as explicit.

All the counselors and the advisor who believed that explanations given were explicit to some extent were experiencing difficulties in understanding their roles and responsibilities due to vague and overlapping explanations. They believed that explanations were not indepth and overlapped with advisors roles and responsibilities. The advisors

who believed that their roles and responsibilities were explicitly identified and specified, had a complaint. Their complaint was that these explanations did not specify how to perform their advisory role and to fulfill it's responsibilities.

Table 4.1
The Explicitness of Explanations Provided to Advisors,
Counselors and Principals about
Their Roles and Responsibilities

Subjects	Explicitness of the Explanations		
	Explicit	To Some Extent	Not Explicit
	n	n	n
Advisors	L	1	1
	M	2	
	H	2	
Counselors	L		1
	M		1
	H		1
Principals	L	1	
	M	1	
	H	1	
Total	8	1	3
*L=LSES M=MSES H=HSES			n=12

The school principals who said that their roles and responsibilities were explicitly explained, also believed that they provided the necessary explanations to advisors and counselors.

However, they also added that teachers were not familiar with the system and that it was the teacher's responsibility to improve their knowledge of the system.

4.10.2 Dissemination of Information

Except for one student, all the students believed that the explanations provided by their advisor and/or counselor were explicit to some extent while the other student perceived them as explicit. Of the six advisors who participated in the study four of them believed that the explanations they had provided to students were explicit whereas the other two advisors believed that the explanations were not explicit. Of the three counselors who attended the study, two of them believed that the explanations they had provided to students were explicit whereas the other counselor believed that they were explicit to some extent.

The students believed that the explanations were usually provided by their advisors during their first year in high school and later on by either some teachers or assistant principals. However, regardless of the source they perceived the explanations provided as inadequate and too simple. The two advisors, who believed that they did not

provide explicit explanations to students said, that this was because the management prevented them from giving explicit explanation to students.

Table 4.2
The Explicitness of Explanations Provided to
Students by
the Advisors and/or Counselors

Subjects	Explicitness of the Explanations		
	Explicit n	To Some Extent n	Not Explicit n
Students	L		2
	M		2
	H	1	1
Advisors	L	2	
	M		2
	H	2	
Counselors	L	1	
	M	1	
	H		1
Total	7	6	2
*L=LSES M=MSES H=HSES			n=15

Table 4.3
The Explicitness of Explanations Provided to
Parents by the Advisors and/or Counselors

Subjects	Explicitness of the Explanations		
	Explicit	To Some Extent	Not Explicit
	n	n	n
Parents	L		2
	M		2
	H		2
Advisors	L	2	
	M		2
	H	2	
Counselors	L	1	
	M	1	
	H		1
Total	2	5	8
*L=LSES M=MSES H=HSES n=15			

All the parents who attended this study believed that they had not been given an explicit explanation of the system. They also reported that the explanations they had been given to them were mainly provided by school members other than their sons' or daughters' advisor and/or counselor. Meanwhile, four of the six advisors and one of the counselors who attended the study believed that their explanations to parents were explicit to some extent. The two advisors believed that their explanations were not explicit whereas the two counselors believed that their explanations were

explicit. However, both the advisors and the counselors stated that the parents they were mentioning were the parents who attended the regular meetings held at their schools.

4.10.3 Support Provided to Students from Advisors, Counselors and Parents

Table 4.4
Extent of Guidance Provided to Students

Subjects		Extensive n	To Some Extent n	None n
Students	L			2
	M			2
	H			2
Parents	L			2
	M			2
	H			2
Advisors	L		1	1
	M			2
	H			2
Counselors	L			1
	M		1	
	H			1
Principals	L			1
	M			1
	H			1
Total		0	2	22
*L=LSES M=MSES H=HSES				n=24

All the students and parents believed that students had not been provided support in exploration and determination of their needs, interests, abilities, future goals and in selecting optional courses accordingly. All the advisors and majority of the counselors believed that their support was not efficient and effective.

4.10.4 The Use of Student Profile Files

None of the students nor the parents had seen the Student Profile Files and eventually had not attended meetings where the data in the files were discussed. Advisors and school principals had also stated that they did not utilize these files in meetings since they believed that there were not any data to review in them. Counselors and principals, however, stated that they were using these files in meetings for problematic student cases.

Table 4.5
The Use of Student Profile Files in Meetings
with Students and Parents
by Advisors and/or Counselors

Students	The Extent of Use of Files in Meetings		
	Extensively n	To Some Extent n	Never n
Students	L		2
	M		2
	H		2
Parents	L		2
	M		2
	H		2
Advisors	L		2
	M		2
	H		2
Counselors	L	1	
	M	1	
	H	1	
Principals	L	1	
	M	1	
	H	1	
Total		6	18
* L=LSES M=MSES H=HSES			n=24

4.10.5 Design and Content of Regular Meetings

The term "regular meetings" in this study referred to meetings that were supposed to be held with the students, parents, advisors and/or

counselors to identify and discuss students needs. However, it was realized that these meetings were not held and the term "meeting" meant the regular "parent-teacher meetings' for the subjects in this study.

Table 4.6
The Beneficiality of Regular Meetings with
Students, Parents, Advisors and Counselors

Subjects	The Perceptions About the Meetings			
	Very Beneficial n	To Some Extent n	Not Beneficial n	Never had Meeting n
Students	L			2
	M			2
	H			2
Parents	L		2	
	M	1		1
	H		2	
Advisors	L		2	
	M		2	
	H		2	
Counselors	L			1
	M			1
	H			1
Principals	L	1		
	M		1	
	H		1	
Total	2		12	10
*L=LSES M=MSES H=HSES				n=24

All the students and except for one parent, all the parents stated that they had not had any meetings with the advisors and/or counselors, not even on one-to-one basis. They believed that it was because school was not interested in students. Majority of the parents, advisors, counselors and principals were not satisfied with the regular meetings held at schools. They all mainly believed that these meetings were designed just to inform the parents about the grades of their son or daughter. Most of the advisors, counselors and principals stated that students were not invited to these meetings due to lack of space.

4.10.6 Evaluation of Guidance and Counselling Service

None of the students nor the parents have been asked to provide any type of evaluation feedback about the guidance and counselling services. Students refrained from giving any feedback either due to fear of its consequences or because of not believing in its benefit just like the parents. All the advisors, counselors and principals said evaluation of the service was being done. However, advisors, who believed that their involvement in the evaluation process was to some extent, were not satisfied with the evaluations

since they perceived these evaluations as the ensurement of completion of paperwork. However, the counselors and principals said that evaluations were conducted mainly based on the data gathered from the advisors and reports and that they were content with the results.

Table 4.7
 Involvement of Students, Parents, Advisors,
 Counselors in Evaluation of Guidance Services

Subjects	Extent of Involvement In Evaluation		
	Extensive n	To Some Extent n	None n
Students	L		2
	M		2
	H		2
Parents	L		2
	M		2
	H		2
Advisors	L	2	
	M	2	
	H	2	
Counselors	L	1	
	M	1	
	H	1	
Principals	L	1	
	M	1	
	H	1	
Total	6	6	12
*L=LSES M=MSES H=HSES n=24			

4.10.7 Instruments Used by Counselors

Counselors from the three schools were all using different tests and techniques to ensure the development of the students as a whole. However, these tests were not administered to all the students due to either not being able to reach all the students, due to students' irregular timetables or believing that tests should be administered only to students who volunteer to take it.

4.10.8 Constrative and Facilitative Factors that Affected Interaction in School

Table 4.8
Factors Identified by Students, Parents
Advisors and Counselors that Facilitated the
Interaction among them

Subjects	Students	Parents	Advisors	Counselors
Factors	None	None	None	None

The students, parents, advisors, school counselors and principals pointed out that there were many factors that constrained their interaction but no factors that facilitated their interaction. Lack of communication formed the basis of the lack of interaction. Parents were usually referred to as irresponsible by some of the advisors, all the

counsellors and principals due to not cooperating with the school. However, advisors also mentioned the Ministry of Education, school management and the changing values in the society and being underestimated as the reasons of lack of interaction. Parents and students, on the other hand, held the school responsible since they believed that the school authorities evaluated the students only on their academic achievements and were not being attentive to their needs and problems.

Table 4.9
Factors Identified by Students, Parents
Advisors and Counselors that Impaired the
Interaction among them

Subjects	Students	Parents	Advisors	Counselors
Factors				
1.Lack of Communication	X	X	X	X
2.Irresponsible Parents			X	X
3.Ministry of Education			X	X
4.School Management	X	X	X	
5.Changing Values of Society			X	
6.Undermining of Teachers			X	
* X=subject groups that mentioned the factors				

4.10.9 Other Issues

Students, who were provided outside support in determining their needs, interests and abilities and determining their future goals, were satisfied with the system whereas the others were not. Some of the parents were satisfied with the system since it was effective in distinguishing the successful students and forced students to gain good study habits. However, they, just like the advisors, counselors and principals believed that the system could not be implemented in Turkey due to infrastructure problems experienced.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

The results of the data obtained will be discussed under the headings used to present the results in chapter 4. The discussions will be followed by recommendation(s) to be considered for the education system where guidance and counselling is inbuilt to it.

5.1 Evaluation of the Study

In general there were no major drawbacks experienced in this study. The major strength of the study resulted from the variety of data sources employed. For example, including the parent's perception in the study added a new dimension that usually does not exist in studies with a similar aim. The data gathered through the interviews were sufficient since they served their purpose in identifying subject's perception of the interaction amongst them. However, some issues related to the design of the study emerged after the research was completed. Although the questions asked in this study enabled the researcher to get a sufficient amount of data and not receiving any short answers from any of the participants, the wording of some of the questions could have been improved so as to prevent short answers. Another issue was that the

researcher has learned from experience is that recording should be tested for high-quality recording before each interview and that each side of the cassette's recording duration is not endless.

This study has not identified all unfulfilled needs. First assistant principals should have been included in this study since in practice they were highly involved in the interaction among the advisors, counselors, students and parents. Second, the Ministry of Education should have been contacted for the school principals to attend the interviews in-person instead of them designating the assistant principals to speak on their behalf. Third, the parents and advisors of the students who participated in this study should have been interviewed so as to follow-up on issues raised by the other.

5.2 Discussions and Recommendations

5.2.1 Roles and Responsibilities

Guidance in Education was first dealt with in detail in the VIII National Education Council. In the 1970-71 academic year, Guidance and Counselling services were pilot tested in schools. (Tan, 1974) In that year, the roles and responsibilities of individuals involved in this service were identified

and specified. Since then, there has been various changes in not only in the terminology utilized to refer to these individuals but also in their role and responsibilities. These changes, firstly resulted in conflicts in the allocation of responsibilities. When the roles and responsibilities of advisors and counselors in the credit system are viewed, it can be said that their roles and responsibilities overlap in some areas. (Poyraz, 1993) The three counselors, who participated in this study, pointed out that they were experiencing difficulties in understanding their roles and responsibilities due to these vague and overlapping explanations. Similarly, one of the other advisors from LSES school, who believed that the explanations of the advisor's role and responsibilities were explicit, just like the counselors, was complaining about the overlapping items between the advisor and counselor role and responsibilities. In a similar study Valinet (1982) reported that teachers had difficulty in understanding the role and responsibilities of counselors.

A teacher is an academic responsible for helping formal learning. However, there are a number of sub-roles they perform such as taking administrative responsibilities or being

representatives of the authority of the school. Their role is also to guide and counsel since every teacher is regarded as teacher of social skills. (Fontana, 1990) Teachers, in the credit system, were expected to act as advisors, providing guidance to students and parents, besides teaching. Except for one of the LSES school advisors, all the advisors who attended the interviews pointed out that their roles and responsibilities were explicitly identified and specified. This LSES school advisor believed that he did not have the necessary training to perform his advisory role and fulfill his responsibilities. On the other hand, the two MSES school advisors and one of the advisors from HSES school believed that explanations were explicit yet they also added that the explanations did not outline the procedures required to perform their roles and fulfill their responsibilities. In brief, although LSES school advisor and the other advisors had differing views about the explicitness of the explanations, their complaints were similar since they all pointed out that their problem lay in not knowing how to perform the advisory role and to fulfill its responsibilities. Similar findings were seen in studies done by Baykul, et al (1979), Jones (1984), Hazir (1992) and Koymen (1995). Baykul's finding was that advisors did not feel competent in

guidance. Hazir pointed out that teachers were not trained to perform their role as advisors. The only contrasting finding was in the study conducted by Koymen. The teacher participants in that study felt they were equipped with the necessary knowledge of guidance since guidance was part of their teaching profession. The school principals believed that they provided the necessary explanations to advisors and counselors. It was interesting to note that the school principals believed that teachers were not familiar with the system and stated that it was the advisor's responsibility to improve their knowledge of the system. It seems as if they were not aware of the need for in-service education in this issue. The principals also seem to perceive the advisor and counselor service as separate units outside of their responsibility.

Designating individuals and appointing responsibilities is not an end in itself since necessary in-service education is essential after the designation and appointment of individuals. Guidance and Counselling, today, is accepted as a professional career field. Hence, in the United States of America where the guidance and counselling is at an advanced level, it is compulsory to specialize in this field at a university to perform this role. The following recommendations could be

taken into consideration to make necessary revisions:

1. The National Education Ministry should review and revise the role and responsibilities of the advisors and counselors. Teachers and counselors should be consulted before and after the reviewal and revision process. The roles and responsibilities should be concrete and documented so explicitly that no interpretation would be needed.

2. Teacher training schools should include guidance and counselling courses in their curriculum.

3. Each school principal should form a teacher training unit. This unit should provide in-service-training courses in schools to provide on-the-job to train teachers to fulfill their advisory role.

5.2.2 Dissemination of Information

There is a hierarchical structure in schools, like in other institutions. The hierarchy in school ranges from principals through assistant principals, teachers and students. Although students are perceived as occupying the bottom place in the school hierarchy, the schools ultimately are to serve the students which covers giving full

explanation of all issues of schooling. There would be no need for schools nor teachers if there were not any students. Therefore, it can be said that since the credit system brought about many changes, especially in the role and responsibilities of the students, it is essential that students are given a full description of the system despite their hierarchical place. Morgan (1993) reported in his study that the rights and responsibilities of students are sensitive issues that should be negotiated delicately.

In this study, students from LSES and MSES schools were not satisfied with the explanations provided. In the HSES school the students satisfaction with the explanations varied where one student was satisfied and the other was not. In other words, five of the six students did not perceive the explanations provided as explicit. A similar finding was reported in the study conducted by Hazir (1992), Celotte and Jacons (1982), and Deck and Saddler (1983). In Hazir's study 50.54% of the students believed that students should be provided with more information.

Four of the six advisors perceived their explanations to students as explicit and the other two did not. Of the three counselors, only one of

them said that the explanations provided to students were not explicit

The LSES advisors and counselor claimed that their explanations were explicit whereas students from the same school claimed that they were not. It can be said that what is understood as explicit explanation differed among the advisors, counselors and students. Secondly, there was a correlation in the responses given to this question by the advisors and students in MSES school since both the students and advisors did not believe that the explanations were explicit. However, it was interesting to note that the counselor believed that the explanations were explicit. Then, the correlation continued in HSES school since one student and one advisor believed the explanations were not explicit whereas one student and one advisor from the same school believed they were explicit. The counselor of this school was the only counselor who believed that the explanations were not explicit. Here again, this could be due to either the interpretation of explicit or differences in teachers attitudes towards their roles and responsibilities.

Regardless of their educational background, none of the parents were given explicit explanation of the system. It was reported in the study

conducted by Baykul et al., (1992) that students and parents were not familiar with the system. It was also observed that except for the PSG parent from MSES school, all parents were given some sort of explanation. However, their source of explanations differed. The UG parents' source was their son or daughter. The SSG parents' sources were schools and their son or daughter. On the other hand, the SES level of the PSG parents was effective on their source. The PSG parent from LSES level was not given any type of explanation whereas the PSG from HSES school was provided explanation by the assistant principal. The PSG parent from LSES school was not even aware that there was a change in the system which might be due to her son and the school not explaining the system, thinking that she would not understand or be able to follow the descriptions and discussion via media. It might also be said that, the explanation of the changes brought about by the credit system was not simplified enough to be understood by low-educated individuals in LSES communities. It was also noticed that except for the MSES school, the advisors claimed that their explanations to parents were explicit but the parents claimed that they were not. Except for the HSES school counselor, the counselors believed that the explanations provided

to parents were explicit. A similar contradiction was reported in Primer and Brown's study (1993). The school believed that they were inclusive of parents in schooling whereas the parents believed that they were excluded from schooling.

The counselors from MSES and HSES schools stated that they provided both written and verbal explanations. However, all the advisors, students and parents mentioned only verbal explanation and nothing about a written document. It was also noticed that although some type of a written document was prepared by the counselors of MSES and HSES schools, the LSES school counselor had not attempted to do so.

There should be uniformity in the explanations provided so as to better serve the clients, and society. These clients are the students and parents in the educational setting. In order to standardize the explanations provided following recommendations can be made:

1. The Ministry of Education should form a committee where there are representatives of advisors, school counselors, school principals, parents with different educational levels and SES, and students from different SES backgrounds. This committee should prepare a "Student Handbook",

"Advisor and Counselor Handbook" and a "Parent Handbook", mini-tests, mainly as True/False questions to accompany the handbooks to ensure full understanding of the explanations in the handbooks. The content of the explanations should be detailed but the language should be as simple as possible. These handbooks should be distributed to schools.

2. The school principals should then appoint the assistant principals to organize the distribution of these handbooks and workshops.

3. Workshops for the advisors and counselors should be held, during the preparation period, before the start of the academic year. In these workshops, "Advisors and Counselors Handbook" should be reviewed. Also, techniques and methods that could be employed to explain the system to students and parents should be discussed.

4. Advisors should be responsible for distributing and reviewing the "Student Handbook" with students. The classes on the first day of school should be allocated for going over the handbook. Administration of the mini-tests and going over the questions word-by-word should be done after going over the handbook. Then, advisors should clarify any further queries of the students.

Application of this procedure would put an end to dissatisfaction pointed out by the students due to the place of the meeting(s) and the simplicity of the content of the explanations. Explanations given during the ceremonies could result in misunderstanding due to reasons such as not hearing or not understanding because of the crowding. Querying clarification during the class hour can impair the learning process and cause demotivation. It should be kept in mind that not all students are able to get outside support as observed in this study. The recommended procedure would also prevent the difficulties experienced by advisors while trying to reach the students as well as bringing unity to explanations provided.

5. The distribution of the "Parent Handbook" should be done by individuals responsible for the enrollment of students into schools during the days allocated for enrollment. It should only be distributed to parents whose sons or daughters are entering the first year of the credit system. Then, during the first week of school, there should be seminars for parents in the late afternoons to enable the parents who work to attend them. Parents should be grouped in alphabetical order and there should be seminars on different dates for each group. The seminar date, time and agenda should be

provided to parents during the enrollment. During the seminar, the handbook should be read word by word and the mini-test administered to students should also be administered to parents. Next stage, would be to go over the answers of the test as well as answering any queries.

The seminars could be organized by the "School-Parent Association". These seminars could also be effective in improving the cooperation and interaction of school and parents.

6. The introduction of the system and training of society should be done via the media, also. However, they should not be in the form of panels or authorities discussing the system using technical terms. The content should be very simple and brief. It could be printed in the newspapers as well as broadcast on television. These broadcasts could be during the news since almost everybody watches the news on television or they can be broadcasted during prime-time on all the channels at the same time. This could also be defined as a campaign and should be done with the cooperation of the Ministry of Education and the Media authorities.

5.2.3 Support Provided to Students from Advisors, Counselors and Parents

In the curriculum of the credit system, there are both compulsory and elective courses. The determination of the elective courses to be taken by the students is determined by the collaboration of the student, parent, advisor and counselor. Therefore, a great deal of emphasis is placed on the guidance and counseling service in assisting students and parents in the selection of the elective courses according to students needs, interests, abilities and future goals.

All students, regardless of the SES level of their school, pointed out that they had not been provided support in exploration and determination of their needs, interests, abilities, future goals and in selecting optional courses accordingly. This result was also reported in studies conducted by Baykul, et al., (1979), Koymen (1995) and Demirci (1995). On the other hand, the teacher participants in Geban, et al., study reported that students were provided support in this matter. However, when the results in Hazir's study (1992) were reviewed it was realized that class teachers mainly provided the highest support, and advisors and counselors the least. In this case, it could be concluded that in

some schools students are being provided the necessary support. Meanwhile, all the parents, regardless of their education level, pointed out that their sons or daughters were not supported in this matter. All the advisors and majority of the counselors and principals believed that their support was not efficient and effective. It can be concluded that the object of the system which was to enable students to decide on their future goals through the identification of their needs, interests, abilities and future goals has not been reached. It was also interesting to note that, none of the participants identified their personal weaknesses but rather blamed either each other or the management or the system.

Advisors, counselors and principals gave various reasons for students not being provided with support. These reasons, which are also reported in Baykul, et al., study (1979), can be summarized mainly as infrastructure problems, insufficiency of vocational training and changes in the rational of education, teachers not being acquainted with the system and the lack of interest from parents.

The following are the recommendations to improve the quality of guidance and counselling provided in schools:

1. A country-wide project should be initiated to identify the effects of social and nature factors on education in Turkey. This project should be initiated by the Ministry of Education and developed with the cooperation of representatives of all political parties, chambers, non-governmental organizations, representatives from Educational Science Faculty's of each University and most importantly representatives of teachers at all levels. The end-product of this project would be to produce plans to improve the infrastructure of schools and develop a "national education policy". Hence, it would be the responsibility of each government to take necessary action outlined in the plan rather than each government taking different, and at times contradictory actions.

2. Counselors should organize meetings with students after school to introduce different jobs and/or vocations. This introduction should also include the availability of posts in each field and their geographical distribution obtained from the National Statistics Institute.

3. A needs analysis should be done to identify the vocational areas where trained employees are needed. This should be done at district level by each Provincial department of Education,

governmental organizations and non-governmental organizations cooperating. Based on the results of the needs analysis, the courses that fulfill the need(s) of the district should be included in the curriculum. This would also mean vocational training in general schools. Hence, curriculum development should be initiated and goals and objectives should be restated based on the results of the needs analysis. The results of the analysis should also be publicized.

4. Shortage in the number of teachers can be reduced by hiring professionals working in the subject area, as part-time teachers. However, a teacher training unit should provide on-the-job training to these part-time teachers.

5. The quantity of compulsory courses should be reduced whereas the quantity of elective courses should be increased so as to allow students to specialize in the field of their interest, need and ability. Maximum effort should be spent to offer variety of optional courses bearing in mind the differences in students needs especially among and within the regions.

6. Courses which require the use of expensive equipment cannot be offered due to financial restraints experienced in the country. However,

this should be clearly explained to the students.

7. Insufficiency of meeting rooms can be overcome by arranging meetings either after school or at the weekends.

5.2.4 The Use of Student Profile Files

All the students regardless of the SES level of their schools, had not attended meetings where the data in the files were discussed. They had not even seen these files. A similar finding was found in the study conducted by Roberts (1984) and in the study conducted by the Council for Cultural Cooperation in France. (Huart, 1984) It was also found out in Roberts' study that students and parents benefitted highly from the meetings where the data in the files was discussed. Students were asked to fill in forms without being told where and how they would be used. Meanwhile, parents, again regardless of their education level had not attended meetings where the data in the files were discussed. They, as a matter of fact, did not know that such files existed. Advisors and school principals had also stated that they did not utilize these files in meetings since they believed that there were not any data to review in these files. This finding was also reported in Baykul, et al., study (1979) stating that the forms utilized to collect data were

inadequate. Counselors, however, said that they had attended meetings where these files were used. They also added that these meetings were held to discuss problematic student cases.

When the form in this file is reviewed, it was observed that, the content is very limited. It appears that these forms were completed to fulfill the requirements but did not serve any useful purpose. The next problems were in storage and updating these files. These files were usually kept in the assistant principals offices and were usually not updated.

The recommendations are as follows:

1. The school organization structure could be revised. Teachers teaching the same subject should form one unit, these units can be referred by their subject title such as the mathematics unit. There should be one assistant principal in each unit acting as the head of the unit. These assistant principals should be responsible to the Superintendent or Head Assistant Principal. Each unit should be in one room or when the number of teachers is low, two or more units can share the same room. Teacher's common rooms, assistant principal's rooms and other rooms used by the school management can be used as unit work rooms. Each

teacher should have a desk and partitions could be used to provide some privacy for the teachers. There should be bookcases, very simple designs, attached to the walls so that teachers can keep their files there. This reorganization would have three benefits; improve teachers working conditions in schools, enable the teachers to easily have access to these files, and ensure updating and utilization of these files.

2. Advisors should be responsible for annotating and updating these files. However, the form in-use currently should be improved and since it only gathers data about a student's personal profile, student academic achievement profile should be developed.

3. The following procedure is suggested for designing and updating student profile files. There should be three lists. The first list should be the list of students in alphabetical order and the second list should be the list of advisors in alphabetical order. After calculating the number of students each advisor will be responsible for, the distribution should be from the top to the bottom of the list. For example, if each advisor is to have twenty five students, then the first twenty five students should be assigned to the first teacher on

the list, then the second twenty five students to the second teacher on the list, etc. The third list should be the list of students and the names of the advisors they are attached to, the names of the unit the advisors are attached to and their workroom numbers.

There should be "Student Personal Profile" forms. During the second day of the school, each teacher, teaching the first hour either in the morning or afternoon shift should be asked to take these forms to the classroom and ask the students to fill in these forms. After having the students fill in the forms, teachers should give these forms to the assistant principal in their unit. Then, they can write the name of the advisor and the name of the unit by using the lists. Afterwards, they should group these forms according to the units and send them to the assistant principals of other units. The Assistant Principal, should then distribute it to the advisors in their unit accordingly. It would then be each advisor's responsibility to place the forms in the files of the students they are the advisors of. The same process can be followed after each examination to record students grades along with teachers observation notes and/or credits gained.

Each student should be asked to buy a file once during their first academic year in the credit system and the School-Parent Association should be asked to provide the bookcases. Computer record-keeping would be ideal yet due to its high-cost, manual record keeping procedure is recommended.

5.2.5 Design and Content of Regular Meetings

Along with the shift to the credit system, the philosophy of high school education has shifted to a student-centered approach where the needs, interests and abilities of students are fundamental. Parents, school counselors and advisors are responsible of guiding students to subjects coherent with their abilities and interests. Eventually, providing such guidance requires the involved individuals to meet to discuss the student's progress and identify areas where the student needs support.

Currently, in schools, meetings with teachers and parents are held twice-a-year but students are usually not invited to these meetings. Parents have the chance to talk to every subject teacher of his or her sons or daughters in the allocated classrooms at these meetings. The teachers inform the parents about the grades and their perception of the student and each parent usually has two or three minutes to talk to each teacher. This talk is usually done in

the presence of the other parents.

All the students in this study regardless of the SES level of the school they are from said that they had not attended these meetings and that they had not had any meetings with their advisor's, counselor's and parents, not even on a one-to-one basis. On the other hand, the results of all the studies reviewed emphasize the need for close interaction among all the individuals involved in schooling. All the students believed that they were not asked to attend any meetings since the school did not care or pay attention to the students. The advisors, counselors and principals confirmed that they did not invite the students to these meetings. Except for the LSES and HSES school counselors, the advisors, principals and the MSES school counselor said that they were in favor of inviting students to regular meetings. Except for the MSES school advisors, their reasons for not inviting students to regular meetings were not having enough space to have the students there and advisors not being acquainted with the students they were the advisors of. The MSES school advisors believed it was because of society's refusal to give students freedom to express themselves. Meanwhile, the MSES school principal added that discussing the unsuccessful students needs and problems together

with the students and parents at a regular meeting would take a lot of time and that they cannot afford it.

The LSES counselor did not see any point in inviting students to regular meetings since he believed that he was in contact with the students in school. However, he had also stated earlier that he was only meeting problematic students and the students who came to see him voluntarily. It means that not all the students have the chance to meet him. On the other hand, the HSES school counselor believed that due to the authoritarian nature of the parents it is better not to have parents and students together in these meetings.

Despite the reasons stated, the exclusion of students from the meetings seems to contradict the requirements of the credit system since there need to be meetings with the parents, students and advisors and/or counselors to discuss students needs and problems.

It was also noticed that neither advisors nor counselors were having meetings with the students on one-to-one basis after lise 1 unless the student was a problematic student. A problematic student was defined as a misbehaved student or student with an attendance problem by the advisors, counselors and

principals. In other words, misbehaved students or the students with low-attendance were the students that mainly had the chance to meet with their advisor's and/or counselor's. Apart from LSES school counselor and principal and the MSES school principal, the advisors, counselors and HSES school principal stated that they did not meet with the students. The LSES and MSES school advisors mainly complained about not having meeting rooms to meet the students and not being able to keep track of the students they were the advisors of since they were not teaching those students after lise 1. However, the advisors from HSES school said that students did not approach them since they did not want the guidance service from the schools.

The counselor from the LSES school believed that students should come to see him of their own volition. The LSES school principal said that students were advised to meet with their advisors and/or counselors. The MSES school principal said that the students and the advisors and counselors were meeting.

It can also be said that the requirements of student-centered approach, the philosophy of the credit system and what is actually practised in schools contradict and the lack of meeting rooms and

having a meeting schema seemed to be causing this contradiction. However, these meetings are essential for improved interaction among the students, parents, advisors, and counselors. The following tables are designed so as to illustrate an "ideal interaction pattern" and the "interaction pattern experienced in schools" in the credit system:

Table 5.1
Desired Interaction Pattern amongst Students, Parents, Advisors and Counselors

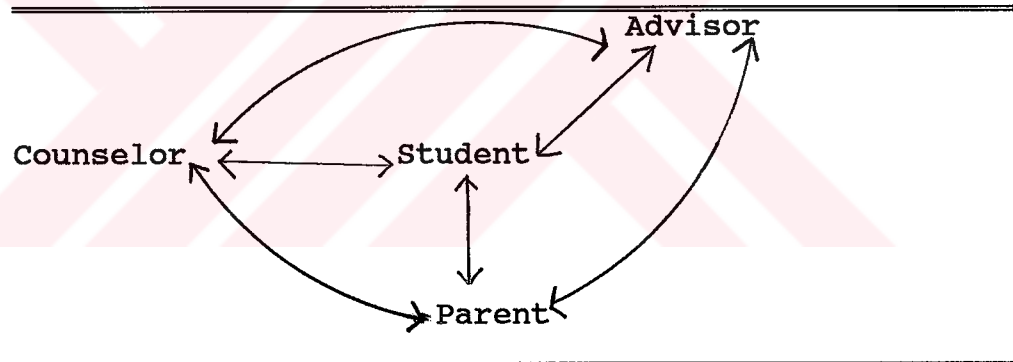
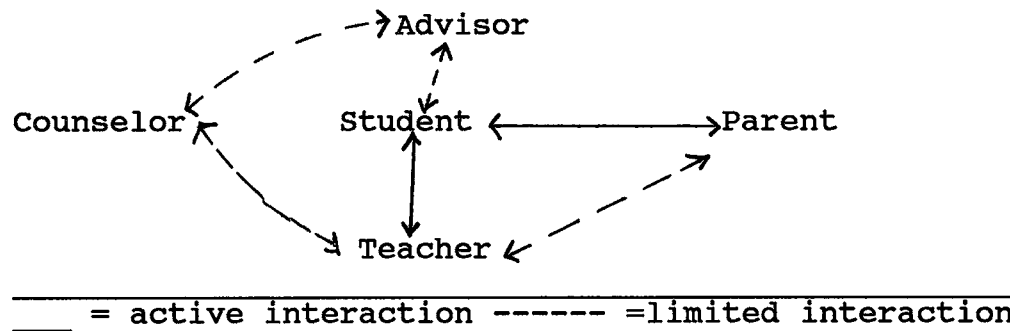


Table 5.2
The Interaction Pattern Experienced in Schools



— = active interaction ----- = limited interaction

The advisors, counselors and MSES and HSES school principals believed that these meetings were not beneficial, since it was designed just to inform the parents about the grades of their son or daughter, and expressed their worries due to low-attendance of parents at these meetings. So, it can be said that advisors, counselors and school principals were unhappy due to the low-attendance of parents at these meetings. However, the counselors were not attending these meetings and had different reasons for not attending. The LSES counselor believed that it was not his duty to attend these meetings. He had earlier complained about not having an explicit explanation of counselor's role and responsibilities. It seems as if he has outlined his role and responsibilities according to his perceptions. On the other hand, the MSES and HSES school counselors did not attend any of these meetings since they believed it impossible to attend every meeting due to their limited number and the large group of parents.

Except for the SSG parent from the MSES school, none of the parents in this study, regardless of their education level, believed that such meetings were beneficial. The SSG parent from MSES school, on the other hand, was attending other meetings since her son was facing academic and personal

difficulties. Except for this parent, the other parents believed that these meetings were only designed to inform the parents of the grades of the students and that other than any misconduct of the student, if any, nothing could be discussed. The UG parent from MSES school believed that this could not be called a meeting since it was just the teacher talking. They all were seeking more detailed conversations. It was also observed in this study that, advisors were totally excluded from these meetings since these meetings had not been redesigned in accordance with the design of the credit system. The structure of the meeting in the graded system remained unchanged despite the changes in the school structure. It was also observed that as the parents level of education increases, their contact with school decreases. This could be due to parents with higher level of education being able to provide support to their son or daughter and the parents with lower education level being in a state where they need more help from the school to support their son or daughter. Although, the gender issue is outside the scope of this study, it was also observed that female parents tend to visit and cooperate with school more than the male parents and female parents seem to be more protective towards their son or daughter whereas the

male parents tend to lay more responsibility on their son or daughter.

Most of the participant parents were attending these meetings despite believing that they were not beneficial. So, two questions were left without an answer here; "what would be different if all the parents attended these unuseful meetings?" and "what exactly was expected from parents?". The discussions in the meetings were not specific enough in stating where the problem lay or where the student had gone wrong in work or general conduct, and did not give clear directions on how these problems could be put right. The meetings were to inform the parent of the grades of the students and the recommendations were usually made in vague phrases such as "the student needs to be more attentive and study harder" which in real life could be valid for everybody. The parents need practical guidance to enable them to be enlisted into giving the student more specific help since whether they came to school or not, they are deeply involved with the student and his or her progress.

The following are the recommendations:

1. The meetings should be changed from parent-teacher meetings to advisor, student and parent

meeting. These meetings could be more beneficial for the advisors and/or counselors since it would mean meeting less parents and students and having more time for discussion.

2. Teachers should be in school eight hours a day with the prerequisite that their salaries are improved. The eight hours should consist of teaching hours, office hours and contact hours. The office hours can be utilized for lesson preparation, marking and completing paperwork and student files. The contact hours should be used to meet with the students and/or parents.

3. Ideally each advisor should have twenty student however, it was found out in this study that some advisors had up to fifty students. If the number of students was ideal, then the advisors could meet the students every week, but if not, then they could meet every two or three weeks. This would please the students since they would have the chance to communicate with their advisors and feel appreciated. The advisors, on the other hand, would not waste time trying to locate the students they were the advisors of.

4. Student-parent-advisor meetings should be held at least twice-a-semester such as one at the mid-semester and one at the end of the semester.

There should be an academic calendar in the Student and Parent Handbooks, in which the exam and meeting dates and procedures are explicitly explained and announced. It should be the students responsibility to inform his or her parent of the meeting date and time which his or her advisor notified during their last meeting. These meetings can be held at teacher workrooms until the physical facilities are improved.

These meetings would be beneficial since students academic success, problems and needs could be identified and discussed privately. In case of any need for further assistance parents and students could be referred to counselors.

5.2.6 Evaluation of Guidance and Counselling Service

Determining the effectiveness of the school's programs and personnel, is one of the major tasks of the school authority. Meanwhile determining the effectiveness of any aspect of the school's programs and personnel is a team effort. Evaluation requires the understanding and cooperation of not only all school personnel but also the students, the key population in schools, and parents. Evaluating needs, interests and attitudes towards a school without the student and parent is impairment of the

teaching and learning process and a waste of time. The nature and scope of pupil services requires the cooperation of parents, students, teachers and counselors, and evaluating to determine its effectiveness is a worthwhile and valuable experience to help individuals in school do a better job. (Grant, 1979)

It was observed that in all schools, counselors were determining the objectives of counselor and advisor services. Then, it was the advisor's responsibility to meet those objectives and report to the counselor how many of these objectives were met. Counselors believed that setting the targets for these services was their responsibility which covered evaluation as well. Advisors were seen as the laborers to reach those targets. Therefore, they were only asked to report their labour. Advisors, on the other hand, were mainly not pleased with counselors setting the targets for the advisors to reach and evaluating their labour. They believed that the evaluations conducted currently were designed so as to fulfill the requirements and impress higher officials. They believed that advisors and counselors were at the same level and that they were not superior to one another. Although counselors were doing such evaluations, school principals regarded these evaluations as

informal evaluations since they believed that Ministry of Education evaluations or inspection reports were the sole formal evaluations. It was also interesting to note that, the results of so called informal observations were usually used by counselors and school principals as a proof of effectiveness of the services and no weakness or negative aspect of these services were mentioned.

Regardless of the SES level of the schools and education level of the parents, neither, the students or parents had been asked to provide any type of evaluation feedback. Students and parents refrained from giving feedback since basically they did not believe in the use of providing such feedback. It was also observed that students were also afraid of getting into trouble if they expressed their thoughts and beliefs.

The recommendations are as follows:

1. Evaluation procedures of advisor and counselor services should be specified by the Ministry of Education. The Ministry of Education should justify and state the reasons and benefits of evaluation of the advisor and counselor service in the Written Regulations.

2. Since a school principal is considered

"the advisor and counselor of the advisors and counselors" each school principal should initiate evaluation in his or her school. The school principals should also justify and state the reasons and benefits of the evaluation of advisor and counselor service in the student, parent, advisor and counselor handbooks. Necessary caution should be taken to reassure individual concerns that this evaluation is the evaluation of the advisor and counselor services and not the evaluation of individuals.

This would also resolve the hidden argument over supervision.

3. The procedures suggested for conducting evaluation in schools are as follows:

a. Advisors and Counselors should ask for feedback from the students and parents during their contact hours.

b. Advisors and Counselors then, should document their feedback along with their feedback and suggestions for improvement of the service and forward the report to the Assistant Principal or the Head of the Unit he or she is attached to.

c. The assistant principals should collate the data into one report and sent it to the school principal.

d. The school principal should appoint a committee consisting of assistant principals, and counselors. This committee should collate the data into one report. After collating the data, the committee should identify the weaknesses and/or strengths of the service and decide on the actions to be taken. Next, actions to be taken should be included in the report.

e. These reports should be distributed by the assistant principals to the advisors and counselors.

f. Advisors and counselors should provide feedback to parents and students on items of their concern, during the contact hours.

g. These evaluations should be done at the end of each semester.

Having a detailed prescription of the evaluation procedures would be beneficial since there would be unity and standard within the schools as well as among the schools. Asking for feedback from the students and parents and providing feedback to them in return would help improve the interaction among them since the parents and students would feel that they play an important role in school and that their feedback is valuable and worthwhile.

5.2.7 Instruments Used by Counselors

Counselors at different schools were utilizing different tests and techniques. The LSES school counselor believed that students should approach him to take tests since he stated that making students take tests would result in misleading results. The MSES and HSES school counselors complained about not being able to reach all the students either due to not having pre-determined contact hours or financial restraints. It was also found in this study that students were not approaching the counselors because they had not really been encouraged to do so. The counselor at one of the schools had politely offered his office to interview the students in that school. He also added that his presence during the interview would not disturb the student. However, since the student felt uncomfortable because of his presence, he was asked to leave the room. Then, the interview had to be re-started and the answers the student gave changed. It was believed by the researcher that this had nothing to do with the counselor's attitude or personality but rather was due to students not being informed that guidance and counselling was to provide support for them.

The recommendations are as follows:

1. The tests to be administered to students

should be determined by the Guidance and Counselling Center in order to ensure standardization among schools. This could also relieve the counselors from seeking to update their instruments.

2. Ministry of Education should allocate necessary funding for schools to buy the paper and zerox the tests.

3. Each student should be given different tests. The procedures recommended for administering these tests are;

a. Advisors should administer those tests to the students they are the advisors of, each academic year and forward it to the counselors. The advisor's name and the unit the advisor is attached to should be written on the tests.

b. The counselors should review and analyze the data. If further meeting with the student is necessary, then the counselor should contact the student personally. However, if a further meeting is not necessary then, the results of the analysis should be sent to the assistant principals to be distributed to the advisors accordingly.

c. The counselor's and advisors should review and discuss the results with the students and parents during the contact hours and place the test sheets in the files of the students.

The analysis of data obtained from the test(s) of each student and discussions would provide another concrete source for better guidance and enable the student to utilize the data while setting their future goals.

5.2.8 Constrative and Facilitative Factors that Affected Interaction in School

Individuals form society and education is to train and teach the individuals. The improvement of society can only be accomplished via schools since they are the main agency in education. Hence, teachers are then responsible for teaching and training students. Therefore, teachers should do their best to improve the deficiencies in the individuals for the improvement of society rather than just accepting the existence of any deficiency. (DeRoche, 1981)

On the other hand, it must be accepted that teaching is a stressful occupation. This is due to the high level of demands put on them by the different parties involved in schooling, continuing challenges in teaching in the classroom, not having limits to their responsibilities, being subject to criticism again by the different parties involved in schooling, being asked to function with a limited number of resources and support, being expected to

improve their knowledge continuously to keep up with the changes in the field and/or the system, not having too much influence in the decision making process and being emotionally affected by the success and failure of students. They are also isolated from the outside world and even from their colleagues since they spend most of their time with the students. Therefore, they do not receive the necessary mutual support and encouragement from other people. (Fontana, 1992)

Schools are usually viewed as a large, bureaucratic system. However, each school serves different individuals and teacher, parent, student problems are all to be solved in the individual school. The key factor to a school's success or failure is generally the school principal. They are the educational leaders responsible for ensuring that human relationships are enhanced. (DeRoche, 1981)

The students, parents, advisors, school counselors and principals attending the interviews pointed out there were many factors that constrained their interaction but no factors that facilitated their interaction. The lack of interaction between advisors and students was also reported in the study conducted by Baykul, et al. (1979) Lack of

communication formed the basis of the lack of interaction. It was observed that advisors and counselors usually held the parents responsible for the lack of communication by not cooperating with the school. They perceived the parents as not being interested in their son or daughter or being heavily distracted by trying to cope with high cost of living. However, the advisors from the MSES school held the school management responsible for the lack of interaction. Some advisors and principals held the Ministry of Education responsible since the system was implemented without prior notice or improving the infrastructure of the schools. Some advisors held society responsible due to value changes in the society, felt underestimated and under stress and pressure.

Parents and students, on the other hand, held the school responsible since they believed that the school authorities evaluated the students only on their academic achievements and were not being attentive to students' needs and problems. All the students were mainly satisfied with their interaction with their families. However, their satisfaction level increased as their SES level and parents education level rose. A similar finding was reported in Mkwanzis's study (1994). It was stated that the low literacy of parents was one of the

obstacles to parental involvement in schooling. The only parent who was not satisfied with her interaction with her son was the PSG parent from the LSES school. There seemed to be a conflict between her and her son's desires and wishes. She was in need of support from the school in this matter yet was not supported in the way that she wanted. It should be remembered that if there is no interaction within an institution, there can be no institutional development.

The recommendations are as follows:

1. The school principals, keeping in mind the scarce resources of teachers to obtain help from experts, should take the necessary precautions to relieve teachers or advisors of stress. This could be accomplished through holding sessions with teachers in small groups to encounter the difficulties they face and improve their interaction.

2. The school principal should ensure that advisors, counselors, students and parents meet each semester and he or she should chair these meetings. These meetings could be achieved by compounding a couple of units at different dates. These meetings would be helpful in doing a self-evaluation of each individual as well as recognizing the problems faced

by others.

3. The allocation of work rooms and contact hours recommended earlier would also be beneficial in improving the interaction among the advisors, counselors, students and parents.

5.2.9 Other Issues

Most of the participants in this study made further comments on the credit system. Students from LSES and MSES schools were dissatisfied with the system whereas the students from HSES school were not. In the studies conducted by Ardac (1995), Baykal (1995) and King (1972) students approved of the system and found the flexibility in electing courses and being able to graduate in five semesters beneficial. This could be due to the nature of the credit system, since the system tends to be more demanding and assigns more responsibilities to students than the previous system. As the level of students SES rose, their opportunity to get outside support increased and therefore the system seemed more advantageous to them.

The PSG parent from LSES school was not aware of the system but her desire was to ensure that her son led a better life in the future. Therefore, she was in need of the school's support. However,

it seemed that no time was taken to understand her point of views and give her the necessary support which consisted simply of explanation and empathy. The SSG parent from the LSES school was the only parent satisfied with the system. He was proud of his daughter's success in school yet was worried about her success in the university entrance exams. The SSG parent from MSES school held the system responsible for the problems faced by her son. She believed that if he had not had free-time in school, he would not go outside the school or have bad friends who helped him gain bad habits. The other three parents believed the system should change because they believed that the facilities were not adequate for this system. The UG parent from MSES school also added that this system placed more emphasis on being admitted to university than being trained in schools. He also said that this emphasis resulted in financial abusement of students and families.

Advisors, school counselors and principals believed that the system was a good system yet that it could not be implemented in Turkey. They mainly gave infrastructure problems as the reason. They were also offended by not being taken into consideration or not being consulted prior to implementation of the system and the system being

imposed from the top down. However, the reasons they identified do not appear to be unique to the credit system since they were also puzzled and had not been provided with an explicit explanation of the new system replacing the credit system, at the time the study was conducted. The teacher participants in the study conducted by Kayaturk, et al., (1995) and Sozer (1994) and school principals who participated in the study conducted by Bilgen (1994) reported that they approved of the system yet believed that some improvements needed to be made. In contrast, the assistant principals were in favour of abolishment of the system. (Baykal, 1995) This finding was not surprising since it was observed that all the burden was on the assistant principals since the responsibilities were not allocated evenly. Another reason was that the assistant principals' roles and responsibilities were not explicitly identified and specified. Although the system was pilot tested in 1970's, it appeared as if the credit system drew public attention to problems in education as of 1995. However, it was also noticed that these problems have now been covered rather than being solved by simply ensuring that students do not have any long breaks or free time in schools.

Today, eight year schooling is being discussed where guidance plays an essential role and the credit system being introduced again with a different name and some changes. Therefore, the only recommendation here would be to encounter the problems faced in the credit system and initiate necessary short-term and long-term actions at once.

The most important short-term action would be the development of curriculum and educational policy. However, in prior to initiation of the development plans, the following factors should be taken into consideration. Firstly, nature or geographical factors should be analyzed to take necessary measures to provide education to each and every one of the settlement areas. Secondly, demographic factors should be analyzed and the impacts of having "young population" should be identified. Thirdly, the content of curriculum should be designed so as to comply with the shifts in the economy. Finally, curriculum is the major means by which a school achieves its aims and purposes. Since the purpose of education is to fulfill the needs of the students, both curriculum and guidance activities should be inbuilt into the curriculum. Also, bearing in mind the impacts of humanistic approach on education mentioned in

chapter one, humanistic dimension should be incorporated in the curriculum.

5.3 Future Implications of the Study

The abolishment of the credit system will be effective at the end of the 1996-1997 academic year. However, the interaction among teachers, students, parents and counselors will remain to be an important issue in every educational setting since the key unit for educational change is the school with its principals, teachers, students and parents. (Goodlad, 1966) Therefore, the following recommendations can be made that could be used not only in case the credit system is re-introduced but also in the other systems. These can be summarized as follows:

1. Curriculum development plans should be initiated at once since systematic approach to curriculum would enhance fuller development and better use of human resources of a country.

2. There should be in-service education opportunities on guidance in schools for teachers and others involved in the program.

3. Teacher's should be provided with descriptions of the kinds of student problems,

behavior and maladjustment that the counselors are qualified to work with.

4. School policies regarding student records and reports should be developed, properly administered and periodically evaluated.

5. The services rendered by the teachers and counselors should be evaluated and methods should be developed to insure parent and student feedback.

6. There should be a variety of communication resources in the school program.

7. Parent-student-school relationships should be periodically evaluated and a high degree of importance should be attached to them to ensure improvement of the interaction.

8. The parent-teacher meetings should be redesigned to be beneficial and students should attend the meetings.

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Appendix A: Interview Guides and Questions in
English

INTERVIEW GUIDE FOR THE ADVISOR

Please consider the following explanations during
the interview.

FUNCTIONS OF THE ADVISOR

1. Provide description of the credit system and courses to the students.
2. Discover the needs, interests and abilities of each student advised using different instruments such as questionnaires, tests and etc.
3. Keep the gathered data and feedback received in the Student Academic and Personal file.
4. Observe student development and progress.
5. Arrange regular meetings outside the class hours with parents, students and/or counselors for discussions.
6. Provide necessary help as a guide.

INTERVIEW QUESTIONS FOR THE ADVISOR

1. Are your role and responsibilities as an advisor explicitly identified, specified and documented? How?
2. Do you provide explicit explanation of the credit system to parents and students? How?
3. To what extent do you provide support in exploring and determining students needs, interests, abilities and future goals, and selecting courses accordingly?
4. Is the data in the "Student Academic and Personal Profile" reviewed and discussed with counselor(s), student and parents. How?
5. Do you think that the organization and administration of regular meetings with counselors, students and parents help provide opportunities to discuss the students' progress and identify his or her special needs, problems and etc? How?
6. How is the data obtained from the evaluation of the counselor/advisor services utilized to plan improvements of the mentioned services?
7. Are there any major factor(s) which have constrained and/or facilitated the interaction among you, counselor(s), students and parents?
8. Is there any other further comment(s) you would like to make?

Name: (will be kept confidential upon request)

Education Level:

Years of Experience:

INTERVIEW GUIDE FOR THE COUNSELORS

Please consider the following explanations during the interview.

FUNCTIONS OF THE COUNSELORS

1. Collaborate with advisors, students, parents and specialists (if needed).
2. Provide necessary information about the credit system to the students and parents.
3. Provide academic and career guidance to students.
4. Assist in determining students needs, interests and abilities using different instruments such as questionnaires and tests.
5. Identify students weakness and strengths to ensure the continuity of the students psychological, mental and physiological development as a whole.

INTERVIEW QUESTIONS FOR THE COUNSELOR

1. Are your role and responsibilities as a counselor explicitly identified, specified and documented? How?
2. Do you provide explicit explanation of the credit system to parents and students? How?
3. To what extent do you provide support in exploring and determining students needs, interests, abilities, future goals, and selecting courses accordingly?
4. Is the data in the "Student Academic and Personal Profile" reviewed and discussed with the advisor, student and parents. How?
5. Do you think that the organization and administration of regular meetings with advisors, students and parents help provide opportunities to discuss the students progress and identify special needs, problems and etc? How?
6. How is the data obtained from the evaluation of the counselor/advisor services used to plan improvements of the mentioned services?
7. What type of activities and/or instruments are designed to ensure the psychological, mental and physiological development of the student as a whole.
8. Are there any major factor(s) which have constrained and/or facilitated the interaction among you, advisor(s), students and parents?
9. Is there any further comment(s) you would like to make?

Name: (will be kept confidential upon request)

Education Level:

Years of Experience:

INTERVIEW GUIDE FOR THE STUDENTS

Please consider the following explanations during the interview.

FUNCTIONS OF THE LEARNER IN THE SP/CS

1. Determine and plan future goal(s).
2. Identify their own needs, abilities and interests .
3. Be acquainted with the policy.
4. Receive guidance from the advisor, counselor and his or her parents.
5. Select courses in accordance with future goals.

INTERVIEW QUESTIONS FOR STUDENTS

1. Have you been provided with an explicit explanation of the credit system by your advisor and/or counselor? How?
2. To what extent have you been provided support in exploring and determining of your needs, interests, abilities, future goals, and in selecting optional courses accordingly?
3. Is the data in your "Student Academic and Personal Profile" reviewed and discussed with you, your advisor, counselor and parents in regular meetings?
4. Do you think that the organization and administration of regular meetings with you, your advisor, counselor and parents provide you with opportunities to discuss your progress, identify your special needs, problems and etc? How?
5. Is the data obtained from your evaluation of the advisor and/or counselor services utilized to improve the service provided by the mentioned services? How?
6. Do you know any major factor(s) which have constrained and/or facilitated the interaction between you, your advisor, counselor and parents?
7. Is there any further comment(s) you would like to make?

Name: (will be kept confidential upon request)

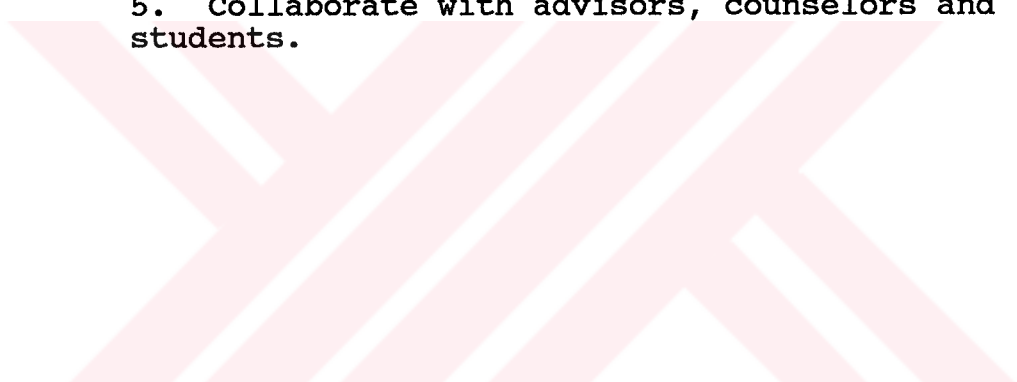
Age:

Major:

INTERVIEW GUIDE FOR PARENTS

Please consider the following explanations during the interview.

FUNCTIONS OF THE PARENTS

1. Acquaint themselves with the policy.
 2. Understand the needs, interests and abilities of their children.
 3. Carry out discussions with the advisors, counselors and the student to determine future goals.
 4. Provide the necessary guidance to their children.
 5. Collaborate with advisors, counselors and students.
- 

INTERVIEW QUESTIONS FOR PARENTS

1. Have you been provided with an explicit explanation of the credit system? How?
2. To what extent do the advisor, the counselor and yourself provide support in exploring and determining the need, interest, abilities, future goals of your son or daughter, and selecting optional courses accordingly?
3. Is the data in the "Student Academic and Personal Profile" reviewed and discussed with you, your son or daughter, the counselor and the advisor? How?
4. Do you think that the organization and administration of regular meetings with you, your son or daughter, the counselor and the advisor help provide opportunities to discuss your sons or daughters progress and identify his or her special needs, problems and etc?
5. Is the data obtained from your evaluation of the counselor and/or advisor services utilized to improve the service provided by the mentioned services? How?
6. Do you know any major factor(s) which have constrained and/or facilitated the interaction among you, your son or daughter, advisor and counselor?
7. Is there any further comment(s) you would like to make?

Name: (will be kept confidential upon request)

Age:

Major:

INTERVIEW QUESTIONS FOR THE PRINCIPAL

1. Are your role and responsibilities as the principal explicitly identified, specified and documented? How?
2. Do you provide written and/or verbal explanation of the credit system to advisors and counselors?
3. To what extent do the parent, advisors and counselors provide support in exploring and determining students needs, interests, abilities and future goals, and selecting courses accordingly.
4. Is the data in the "Student Academic and Personal Profile" reviewed and discussed among counselor(s), advisor(s), student and parents? How?
5. Do you think that the organization and administration of regular meetings among counselor, advisor, student and parents help provide the opportunities to discuss the students' progress and identify his or her special needs, problems and etc? How?
6. How is the data obtained from the evaluation of the counselor/advisor services utilized to plan improvements of the mentioned services?
7. Are there any major factor(s) which have constrained and/or facilitated the interaction among counselors, advisors, students and parents?
8. Is there any other further comment(s) you would like to make?

Name: (will be kept confidential upon request)

Education Level:

Years of Experience:

Appendix B: Interview Guides and Questions in Turkish

DANIŐMAN ÖĐRETMEN GÖRÜŐME REHBERİ

AŐađıdaki açıklamaları lütfen görüşme süresince dikkate alınız.

DANIŐMAN ÖĐRETMENİN GÖREV VE SORUMLULUKLARI

1. Gerek kredili sistemin, gerekse derslerin öğrencilere tanıtımı.
2. Anket, test gibi araçlar kullanarak her öğrencinin ihtiyaçlarını, ilgi alanlarını ve becerilerini saptamak.
3. Öğrenci ile ilgili edinilen bilgileri Öğrenci Gelişim Dosyasında tutmak.
4. Öğrencinin gelişim ve ilerlemesini gözlemlemek.
5. Ders saatleri dışında veli, öğrenci ve/veya rehber öğretmen ile düzenli görüşmeler düzenlemek.
6. Danışman öğretmen olarak gerekli desteğin verilmesi

DANIŞMAN ÖĞRETMENE SORULACAK SORULAR

1. Kredili sistemde danışman öğretmenin görev ve sorumlulukları genelge ile belirlenmiş ve ayrıntılı açıklama yapılmış mıdır?
2. Öğrenci ve velilere kredili sistem hakkında ayrıntılı açıklama yapıyor musunuz? Nasıl?
3. Öğrencilerin ihtiyaçlarının, becerilerinin, ilgi alanlarının ve geleceğe dönük amaçlarının belirlenmesinde ve bunlara uygun derslerin seçiminde ne derece yardımcı olabiliyorsunuz?
4. Öğrenci dosyasındaki bilgilere danışman öğretmen, rehber öğretmen, öğrenci ve veli görüşmelerinde başvuruluyor mu? ve bu bilgiler kullanılıyor mu? Nasıl?
5. Sizce, rehber öğretmen, öğrenci ve veliler ile yapılan düzenli toplantıların planlanma ve yürütülme biçimi, öğrencilerin gelişimlerinin tartışılması, problemlerinin ve gereksinimlerinin belirlenmesi için gerekli olanakları sağlıyor mu?
6. Rehberlik ve Danışmanlık servisinin verdiği hizmetlerle ilgili elde edilen bilgi ve öneriler bu servisin geliştirilmesinde nasıl kullanılıyor?
7. Sizinle rehber öğretmen, öğrenci ve veli arasındaki iletişimi olumlu ya da olumsuz etkileyebilecek başka etkenler nelerdir?
8. Bunların dışında belirtmek istediğiniz görüşleriniz var mı?

İsim: (Talep durumunda isim saklı tutulacaktır)

Eğitim Düzeyi:

Mesleki Tecrübe:

REHBER ÖĞRETMEN GÖRÜŞME REHBERİ

Aşağıdaki açıklamaları lütfen görüşme süresince dikkate alınız.

REHBER ÖĞRETMENİN GÖREV VE SORUMLULUKLARI

1. Danışman öğretmen, öğrenci, veli ve uzmanlarla (gerektiğinde) işbirliği yapmak.
2. Öğrenci ve velilere kredili sistem hakkında gerekli bilgileri sağlamak.
3. Öğrencileri mesleki ve akademik olarak yönlendirmek.
4. Anket, test gibi araçlar kullanarak her öğrencinin ihtiyaçlarının, ilgi alanlarının ve becerilerinin saptanmasında yardımcı olmak.
5. Öğrencinin psikolojik, beyinsel ve fizyolojik bütünsellik içinde gelişiminin sağlanması için yardımcı olmak.

REHBER ÖĞRETMENE SORULACAK SORULAR

1. Kredili sistemde rehber öğretmenin görev ve sorumlulukları genelge ile belirlenmiş ve ayrıntılı açıklama yapılmış mıdır?
2. Öğrenci ve velilere kredili sistem hakkında ayrıntılı açıklama yapılıyor mu? Nasıl?
3. Öğrencilerin ihtiyaçlarının, becerilerinin, ilgi alanlarının ve geleceğe dönük amaçlarının belirlenmesinde ve bunlara uygun derslerin seçiminde ne derece yardımcı olabiliyorsunuz?
4. Öğrenci dosyasındaki bilgilere rehber öğretmen, danışman öğretmen, öğrenci ve veli görüşmelerinde başvuruluyor mu ve bu bilgiler kullanılıyor mu? Nasıl?
5. Sizce, danışman öğretmen, öğrenci ve veliler ile yapılan düzenli toplantıların planlanma ve yürütülme biçimi, öğrencilerin gelişimlerinin tartışılması, problemlerinin ve gereksinimlerinin belirlenmesi için gerekli olanakları sağlıyor mu?
6. Rehberlik ve Danışmanlık servisinin verdiği hizmetlerle ilgili elde edilen bilgi ve öneriler bu servisin geliştirilmesinde nasıl kullanılıyor?
7. Öğrencinin psikolojik, beyinsel ve fizyolojik bütünsellik içinde gelişiminin sağlanması için ne tür aktivite ve/veya araçlar kullanılıyor?
8. Sizinle, danışman öğretmen, öğrenci ve veli arasındaki iletişimi olumlu ya da olumsuz etkileyebilecek başlıca etkenler nelerdir?
9. Bunların dışında belirtmek istediğiniz görüşleriniz var mı?

İsim: (Talep durumunda isim saklı tutulacaktır)


Eğitim Düzeyi:

Mesleki Tecrübe:

ÖĞRENCİ GÖRÜŞME REHBERİ

Aşağıdaki açıklamaları lütfen görüşme süresince dikkate alınız.

ÖĞRENCİNİN GÖREV VE SORUMLULUKLARI

1. Geleceğe dönük amaçlarını belirlemek ve planlamak.
 2. Kendi ihtiyaçlarını, ilgi alanlarını ve becerilerini belirlemek.
 3. Kredili sistemi tanımak.
 4. Danışman ve Rehber öğretmenlerden ve velisinden gerekli desteği sağlamak.
 5. Geleceğe dönük amaçlarına uygun dersleri seçmek.
- 

ÖĞRENCİYE SORULACAK SORULAR

1. Danışman ve Rehber öğretmenleriniz tarafından kredili sistem hakkında size gerekli açıklamalar yapılıyor mu? Nasıl?
2. Sizin ihtiyaçlarınızın, becerilerinizin, ilgi alanlarınızın ve geleceğe dönük amaçlarınızın belirlenmesinde ve bunlara uygun derslerin seçiminde ne derece yardımcı olabiliyorlar?
3. Sizin dosyanızdaki bilgilere danışman öğretmen, rehber öğretmen, siz ve veliniz ile yapılan görüşmelerde başvuruluyor mu ve bu bilgiler kullanılıyor mu? Nasıl?
4. Sizce, danışman öğretmeniniz, rehber öğretmeniniz ve veliniz ile yapılan düzenli toplantıların planlanma ve yürütülme biçimi, sizin gelişiminizin tartışılması, problemlerinizin ve gereksinimlerinizin belirlenmesi için gerekli olanakları sağlıyor mu? Nasıl?
5. Rehberlik ve Danışmanlık servisinin verdiği hizmetlerle ilgili verdiğiniz bilgiler ve yaptığınız öneriler, bu servisin geliştirilmesinde kullanılıyor mu? Nasıl?
6. Sizinle rehber öğretmeniniz, danışman öğretmeniniz ve veliniz arasındaki iletişimi olumlu ya da olumsuz etkileyen ya da etkileyebilecek etkenler nelerdir?
7. Bunların dışında belirtmek istediğiniz görüşleriniz var mı?

İsim: (Talep durumunda isim gizli tutulacaktır)

Yaş:

Sınıf:

Yöneldiği Alan:

VELİ GÖRÜŞME REHBERİ

Aşağıdaki açıklamaları lütfen görüşme süresince dikkate alınız.

VELİNİN GÖREV VE SORUMLULUKLARI

1. Kredili sistemi tanımak.
2. Velisi bulunduğu öğrencinin ihtiyaçlarını, ilgi alanlarını ve becerilerini belirlemek.
3. Öğrencinin geleceğe dönük amaçlarını belirlemek amacı ile Danışman öğretmen, Rehber öğretmen ile gerekli görüşmeleri yapmak.
4. Öğrencinin yönlendirilmesinde yardımcı olmak.
5. Öğrenci, Danışman öğretmen ve Rehber öğretmen ile işbirliği yapmak.

VELİYE SORULACAK SORULAR

1. Size ve velisi bulunduğunuz öğrenciye kredili sistem hakkında ayrıntılı açıklama yapıyor mu? Nasıl?
2. Öğrencinin ihtiyaçlarının, becerilerinin, ilgi alanlarının ve geleceğe dönük amaçlarının belirlenmesinde ve bunlara uygun derslerin seçiminde siz, rehber öğretmen ve danışman öğretmen yardımcı olabiliyor mu?
3. Velisi bulunduğunuz öğrencinin dosyasındaki bilgilere danışman öğretmen, rehber öğretmen, öğrenci ve sizinle yapılan görüşmelerde başvuruluyor mu ve bu bilgiler kullanılıyor mu? Nasıl?
4. Sizce, Danışman öğretmen, Rehber öğretmen ve öğrenci ile yapılan düzenli toplantıların planlanma ve yürütülme biçimi, öğrencilerin gelişimlerinin tartışılması, problemlerinin ve gereksinimlerinin belirlenmesi için gerekli olanakları sağlıyor mu?
5. Rehberlik ve Danışmanlık servisinin verdiği hizmetlerle ilgili verdiğiniz bilgiler ve yaptığımız öneriler bu servisin geliştirilmesinde kullanılıyor mu? Nasıl?
6. Sizinle Rehber öğretmen, Danışman öğretmen ve öğrenci arasında iletişimi olumlu ya da olumsuz etkileyen ya da etkileyebilecek etkenler nelerdir?
7. Bunların dışında belirtmek istediğiniz görüşleriniz var mı?

İSİM: (Talep durumunda isim gizli tutulacaktır)

YAŞ:

EĞİTİM DURUMU:

GÖREVİ:

OKUL MÜDÜRÜNE SORULACAK SORULAR

1. Kredili sistemde müdürün görev ve sorumlulukları genelge ile belirlenmiş ve ayrıntılı açıklama yapılmış mıdır?
2. Danışman öğretmen ve Rehber öğretmene kredili sistem hakkında ayrıntılı, yazılı ve/veya sözlü açıklama yapıyor musunuz? Nasıl?
3. Öğrencilerin ihtiyaçlarının, becerilerinin, ilgi alanlarının ve geleceğe dönük amaçlarının belirlenmesinde ve bunlara uygun derslerin seçiminde danışman öğretmen, rehber öğretmen ve veli ne derece yardımcı olabiliyorlar?
4. Öğrenci dosyasındaki bilgilere Danışman öğretmen, Rehber öğretmen, öğrenci ve veli görüşmelerinde başvuruluyor mu ve bu bilgiler kullanılıyor mu? Nasıl?
5. Sizce, Rehber öğretmen, Danışman öğretmen, öğrenci ve veliler ile yapılan düzenli toplantıların planlanma ve yürütülme biçimi, öğrencilerin gelişimlerinin tartışılması, problemlerinin ve gereksinimlerinin belirlenmesi için gerekli olanakları sağlıyor mu?
6. Rehberlik ve Danışmanlık servisinin verdiği hizmetlerle ilgili elde edilen bilgi ve öneriler bu servisin geliştirilmesinde nasıl kullanılıyor?
7. Danışman öğretmen, Rehber öğretmen, öğrenci ve veli arasındaki iletişimi olumlu ya da olumsuz etkileyen ya da etkileyebilecek etkenler nelerdir?
8. Bunların dışında belirtmek istediğiniz görüşleriniz var mı?

İSİM: (Talep durumunda isim gizli tutulacaktır)

EĞİTİM DURUMU:

MESLEKİ TECRÜBE:

VITA

Dilara Demirbulak was born in Bandirma on August 26,1960. She completed her secondary education in Anatolian High School in 1977. She received her BA. degree in English Language and Literature from Ankara University, Faculty of Letters in 1981 and her MA degree in Teaching English as a Foreign Language from Bilkent University in 1992. Since 1988, she has been an English language instructor at Bilkent University School of English Language.