

THE EFFECT OF STRUCTURED PEER CONSULTATION PROGRAM ON
DIFFERENT DIMENSIONS OF SCHOOL COUNSELOR BURNOUT

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ABSTRACT

THE EFFECT OF STRUCTURED PEER CONSULTATION PROGRAM ON DIFFERENT DIMENSIONS OF SCHOOL COUNSELOR BURNOUT

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The purpose of this study was to investigate the effect of Structured Peer Consultation Program on different dimensions of school counselors' burnout, namely, emotional exhaustion, depersonalization, and personal accomplishment.

Pretest and posttest experimental control group design was used to investigate the effect of the Structured Peer Consultation Program on different dimensions of burnout.

To determine the percipients of the experimental and control groups Maslach Burnout Inventory was administered 55 out of a total of 96 school counselors in Gaziantep. 8 counselors who had higher than means scores in the

different dimensions of burnout participated voluntarily in the Structured Peer Consultation Program as an experimental group. 8 counselors were selected as a control group. While the program was being applied to the experimental group, the control group did not receive any treatment.

The Structured Peer Consultation Program continued for five weeks. In the program the meetings were held once a week and lasted for 90 minutes.

One-way analysis of covariance (ANCOVA) was used to test for significant treatment effect of the Structured Peer Consultation Program on different dimensions of burnout.

The result of ANCOVA indicated that ANCOVAs examining treatment effect were significant on dimensions of emotional exhaustion, depersonalization, and personal accomplishment of burnout. It seems that there was a significant improvement in the experimental group's burnout level compared to the control group's burnout level.

At the end of the study the findings were discussed with the relevant studies and recommendations were presented.

Keywords: Counselor, burnout, and peer consultation/supervision.

ÖZ

MESLEKTAŞ DAYANIŞMA PROGRAMININ PSİKOLOJİK DANIŞMANLARIN TÜKENMİŞLİKLERİNİN FARKLI BOYUTLARI ÜZERİNDEKİ ETKİSİ

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Bu çalışmanın amacı, Meslektaş Dayanışma Programının, psikolojik danışmanların tükenmişliklerinin farklı boyutları üzerindeki etkisini incelemektir, bu boyutlar sırası ile duygusal tükenme, duyarsızlaşma ve kişisel başarı boyutlarıdır.

Bu çalışmada, Meslektaş Dayanışma Programının, tükenmişliğin farklı boyutları üzerindeki etkisini incelemek için ön-test ve son-test kontrol gruplu deneysel bir çalışma düzenlenmiştir.

Çalışmanın deney ve kontrol gruplarını belirlemek için Maslach Tükenmişlik Ölçeği Gaziantep İlinde görev yapan toplam 96 psikolojik danışmandan 55 psikolojik danışmana uygulanmıştır. Tükenmişliğin bütün boyutlarından ortalamanın üstünde puan alan 8 psikolojik danışman deney grubu olarak gönüllü katılmıştır. 8 psikolojik danışman kontrol grubu olarak belirlenmiştir. Deney grubundaki psikolojik danışmanlara Meslektaş Dayanışma Programını uygulanırken, kontrol grubundaki psikolojik danışmanlara herhangi bir uygulama yapılmamıştır. Meslektaş Dayanışma Programı haftada bir 90 dakikalık oturumlar halinde 5 hafta sürmüştür.

Tek yönlü kovaryans (ANCOVA) analizi Meslektaş Dayanışma Programının, tükenmişliğin farklı boyutları üzerindeki etkisini test etmek için kullanılmıştır.

Tek yönlü kovaryans analizinden elde edilen sonuçlara göre, Meslektaş Dayanışma Programının tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarı boyutları üzerinde anlamlı bir etkisi vardır. Bu da, deney grubuna katılan psikolojik danışmanların tükenmişlik düzeylerinin kontrol grubuna katılan psikolojik danışmanların tükenmişlik düzeylerine göre olumlu yönde düştüğünü göstermiştir.

Çalışmanın sonunda elde edilen bulgular tartışılmış ve öneriler de bulunulmuştur.

Anahtar kelimeler: Psikolojik danışman, tükenmişlik, meslektaş dayanışması.

To My Husband and My Son

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

Date:
January , 2004

Signature

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Burnout has been a fruitful research area in recent years. Especially among helping profession workers, burnout has received increasing attention in the literature. Schutte, Toppinen, Kalimo, and Schaufeli (2000) stressed that burnout develops particularly among helping professions who interact intensively and frequently with recipients. Helping professions are concerned with people individually therefore; these close relations may be the cause for burnout among these professions.

Pines and Aronson (1988) emphasized that all work with people involves some degree of stress. Certain categories of human services, such as medical, educational, social, and psychological services, share particular kinds of emotional stresses. Especially, specific occupations such as nurses, teachers of the blind, police officers, doctors, and counselors have their unique stress areas that lead to burnout.

In addition, Kesler (1990) mentioned that among helping professions, psychological counselors are especially vulnerable and well situated by their role expectations and responsibilities to suffer the signs and consequences of burnout.

1.1.1. Definitions of Burnout

There are at least 30 different definitions and descriptions of the concept of burnout (Soderfeldt, Soderfeldt, and Warg, 1995). Many different definitions are made in the studies. Although these create difficulties while conducting a research study, researchers in the literature commonly use the following definitions.

Freudenberger (1980) defined burnout as a state of fatigue or frustration brought about by devotion to an occupation, way of life, cause or relationship that failed to produce the expected reward.

Moreover, Maslach (1982) described burnout as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having problems.

Further, Rando (1984) defined burnout as a reduced sense of personal accomplishment, wherein the individual blames himself -not the circumstances- for his feelings, emotional and physical exhaustion, occupational fatigue, cynical attitudes, depersonalization toward or withdrawal from clients, and chronic depression.

Thus, Matthews (1990) described burnout as a sense of frustration and futility that generalize widely to degrade professional behavior, expectation, and evaluations of self and others.

According to Pines and Aronson (1988) burnout is a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding. The emotional demands are most often caused by a combination of very high expectations and chronic situational stresses. However, they also mentioned that stress does not cause burnout itself. People often flourish in stressful, demanding careers if they feel valuable and appreciated and that their work has significance. They suffer burnout when their work has no meaning and stress continuously outweighs support and rewards.

1.1.2. Components of Burnout

Burnout has three basic components: physical, emotional, and mental exhaustion (Pines and Aronson, 1988). According to them, to talk about burnout there should be combination of these three criteria. A physically exhausted, but emotionally exhilarated person is not burned out nor similarly, someone who is depressed but is still excited about a new project is not experiencing burnout. However, when these three components come together, it is difficult to avoid burnout.

Physical exhaustion is characterized by low energy, chronic fatigue, and weakness. People in the process of burnout report accident-proneness, increased

susceptibility to illness, nagging colds, frequent attacks of virus or the flu, frequent headaches, nausea, muscle tension in shoulders and neck, back pains, and psychosomatic complaints (Pines and Aronson, 1988).

Emotional exhaustion is the second component of burnout and it involves primarily feelings of helplessness, hopelessness, and entrapment. Emotional exhaustion of burnout causes incessant and uncontrollable crying. People who experience burnout feel that they need all of the little emotional energy they have left to keep going through the motions of daily life (Pines and Aronson, 1988).

Mental exhaustion as the third component is characterized by the development of negative attitudes toward oneself, work, and life itself. Burnout victims often report dissatisfaction with their work, way of life and a lowered self-concept; they feel inadequate, inferior, and incompetent (Pines and Aronson, 1988).

Like Pines and Aronson (1988), Maslach, Schaufeli and Leiter (2001) mentioned dimensions of emotional exhaustion, depersonalization, and lack of accomplishment in burnout syndrome: Emotional exhaustion refers to feelings of being over-extended and depleted of one's emotional and physical resources. The depersonalization component refers to a negative, callous, or excessively detached response to various aspects of the job. The component of reduced efficacy or accomplishment refers to feelings of incompetence and lack of achievement and productivity at work. In addition, Schutte and et al (2000) stressed that emotional exhaustion is the key aspect of the syndrome and refers to feelings of being over-

extended and drained from one's emotional resources. Depersonalization refers to negative, cynical, detached, and impersonal attitudes and feelings toward other people. Reduced personal accomplishment refers to a decline in one's feelings of competence and to a tendency to evaluate oneself negatively.

1.1.3. Symptoms of Burnout

Einsiedel and Tully (1982) reviewed some studies about symptoms of burnout. Burnout symptoms were examined into two categories as individual and the organizational levels. In organizational level the symptoms of burnout are; gradual loss of caring about clients, talking about emotional exhaustion, loss of positive feelings, sympathy, and respect for clients, cynical and dehumanizing perception of clients, labeling clients in derogatory ways, blaming the victim philosophy, increasing use of alcohol and other drugs, talking about self as having become "bad" and dislike of what one has become, increasing marital and family conflict, deteriorating client services, low morale, employee absenteeism, and high turnover.

Moreover, Einsiedel and Tully (1982) also emphasized the symptoms of burnout in individual level. These are; decreased effectiveness, increased effort resulting in lessened accomplishments, feelings of exhaustion, feelings of isolation, internal conflict produced by continued inability to obtain objectives and leading to frustration, viewing clients as cases rather than as people. These include increased rigidity (closed thinking, inflexible attitudes), a negative

attitude, cynicism about work or role, questioning organization's ability to perform effectively, declining productivity, inability to relax off the job, abandonment or construction of recreational activities and social contacts, feelings of isolation, marital discord, expressions of suicidal ideas, feelings of impotence, inability to cope, personal and professional frustration, loss of interest in work, feelings of exhaustion, a sensation of being physically run-down, frequent headaches, digestive system problems, weight loss, sleeplessness, depression, shortness of breath, changing moods, feelings of helplessness.

1.1.4. Models of Burnout

In addition to different definitions, concepts and symptoms there are different points of view about the models of burnout. Maslach and Jackson (1981) focused on a three-factor model. The underlying idea of the model is that burnout is a multi-dimensional syndrome consisting of the cognitive and affective components: emotional exhaustion, depersonalization, and lack of accomplishment. The model maintains that all the component parts of the syndrome are necessary and relevant for defining the presence of burnout.

Thus, later, Maslach and Leiter (1997) enhanced the job-person fit model and they adapted the six areas of work life into the model of job-person fit. The underlying idea of this model is that the greater the mismatch between the person and the job, the greater the likelihood of burnout. Moreover, Cherniss (1982) developed a model, which is about the development of the burnout. In her model,

stress occurs when demands exceed resources. In another model, which was developed by Meier (1983), burnout is defined as a state in which individuals expect little reward and considerable punishment from work because of a lack of valued reinforcement, controllable outcomes, or personal competence.

In the following, the models of burnout are explained briefly:

According to Maslach and Jackson (1981)'s three-factor model, the emotional exhaustion component is the basic individual stress dimension of burnout. It is a necessary criterion for burnout but does not mean it is sufficient. The depersonalization component is the interpersonal context dimension of burnout. Depersonalization is an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people. The lack of accomplishment component is the self-evaluation dimension of burnout. In this dimension incompetence, lack of achievement, and lack of productivity at work are the central feelings of the people.

The second model is job-person fit. It was developed by French, Rogers, and Cobb (1974). The underlying idea of this model was that a better job-person fit occurred was assumed to predict better adjustment and less stress. Maslach and Leiter (1997) adapted a model of job-person fit to be an appropriate framework for understanding burnout. The limitation of a model of job-person fit is that the person is usually framed in terms of personality or an accurate understanding of the job, rather than in terms of emotions, motivations, or stress responses, similarly, the job is often defined in terms of specific tasks, and not the larger

situation or organizational context. The notion of fit is often presumed to predict such outcomes as choice of job/occupation or of organization, or adjustment to the job. In contrast, burnout involves a later point in the process, when the person has been working for a while and is experiencing a more chronic misfit between self and job. Thus, the challenge is to extend the job-person paradigm to a broader and more complex conceptualization of the person situated in the job context.

For those reasons, Maslach and Leiter (1997) have begun to address this challenge by formulating a model that focuses on the degree of match, or mismatch, between the person and six domains of his or her job environment. These domains are workload, control, reward, community, fairness, and values. The underlying idea of this model is that the greater the gap or mismatch between the person and the job, the greater the likelihood of burnout. Conversely, the greater the match or fit, the greater the likelihood of engagement with work. This new model hypothesizes that burnout is an important mediator of this causal link.

According to this model burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas. These six areas of work life come together in a framework that encompasses the major organizational antecedents of burnout.

In workload, a mismatch generally comes from excessive overload. Too many demands exhaust an individual's energy and so, recovery becomes impossible. A workload mismatch may result from the wrong kind of work or lack the skills for a certain type of work.

A mismatch in control is generally related to the inefficacy or reduced personal accomplishment aspects of burnout. Mismatches in control most often indicate that individuals have insufficient control over the resources needed to do their work or have insufficient authority to pursue the work in what they believe is the most effective manner. Also, when the responsibility exceeds one's authority it can be talked about as a mismatch.

Mismatch involves a lack of appropriate rewards for the work people do. Sometimes these could be insufficient financial rewards, as when people are not receiving the salary or benefits commensurate with their achievements. Also, lack of social rewards and/or lack of intrinsic rewards can be a critical part of a mismatch. Lack of reward is closely associated with feelings of inefficacy.

Mismatch occurs when people lose a sense of positive connection with others in the workplace. People thrive within a community and function best when they share praise, comfort, happiness, and humor with people they like and respect. But in some workplaces people are isolated from each other. Therefore, negative feelings of frustration and hostility occur.

A serious mismatch between the person and the job occurs when there is not a perceived fairness in the workplace. Fairness communicates respect and confirms people's self-worth. Unfairness can occur when there is inequity of workload or pay, when there is cheating, or when evaluations and promotions are handled inappropriately. A lack of fairness exacerbates burnout in at least two ways. First, the experience of unfair treatment is emotionally upsetting and

exhausting. Second, unfairness fuels a deep sense of cynicism about the workplace.

Mismatch occurs when there is a conflict between values. In some cases, people might feel constrained by the job to do things that are unethical and not in accord with their own values. For example, they might have to tell a lie to obtain the necessary authorization or sometimes, there may be a mismatch between their personal aspirations for their career and the values of the organization.

Another model was developed by Cherniss (1982). In this model, it was mentioned that burnout is a process that begins with stress and ends with coping behavior involving psychological withdrawal. According to her model, stress occurs when demands exceed resources. The demands can be external such as a supervisor telling an employee to write a report and to turn it in by a certain date or it can be internal for example; a teacher wants to organize a class play for his or her students. Similarly, the resources can be external, like clerical services; adequate workspace, necessary supplies or it could be internal such as skills and knowledge, energy or motivation.

When demands exceed resources and the individual experiences stress, s/he usually attempts to cope by directly acting on the sources of stress. For instance, if the ordered report causes excessive time pressure, the employee may attempt to negotiate an extension on the deadline with the supervisor. If these direct attempts to deal with the problem do not work, then the individual may attempt to reduce the tension and strain through a “stress management” technique

such as relaxation, mediation, exercise, etc. If these efforts do not reduce the tension, then the individual may withdraw psychologically from the job in an effort to cut his or her “emotional losses”. The symptoms of this withdrawal include reduced motivation and effort, negative attitudes toward clients, co-workers, and supervisors, lowered goals, cynicism, etc. Thus, burnout is a coping response used in situations characterized by uncontrollable stress.

Meier (1983) proposed a model of burnout based on the work of Bandura. Burnout is defined as a state in which individual expect little reward and considerable punishment from work because of a lack of valued reinforcement, controllable outcomes, or personal competence.

In Meier’s Burnout Model, burnout results from repeated work experiences in which individuals possess or allow expectations regarding the presence of positive reinforcement and high expectations regarding the presence of punishment in the work environment. Low expectations regarding ways to control reinforces that are present. Low expectations for personal competence are performing the behaviors necessary to control the reinforcement.

Individuals who possess expectations at these low levels will often experience unpleasant feelings, such as anxiety, and fear, and behave in unproductive ways, such as avoiding work and lacking persistence.

In this model there are four dimensions. They are reinforcement expectations, outcome expectations, efficacy expectations and contextual processing.

Reinforcement expectations are descriptions about whether certain work outcomes meet or will meet one's implicit or explicit goals. Work outcomes, the result of work experiences, differ in the value and meaning individuals place on them. For example, one teacher might prefer to work with students who frequently ask questions during class. Another instructor might find a class of students who silently attend to an hour lecture more satisfying. These two teachers might feel equally pleased by the outcome of their efforts, but those feelings could change to displeasure when the outcomes are switched.

Outcome expectations are defined as descriptions about which behaviors will lead to certain outcomes (Bandura, 1977). While reinforcement expectations describe whether certain outcomes meet desired goals, outcome expectations describe which behaviors are required to produce those outcomes. For example, a teacher might experience tedium because the experiences that create the expectation about a particular class of students "simply can not learn the material".

Self-efficacy refers to expectations of personal competence in executing productive behavior (Bandura, 1977). Bandura emphasizes the importance of distinguishing between outcome and efficacy expectations. In other words, it is the difference between knowing (outcome expectation) and doing (efficacy expectation). For example, teachers might suffer burnout because students cannot learn the material (outcome expectations) or teachers feel that they lack the necessary personal competence to teach adequately (efficacy expectation).

Contextual processing is the most expansive category of the burnout model because an attempt is made to account for how people learn, maintain and change expectations. Contextual processing refers to human information processing within contexts. Examples of contexts that could influence processing include social groups, organizational structure, learning style, and personal beliefs.

The concept of contextual processing borrows from Bandura's (1977) notion that efficacy expectations are cognitively processed. He indicates that efficacy information contained in environmental events is filtered by an individual's cognitive processing of those events. Thus, an identical success experienced by two persons may have very different effects on their efficacy because they think about the success differently. Bandura indicates that cognitive processes play a prominent role in the acquisition and retention of new behavior patterns.

Consequently, while looking at the definitions, symptoms, and models burnout is not simple phenomena to investigate. There are many variables that affect burnout. The causes, symptoms and consequences are extremely complex and need to be examined carefully.

1.1.5. Causes of Burnout

According to Pines and Aronson (1988) the following three characteristics are the classic antecedents of burnout; performing emotionally taxing work,

sharing certain personality characteristics that made them choose human services as a career, and sharing a “client-centered” orientation.

In the human service professions, people work with others in emotionally demanding situations over long periods of time. The professionals are exposed to their client’s psychological, social, and physical problems and are expected to be both skilled and personally concerned. Another source of burnout stems from the special characteristics of the professionals themselves. Most of the time, those who choose to help others as a profession are individuals who are particularly sensitive toward the needs of others. If emotional arousal is a taxing experience for any human being, it is particularly disruptive to people who choose such work expecting it to give meaning to their lives. These people tend to have an especially great empathy towards the suffering of others. Burnout is the “client-centered” orientation that characterizes human services professions almost exclusively. In a client-centered orientation, the focus is on the people receiving service. The professionals’ role of helping, understanding, and support is defined by the client’s needs. The professionals’ presence is justified only as long as they continue to serve. Feelings are legitimate only when expressed by the client (Pines and Aronson, 1988).

As a result, since all three elements are present in nearly all human services work, they make the process of burnout almost inevitable. Moreover, Ryerson and Marks (1982) mentioned that the human services professional is particularly prone to burnout due to a unique combination of personality

characteristics, professional training, job demands and rewards, organization structures, political and economic realities.

Individuals enter the service occupations such as teaching, nursing, social work, childcare, counseling, and criminal justice although burnout can exist in these occupations. They are idealistic, nurturing, altruistic, and have high expectations. However, there is a non-reciprocal balance of giving in the services field. The professional gives and the client takes.

Another factor, which is important, is that, many helping professionals spend years in formal training and their education is client-focused. They are trained how best to understand, diagnose and/or meet the needs of the client, they are not taught how to identify and meet their own needs (Skovholt, Grier, and Hanson, 2001). Moreover, the nature of their personalities, nature of the work, organizational structure, and increasing demands for human services create a high risk for burnout in human services.

Stone and Archer (1990) stressed that any direct human service occupation has a high potential for stress and burnout, and counseling centers are one of them. In fact, the increasing demand for services in both the clinical and outreach spheres has the potential to create staff burnout. Furthermore, Cummings and Nall (1983) stressed that guidance counselors are a caring, talented, creative, and highly motivated group of professionals who use these same qualities to help young people. So, these qualities result in experience burnout, because the

emotional, physical, and spiritual demands of being a counselor can be overwhelming.

Counselors are frequently called upon to perform a wide variety of tasks, both administrative and clerical. This creates confusion regarding the actual role and function of the school counselor (Helms & Ibrahim, 1985). According to Maslach, Schaufeli and Leiter (2001) role conflict causes burnout among human services professionals. They mentioned that burnout is an individual experience that is specific to the work context. Therefore, some factors create burnout in the workplace and the burnout leads to lower productivity and effectiveness at work. These factors, which cause burnout, are examined in two categories as situational and individual. Situational factors include job characteristics, occupational characteristics, and organizational characteristics. Job characteristics refers to experience, workload, time pressure and role conflict such as number of hours worked, number of clients and heavy demands, occupational characteristics refers to the emotional challenges of working intensively with other people in either a caregiver or teaching role and the last one is organizational characteristics. It includes hierarchies, operating rules, resources, and space distribution. Furthermore, individual factors are demographic variables such as age, gender, marital status, personality characteristics and work related attitudes. It is emphasized that school counselors face these factors, which cause burnout.

Furthermore, Pines and Aronson (1988) mentioned that expectation is an important element for sense of significance or burnout. They mentioned that most

highly motivated professionals start their careers with high expectations. They expect that the work they do will make a significant contribution to individuals or society and will give meaning to their own lives. When they work in a supportive and challenging environment, one that has relatively few hassles and stresses, they can achieve peak performance. This strengthens their initial motivation. The result is a positive loop that can be sustained indefinitely.

On the other hand, when the same highly motivated individuals confront an environment in which rewards are minimal and the many stresses unmodifiable, an environment in which failure is virtually inevitable, the result is burnout. The crucial factor in determining whether a certain highly motivated individual will burnout or reach peak performance is the work environment.

Personality characteristics of the people affect the probability of burnout (Pines and Aronson, 1988). In some research it is mentioned that Type A behavior, also called type A individual, suffer from too much burnout (Maslach, et al. 2001). Another personality dimension is “non-hardiness”, characterized by alienation, helplessness, and indifference. Nonhardy people make stressful events more stressful and so increase their chances to experience burnout (Pines and Aronson, 1988).

Thus, people can develop burnout because of lack of meaning in their life or work. Some people believe that their jobs are not more meaningful than others. But there is no universal list of significant life and work values. Things are different for different people (Pines and Aronson, 1988).

In today's schools complexity, diversity, and heavy demands in functions create role conflict among school counselors (Kenneth & Freeman, 1997). Also, an increasing number of students' problems (Nugent, 1994), lack of understanding and insight among administrators, teachers, and parents (Murray, 1995; Doğan, 1998), conflicting messages from various campus groups, counselor disagreement about their roles (Kenneth & Rice, 1993) create conflict among school counselors which causes burnout. According to Crutchfield and Borders (1997) lack of sufficient supervisory help increases stress and burnout. Therefore, school counselors may feel overworked, alone, burnout, and unhappy with their roles because of insufficient professional help.

There are many unpleasant consequences of burnout. These are an employee's loss of interest and competency in job performance because of perceived conditions of high stress, lack of support, conflicting demands and related dissatisfaction (Clark, 1995). The counselors who help students with their problems for their healthy development can have a difficult time providing adequate counseling services because of feelings of burnout. The counselors should be happy and relaxed to listen, to help and to be effective.

In the literature it has been stressed that counselor burnout is inevitable. If counselors as a human professional are vulnerable to burnout, some intervention and prevention techniques should be used. Some research studies related to counselors' burnout have mentioned some strategies to intervene/prevent burnout. Some of them are clinical supervision (Agnew, Vaught, Getz, and Fortune, 2000;

Crutchfield and Borders, 1997), peer consultation and peer supervision (Benshoff and Paisley, 1996; Benshoff, 1992; Borders, 1991) and social support (Haddad, 1998; Ross, Altmaier, Russel, 1989).

1.1.6. Intervention/Prevention Strategies

Pines and Aronson (1988) presented four major strategies for dealing with burnout; being aware of the problem, taking responsibility for doing something about it, achieving some degree of cognitive clarity, and developing new tools for coping, and improving the range and quality of old tools.

Moreover, Pines and Kafry (1982) suggested two dimensions for coping. One of them is direct action, in which the person tries to master the stressful transaction with the environment and the second one is palliation, in which the person attempts to reduce the disturbances when unable to manage the environment or when action is too costly for the individual. Direct coping or direct action, is a strategy applied externally to the environmental source of stress, and indirect coping, or palliation, is a strategy applied internally to one's behaviors and emotions.

Cherniss (1982) suggested five possible points of intervention strategies, which are connected to the burnout process. One of the strategies for intervention of burnout is staff development. An example of staff development intervention is an orientation program for new employees that provides useful knowledge about the job (an internal resource), helps the employees establish realistic expectations

and goals (reducing internal demands), and encourages cognitive rehearsal (a coping mechanism).

Another example of staff development intervention is support groups for workers. These groups can provide fresh ideas and insights (internal resources for handling job demands), moral support and positive coping strategies that do not involve withdrawal. Other staff development interventions include in-service training sessions that teach workers about stress, burnout, and coping, work-focused counseling sessions for workers “at risk” for burnout, and supervisory conferences focusing on ways to reduce stress and cope more adaptively (Cherniss, 1982).

Management development is a third point of intervention. Management programs that provide training in the area of burnout for supervisory personnel represent another possible strategy for prevention. Helping supervisors to cope more effectively with stress in their own jobs should lead to a more positive work environment for their workers (Cherniss, 1982).

Organizational problem-solving processes represent another point of intervention. Problems, stress, and conflict are inevitable in any work setting. No matter how well designed or managed the organization is, there will be problems. However, organizations, which create effective mechanisms for identifying staff problems at an early stage can better, reduce stress and burnout for staff. Ongoing training for staff in problem solving, conflict-management, and decision making

also can help them to respond productively to problems and reduce burnout (Cherniss, 1982).

Organizational goals and operating philosophies are a final strategy for preventing burnout. Most of the time, organizations attempt to accomplish too many different goals, to serve too many masters, to please too many constituencies in an effort to survive and expand. Often the sources of ambiguity and conflict in roles are ambiguity and conflict in organizational goals. Developing organizational goals, which reduce ambiguity and increase internal commitment among staff are a major function for organizational leadership and a final area where burnout can be prevented (Cherniss, 1982).

Paine (1982) stressed that some attempts can be made to impact burnout at different levels starting with individuals. The levels are personal strengthening of individuals to deal more effectively with job related stress, interpersonal mobilizing of interpersonal dynamics so that groups of individuals can, together, aid each other in dealing with stress, workplace modification of the immediate work environment to reduce or eliminate stressors, organizational changes to the policies, procedures or structure of the overall organization.

Secondly, efforts at each level can be targeted around different general goals. They are identification (to identify burnout, its prevalence and its effects), prevention (to prevent burnout stress syndrome), mediation (to reduce or reverse the burnout process once it has started), and remediation (to treat professionals who have reached the end point which is burnout mental disability).

Also, Paine (1982) emphasized that colleges and universities do not adequately prepare students for the stresses of the workplace. Therefore, burnout among professionals becomes inevitable. It was mentioned that the prevention of burnout must begin with changes in professional training programs. According to Paine (1982), the many potentially useful interventions are professional training, support groups, continuing professional development, and organizational development.

Ryerson and Marks (1982) developed a training program to prevent and/or intervene in the progressive process of career burnout. They try to assist human services employees to understand the origins of burnout, become familiar with the stages and symptoms of burnout, identify work related and personal stressors instrumental in the development of burnout, and devise initial individualized coping strategies to combat or prevent burnout.

Using an adult educational model, they devised a learning experience for groups of 8 to 25 participants, which combined didactic learning, small group discussions, individual and group tasks, and the use of fantasy to achieve both an intellectual and emotional understanding of burnout. The major goal of the workshop was to encourage participants to use their increased knowledge and understanding to develop a realistic coping strategy to deal with the two or three most critical stressors in their personal and work environments (Ryerson and Marks, 1982).

Moreover, according to Clark (1995) counselor intervention peer groups, peer supervision, and mutual support are needed to receive encouragement and to resist stagnation and complacency. In a peer group, counselors may vent their feelings about burdensome work demands and generate ideas to resist the diminution of self-determination and the initial onset of burnout. Also, Haddad (1998) mentioned that social support which comes from supervisors, colleagues, friends, spouse, and family is most effective in reducing burnout among school counselors. Agnew, Vaught, Getz and Fortune (2000) mentioned that school counselors should receive effective supervision but a majority of school counselors do not receive even adequate supervision and instead, many are supervised by school administrators who focus on evaluation of their performance (Benshoff, Paisley, 1996), even who is not trained in counseling. Moreover, Matthes (1992) mentioned that many new school counselors in schools receive little support or technical assistance; instead they are expected to perform all the roles of an experienced counselor and to produce a finished product. In addition, lack of time and budget leads an administrator to provide supervision to counselors but the administrators, who are not trained in counseling, are not effective supervisors. Therefore, by using mentors, peer dyads, and peer groups many schools in USA tries to be overcome these problems (Crutchfield & Borders, 1997).

1.1.7. Historical Development of Supervision

There are three phases in the history of counseling/psychotherapy supervision, as outlined psychoanalytic model, counseling models, developmental and social role models (Carroll, 2001).

In psychoanalytic model, in the early days with Freud, supervision was informal, with small groups gathering to train, discuss and review each other's client work. In supervision, the main focus of training was the analysis of the trainee. The supervisor's task was to teach personal problems (Carroll, 2001).

The second phase of supervision is counseling models. It was largely characterized by being counseling bound. Supervision models were linked closely to their counseling roots and took on the counseling name, such as person-centered supervision, or rational emotive supervision. The philosophy and approach within supervision was based on the supervisor's counseling theory (Bernard and Goodyear, 1992; Carroll, 2001).

The developmental model of supervision work is similar to models of developmental psychology. In the developmental model of supervision, the supervisee, the supervisor, and the supervisory relationship move through discernible and somewhat predictable stages, each stage characterized by its own tasks and issues. In developmental models people move through distinct stages of life, each stage characterized by its own tasks and demands which have to be fulfilled before the individual is ready and able to move to the next stage. In the

developmental model of supervision it was assumed that supervisors were both able and willing to change their supervisory interventions (Carroll, 2001).

Social role models have their roots in early understandings of supervision, where supervisor and supervisee adopt certain relationships towards one another. The social role models attempt to tell what supervisors and supervisee do within supervision roles. A role is person-centered (teacher/pupil): the task is action-centered (to teach/to learn) (Carroll, 2001).

1.1.8. Related Studies about Supervision

Carroll (2001) viewed supervision as “either, training supervision or consultative supervision. Training supervision is part of the ongoing educational training of a student into one of the services professions, for example, social work, counseling, clinical psychology, or psychiatry” (p.7). On the other hand, consultative supervision is defined as an arrangement between two qualified personnel where one offers to help the other reflect on a case or cases (Brown, 1985; Ekstein and Wallerstein, 1976; Gallessich, 1985).

Supervision is a complex process. It includes various styles, models, and forms. Also, supervision is a combination of different elements such as goals, functions, tasks, roles, strategies, process elements, personalities, beginnings, middles, and endings (Carroll, 2001).

Cherniss and Egnatios (1977) have explained five supervisory styles. These are the didactic-consultative; the insight-oriented; the feelings-oriented; the

laissez-faire; and the authoritative. Supervision models focus upon the conceptual and theoretical underpinnings that direct the supervision. Examples to these models are: psychodynamic, behavioral, integrative, developmental, multi-modal, social influence, humanistic, person-centered, rational emotive, social role models of supervision, and a systematic approach etc. (Carroll, 2001). Moreover, forms of supervision were mentioned like managerial, administrative, training, consultative, self-supervision, individual supervision, group supervision, peer group supervision, and staff supervision etc. (Carroll, 2001).

Another explanation comes from Myrick and Sabella (1995). They defined forms of supervision in their work as university supervision, district supervision, and peer supervision in detail. According to them, the supervision of counselors is often associated with pre-service preparation at universities and colleges. Students take academic courses in preparation for practicum and internship experiences in which they meet and work with clients. In their programs students can receive individual and group supervision from faculty members. Counselor education students, after completing some pre-practicum experiences on campus, are usually assigned to a school or agency in which they counsel and consult with students, parents, and teachers. The host counselor and university supervisor, or mentor, monitor the student's progress through observation and audiotapes or videotapes. The supervisor meets once a week with his or her students and consults with them about their work (Myrick and Sabella, 1995).

When a person has been employed as a school counselor, supervision may continue through a guidance coordinator or director of student services in the school district. This person tries to meet at least once a month with new counselors to hear about cases, discuss troublesome situations, clarify district procedures, and offer support. Such supervision is limited. Because job demands make it difficult for a supervisor or coordinator to visit all the district's schools and to meet face to face with the counselors. Therefore, supervision and consultation is commonly done by brief telephone calls. In some cases, the district's coordinator requests that an experienced counselor serve as a mentor to other counselors, especially those in their first year of employment. A less formal arrangement, it enables a new counselor to have a contact person in the district who can answer questions, provide valuable guidance and support (Myrick and Sabella, 1995).

A more informal form of supervision is peer supervision but it is more valuable. This consists of counselors, as colleagues, consulting, and talking about work experiences with other counselors. They share and explore ideas, request and review information, and discuss professional issues. They can be organized into small groups of seven to nine counselors. They might meet once a month for breakfast or after students leaves school. The colleagues experience a close professional tie that helps them feel supported and encouraged in their work. Peer supervision is especially practical and valuable in large school districts (Myrick and Sabella, 1995).

As mentioned above, school counselors perform variety of tasks in schools. For example; an increasing number of students' problems, high role expectations and conflicting demands, and emotional exhaustion may cause the burnout among school counselors. When the literature was reviewed, individual supervision, peer supervision, and social support have had a positive effect on counselors' burnout. Werstlein (2001) stressed that a counselor's learning and continued development is fostered through concurrent use of individual and group supervision. According to her, supervision groups provide an opportunity for counselors to experience mutual support, share common experiences, solve complex tasks, learn new behaviors, participate in skills training, increase interpersonal competencies, and increase insight. Moreover, Benschhoff (1992) mentioned that in counselor training, supervision is a required experience designed to help students to integrate academic training with practical experience and self-examination of their individual counseling styles and strengths.

Barret and Schmidt (1986) distinguished three kinds of supervision needed for school counselors: clinical, developmental, and administrative. The purpose of each supervision and procedure are different.

The purpose of clinical supervision is enhancement of counselor professional skills and ethical functioning. The data sources, which support clinical supervision, include observations of counselors applying their professional skills and values. In the school setting, the typical opportunities for gathering data to support clinical supervision are available such as live and

recorded observations, case presentations, and consultations. Clinical supervisors must be counselors who are competent in the school counselor functions and in supervision practices (Barret and Schmidt, 1986). Page, Pietrzak and Sutton (2001) pointed out that through clinical supervision school counselors get needed support. They say that clinical supervision has the potential to provide support for school counselors and to increase their skills for dealing with the complex cases they face regularly. Therefore, a structured set of activities encourages counselor self-awareness and growth. Clinical supervision focus on skill enhancement, professional identity development, case conceptualization, and other aspects of the school counselor's role in providing direct services to clients.

The purpose of developmental supervision is improvement of the guidance and counseling program and counselors' pursuit of professional development. Data sources, which support developmental supervision, are recordings of goals and activities undertaken to attain goals and/or measures of goal attainment, program plans, implementation calendars, self-reports, and consumer satisfaction surveys. Developmental supervision is best provided by competent school counselors from the same system as the supervisee (Barret and Schmidt, 1986).

The purpose of administrative supervision is assurance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Data sources supporting administrative supervision are such things as work schedules, record keeping and documentation systems, and evidence of team

efforts. Either school counselor supervisors or building administrators may be providers of administrative supervision (Barret and Schmidt, 1986).

As mentioned before there are several forms, models, and types of supervision. In this present study peer group supervision was focused upon. For that reason, the peer group supervision with some structure was examined. Why was the peer supervision selected for this study? From a summary provided by Benschhoff and Paisley (1996), the following benefits have been attributed to the peer supervision/consultation process:

1. Decreased dependency on “expert” supervisors and greater interdependence of colleagues.
2. Increased responsibility of counselors assessing their own skills and those of their peers, and for structuring their own professional growth.
3. Increased self-confidence, self-direction, and independence.
4. Development of consultation and supervision skills.
5. Use of peers as models.
6. Ability to choose peer consultants.
7. Lack of evaluation.

In addition to these benefits Crutchfield and Borders (1997) mentioned that various suggestions for time and cost effective approaches to supervision are offered in the literature for example, using mentors, peer dyads, and/or peer groups. They stated that peer group supervision is one of the alternative approaches to time and cost savings. Peers working together for mutual benefit

are referred to as peer supervision. Wagner and Smith (1979) defined peer supervision as a process through which counselors assist each other to become more effective and skillful helpers by using their relationships and professional skills with each other.

Moreover, Borders (1991) stressed that peer group consultation and supervision are becoming increasingly popular means of efficiently providing clinical supervision to practitioners because they are less threatening approaches to self-examination and professional growth than supervision within a hierarchy. Also, Benshoff (1992) proposed that peer supervision and consultation is a potentially effective approach to increasing the frequency and quality of supervision available to a counselor.

Carroll (2001) stressed the strengths of peer group supervision in the following: equal power sharing for experienced counselors; more empowerment for participants and less dependency on a single leader; more in keeping with the principles of adult learning; non-hierarchical relationships within group; cost-effective in time and finance; cohesiveness within a group when members are chosen; shared values; giving and receiving mutual support and encouragement; creating a referral network; can create a place for friendship and exchange in what can be an isolated profession; and can use the group process to learn.

According to Bernard and Goodyear (1992), many counseling professions are turning to peer group supervision to counter isolation, burnout and resist becoming stale. In addition, many studies dealing with stress and isolation

recommend peer supervision and consultation programs for counselors as a coping strategy for effectively dealing with workplace stressors (Matthes, 1992; Sutton, 1988). These programs can be helpful to cope with the conflict, burnout, stress, and job dissatisfaction. In the literature it was mentioned that peer supervision and consultation, peer groups, social support, and mutual support were effective in decreasing the feelings of burnout, coping with the stress, and increasing their personal and professional success (Clark, 1995; Haddad, 1998; Benschhoff and Paisley; 1996).

Crutchfield and Borders (1997) used the Structured Peer Consultation Model for School Counselors in their study. They investigated the impact of peer supervision in small groups on job satisfaction, self-efficacy, and counseling effectiveness. Crutchfield and Borders (1997) reported that it was helpful for school counselors. In their study participants reported that they had gained from the interventions in the areas of collegial/professional support and concrete feedback on counseling skills, approaches, and perspective taking. Thus, Fallon and Lambert (1998) applied Structured Peer Consultation Model for School Counselors to Berkeley County California School District. They mentioned that the orientation was productive and time was premium. For these reasons, it was decided that this program would be appropriate for the present study. In other words, it seemed that it could be used to reflect different dimensions of counselor burnout.

In this present study the effect of the Structured Peer Consultation Program on the different dimensions of school counselors' burnout in Gaziantep was examined. The Structured Peer Consultation Program was applied to school counselors who work in Gaziantep. It was hypothesized that counselors who work in schools suffer from burnout in some degree because of characteristics of the job, high demands and high expectations, counselor disagreements in their roles, etc. For that reasons, they may need help. In the literature it is mentioned that social support, peer supervision and consultation, peer group have positive effect on burnout. So, it was expected that the Structured Peer Consultation Program could have positive effect on different dimensions of school counselors' burnout.

1.2. Purpose of the Study

The purpose of the present study is to investigate the effect of the Structured Peer Consultation Program on the different dimensions of school counselors' burnout in Gaziantep. Related to this purpose, the study was designed to provide answer to the following question:

Is there any effect of the Structured Peer Consultation Program on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment of school counselor's burnout?

Significance of the Study

Counseling is a growing profession, especially, in Turkey. So, most of the administrators, teachers, students, and parents do not understand the roles and functions of the counselors. Lack of these understanding might cause job stress, burnout, role conflicts, and job dissatisfaction among counselors. In schools counselors do not get job satisfaction due to unrelated task, responsibilities, and perceptions. Thus, counselors' expectations are not met by students, administrators, teachers, and parents. All of these conditions prevent counselors from working effectively and productively in the schools. Therefore, these conditions may create burnout among school counselors.

Counseling is unique profession that was developed specifically to work with normal people who have personal, social, and career concerns. The demand for counseling services has increased rapidly because most people are experiencing conflicts due to escalation of social, economic, and cultural stress. Most of the counselors cannot challenge the increasing demands so the result might be burnout for counselors.

In educational setting, students relate to many different professionals who assist them in pursuing and achieving their educational goals. School counselors are among the professionals who assist students with developmental tasks. School counselors also assist parents and teachers who are challenged by the countless needs of children and adolescents in today's society. However, when the

counselors need help they cannot find enough help easily. It is hoped that peer supervision might be a way to help each other as a counselor.

In many studies, characteristics of burnout are frustration, loss of enthusiasm, anger, fear, depression, sense of being overload, dissatisfaction, unhappiness, etc., these signs of burnout mostly can not be known by the counselors as a burnout syndrome. For that reason, the awareness of the counselors about signs and consequences of burnout is important to deal with burnout effectively. In this present study, it is expected that counselors can aware of symptoms, signs, and consequences of burnout. Therefore, they can develop effective intervention/prevention/coping strategies to be successful, satisfied, and productive in their jobs.

Counselors after graduation start to work in the schools as helping professionals. Most of the time novice counselors need help in many areas. They cannot cope with the expectations placed on themselves by self and others, or the type of and number of students' problems. Also, rules, regulations and their responsibilities, their tasks and extracurricular activities make them overloaded and confused. So, novice counselors cannot answer all demands and they feel exhausted, tired, unhappiness, unsuccessful, and unqualified. They need supervision in many areas and especially, supervision in their professional area. In this present study it is hoped that counselors' need toward supervision in their professional life can be addressed and given attention.

Another important issue is that counselors need mutual support and appreciation for the motivation and a sense of accomplishment. However, most of the time, they cannot find enough support or appreciation around. So, in this present study administrators can learn the importance of support and appreciation for productive work, in a positive and successful school environment.

Lastly, burnout, which is an important detriment to counselor effectiveness, was mostly studied in the western part of Turkey. There have been no studies about burnout of the counselors who work in southeastern Anatolia. Therefore, this study will be the first to examine the level of burnout of counselors and to be applied a program for burnout in southeastast Anatolia.

1.3. Definition of Terms

Burnout: It is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having problems (Maslach, 1982).

Emotional Exhaustion: The emotional exhaustion component represents the basic individual stress dimensions of burnout. It refers to feelings of being overextended and depleted of one's emotional and physical resources (Maslach, Schaufeli and Leiter, 2001).

Depersonalization: The depersonalization component represents the interpersonal context dimensions of burnout. It refers to a negative, callous, or excessively detached response to various aspects of the job (Maslach, Schaufeli and Leiter, 2001).

Lack of Accomplishment: Lack of accomplishment represents the self-evaluation dimension of burnout. It refers to feelings of incompetence and lack of achievement and productivity at work (Maslach, Schaufeli and Leiter, 2001).

Peer Supervision: Peer supervision is defined as a process through which counselors assist each other to become more effective and skillful helpers by using their relationships and professional skills with each other (Wagner and Smith, 1979)

CHAPTER II

REVIEW OF LITERATURE

2.1. Studies Related to Burnout

The first articles were written by Freudenberger (1975) and by Maslach (1976). Freudenberger (1975) provided direct accounts of the process by which he and others experienced emotional depletion, a loss of motivation and commitment and he labeled burnout with a term being colloquial to refer to the effects of chronic drug abuse. Maslach (1976) who is a social psychologist worked on human services workers about the emotional stress of their jobs and discovered that the coping strategies had important implications for people's professional identity and job behavior.

In the 1980s the work on burnout shifted to more systematic empirical research. This work was more quantitative in nature, utilizing questionnaires and survey methodology to study larger subject populations. A particular focus of this

research was the assessment of burnout. Maslach and Jackson (1981) developed the Maslach Burnout Inventory. At this time burnout was viewed as a form of job stress, with links to such concepts as job satisfaction, organizational commitment, and turnover according to the industrial organizational approach.

In the 1990s this empirical phase continued with several new directions. First, the concept of burnout was extended to occupations beyond human services and education to such areas as clerical, computer technology, and the military. Second, burnout research was enhanced by more sophisticated methodology and statistical tools (Maslach, Schaufeli and Leiter, 2001).

It was observed that burnout become popular in the mid-70s. At the beginning most of researchers investigated the concept of burnout among mental health workers. Then, in recent years burnout studies could be found focusing on other professions, like teachers, counselors, and police officers. In literature there are many burnout studies concerned with many related concepts and occupational fields. In the following paragraphs some research studies will be presented.

Leiter and Harvie (1996) reviewed studies of burnout relating to mental health workers between 1985 and 1995. They focused on the relationship of burnout and the antecedents of burnout. They collected the findings under the headings of individual characteristics, client characteristics, and work characteristics.

According to their study, individual characteristics included the theoretical or ideological orientation, knowledge about burnout prevention strategies,

satisfaction with leisure activity, having a sense of purpose in life, empathetic concern like feeling of warmth and compassion for others, perspective taking, personal distress such as feeling of personal unease or anxiety in tense interpersonal situations, directing anger inward or outward, using active and passive coping strategies, and physical exercise. Likewise, caseload, case type, and contact level were examined as client characteristics. Also, satisfaction with caseload, levels of time pressure, perception of having too many clients, work time, hours of patient contact per week, negative client behavior, patient aggressive behavior were examined as client characteristics which cause burnout. While looking at the work characteristics, the influence of work setting as a private or public cause the burnout. Moreover, role ambiguity, leadership type, peer cohesion, autonomy, participation in non-administration decision making, involvement in the decision making process, lack of support from the head office, supervisors and/or program administrators, an absence of mutual trust between the head office and staff, lack of job satisfaction, difficulty in implementing agency policy and lack of opportunities for promotion had been found as antecedents of burnout in their study.

Vredenburgh, Carlozzi and Stein (1999) measured experiencing burnout of counseling psychologists and the relationship between levels of burnout and different types of practice settings, selected demographic and work related variables. The results indicated that counseling psychologists in private practice reported the lowest level of burnout while those employed in hospital settings

reported the highest level of burnout. A positive relationship was found between hours of client contact per week and sense of personal accomplishment. An inverse relationship was noted between age and burnout, and males experienced greater depersonalization than females.

Matthews (1990) compared burnout in various occupations. He used Maslach Burnout Inventory, State Trait Inventory, and Matthews Burnout Scale for 244 full-time employees in health services, banking, social welfare, industry, education and the postal service. The results showed that employees in social welfare including social workers and supervisors tended to experience more burnout than persons in areas such as education, health services, banking, industry, and the postal service.

Haddad (1998) investigated which source of social support such as supervisors, colleagues, friends, spouse, and family would be most effective in reducing burnout among school counselors. It was found that there was a positive relationship between family support and the personal accomplishment dimension of burnout and the relationships was found between colleagues' support and a sense of personal accomplishment.

Another study was conducted by Ross, Altmaier, and Russel (1989). They investigated the effects of stressful job experiences and social support on burnout among counseling center staff. They found that counselors experience a wide variety of stressful events in their work and the number of stressful events is predictive of burnout. Another finding was that supervisor support as a social

support was significantly related to all three dimensions of burnout. In other words, counselors with supportive supervisors reported lower levels of emotional exhaustion, and depersonalization and higher levels of personal accomplishment. The results from regression analysis showed that the relationship between social provisions and burnout varied depending on the dimension of burnout. For emotional exhaustion and depersonalization, only the social integration provision was a statistically significant predictor. Counseling center staff who reported having a network of people who shared their interests and concerns showed less emotional exhaustion and depersonalization. For personal accomplishment, reassurance of worth and guidance were significant predictors. Greater levels of accomplishment were reported by counseling center staff who indicated that other people respected their abilities and those they could turn to others for advice.

Ackerley, Burnell, Holder, and Kurdek (1988) conducted a research study to examine the level of burnout in a sample of licensed psychologists and to examine correlates of burnout for five categories of variables: demographic variables, objective work characteristics, types of therapeutic activities, types of therapeutic issues, and factors within the therapeutic setting. A group of 562 licensed doctoral level practicing psychologists, who are employed primarily within human service setting, participated in the study. At the end of the study it was concluded that licensed psychologists had a high level of burnout. When the subjects were classified in terms of extent of burnout in regard to emotional exhaustion, 32.7% were in the moderate burnout range and 39.9 % were in high

burnout range. With regard to depersonalization 24.7% were in the moderate burnout range and 34.3 % were in the high burnout range. With regard to personal accomplishment 3.8 %were in the moderate burnout range and 0.9 % was in the high burnout range. In terms of correlates of burnout, they found that younger psychologists experienced more emotional exhaustion than their older colleagues did. Gender, relationship status, theoretical orientation, and involvement in personal therapy were not significantly related to levels of emotional exhaustion, depersonalization, and personal accomplishment. In regard to objective work characteristics, personal accomplishment was positively related to income. An analysis of variance indicated that psychologists' working in the private sector experienced less emotional exhaustion, less depersonalization, and more personal accomplishment than psychologists working in the public sector. Types of therapeutic activities and therapeutic issues are not significantly correlated with emotional exhaustion, depersonalization, and personal accomplishment. Feelings of low control and over involvement were positively related to emotional exhaustion within the therapeutic setting.

A longitudinal study of psychological burnout in teachers was conducted by Burke and Greenglass (1995). They examined antecedents and consequences of psychological burnout in a longitudinal study. Antecedents of psychological burnout included individual and situational characteristics. Consequences of psychological burnout included satisfaction and emotional and physical well-being variables. The result of the study indicated that work stressors were

significantly correlated with levels of psychological burnout. Individual demographic and situational variables on psychological burnout level were not significantly effective. In consequences varieties of individual satisfaction and emotional health measures had a relationship with psychological burnout.

Another study was conducted by Raquepaw and Miller (1989). They worked with 68 practicing psychotherapists. Maslach Burnout Inventory was administered to assess the relations between demographic characteristics, organizational setting, caseload and intent to leave the profession. The results indicated that demographic variables and treatment orientation were not accurate predictors of therapist burnout. In other words, there were no significant differences in burnout associated with the subjects' gender, marital status, race, education level, and age. Furthermore, the subjects' number of years of experiences, the number of clients in these groups, and the subjects' treatment orientation (psychoanalytic, behavioral and humanistic) were all unrelated to burnout. However, psychotherapists who worked for agencies had more symptoms of burnout than did colleagues who worked solely in private practice. The therapists' actual caseload was not associated with burnout but their satisfaction with their caseload was associated with burnout. Furthermore, therapists who indicated that their ideal caseload would be smaller than their current caseload suffered more burnout than those who were satisfied with their caseload. In addition, feelings of burnout, and emotional exhaustion and

depersonalization may help predict who would leave the psychotherapy professions.

A study by Payne (1989) showed that if caseload is balanced a rehabilitation counselor could prevent burnout. She concluded that balancing the rehabilitation caseload by management of self, management in setting, management through situations, and management toward solutions could prevent rehabilitation counselor from burnout. Relation to clients, and families, co-workers, supervisors, and other professionals provides the focus for successful caseloads management and burnout prevention. Also, by balancing professional demands and personal needs the rehabilitation counselor produces results and prevents burnout.

Nagy and Davis (1985) conducted a research about the relationship between burnout, personality type and environmental variables. A group of 227 junior high school and elementary school teachers participated to the study. The Maslach Burnout Inventory and Type A Personality subscale were used to assess burnout and determine the personality type. In addition, attitudes towards the school climate, and work orientation were measured. The result of the study showed that a larger percentage of junior high school teachers experienced burnout than elementary school teachers. Also, junior high school teachers with Type A personalities and workaholic tendencies tend to have more frequent experiences of depersonalization and fewer personal accomplishments. Moreover, the elementary school teachers satisfied with the school climate were experienced

less emotional exhaustion and more personal accomplishment. The results indicated that the relationships between the predictor variables and burnout components based on school grade emphasized the importance of environment and personality in the burnout process. When examining the negative aspects of burnout such as high depersonalization and high emotional exhaustion, it is apparent that personality factors, high work orientation (workaholism) are related to these burnout factors.

Another study was conducted by Davis, Savicki, Coolye and Firth (1989). They examined the relationship between counselor burnout and counselor satisfaction with supervision. The results showed that dissatisfaction with supervision was positively related to frequency and intensity of emotional exhaustion and intensity of depersonalization. Dissatisfaction with supervision was also negatively related to frequency of feelings of personal accomplishment.

2.2. Studies Related to Supervision

In literature the peer supervision programs are developed and implemented for several purposes such as professional development, personal development, ethical problems, burnout, job satisfaction, etc. Some researchers are interested in peer supervision and conduct research studies to assess the effectiveness of the peer supervision programs or model for teachers or counselors.

Crutchfield and Borders (1997) investigated the impact of two forms of peer supervision models on practicing school counselors in terms of level of counselor job satisfaction, counseling self-efficacy, and counseling effectiveness including empathic responding, adaptability, and flexibility in counselor response and client behavior change. One form was dyadic and the other was group. Twenty-nine practicing school counselors volunteered to participate to the study. Eight counselors were assigned to the first dyadic treatment group, ten to the second peer treatment group and eleven to the unstructured control group. The first treatment group participated in the Structured Peer Consultation Model for School Counselors, which was developed by Benshoff and Paisley (1996). The second treatment group participated in Systematic Peer Group Supervision, which was developed by Borders (1991). The third group served as the unstructured group and completed the pre-test and post-test battery of questionnaires only. Dependent variables, job satisfaction, self-efficacy, and counseling effectiveness were measured. Pretest and posttest results were used to assess the counselors' level of each variable both before and after the treatment. Results of the study indicated that over a brief period of time, two forms of peer supervision programs did not have a statistically significant impact on job satisfaction, self-efficacy, or counseling effectiveness of school counselors participating in the study. However, it was noted that the results of pretest and posttest scores moved in a positive direction. This indicated that the two supervision treatments did have a slightly positive impact on each of the counselor related dependent variables.

Additionally, according to qualitative data, two major issues appeared result of the study; participants felt that they had gained from the interventions in the area of collegial support, and concrete feedback on counseling skills, approaches, and perspective taking.

Another study was conducted by Agnew, Vaught, Getz and Fortune (2000). The purpose of their study was to assess the effects of clinical supervision on school counselors. They found that almost all of the participants attributed positive counseling skills, professional gains, and personal gains or changes to peer clinical supervision. The Job Satisfaction Blank and Counselor Burnout Semantic Differential Scales mean scores indicated that the counselors in the peer group clinical supervision program had high job satisfaction and significantly low burnout levels. All counselors in the program mentioned that the peer group clinical supervision program increased their sense of professionalism and self-confidence.

A sample of 267 American School Counseling Association members was surveyed regarding their current supervision, desire for clinical supervision and rating of supervision goals by Page, Pietrzak, Sutton (2001). 13% of the counselors reported that they were currently receiving individual clinical supervision. Persons frequently described by counselors as the individual supervisor were 21% of guidance directors, 12% of professors of counselor, 28% of education-licensed counselors, 12% of school counselor, and 11% of the school psychologist. Most of the participants reported that they participated in group

clinical supervision. 57% of the counselors wanted to receive clinical supervision in the future. Counselors who were currently receiving clinical supervision indicated their primary purpose for receiving the supervision was to improve their school counseling (46%), prepare for licensure (35%), acquire self-knowledge (6%), and other reasons (13%).

Benshoff and Paisley (1996) stressed the effect of the Structured Peer Consultation Model for School Counselors on development of counseling skills. The structured peer consultation model for school counselors is a nine-session model in which counselors work together in dyads, meeting for 90-minute sessions every other week. This model is based on the assumption that counselors can use their basic helping skills to effectively provide each other with meaningful feedback on counseling skills regardless of level of experience or training. Sessions included discussing philosophies and theoretical approaches to counseling, goal setting, and discussing school counseling programs, having tape critiques, and holding case presentations. Twenty-five counselors participated in the program. Results of an evaluation of the structured peer consultation model for school counselors indicated that the model might help meet the needs of school counselors for ongoing feedback on their counseling with student clients. Evaluation of the program revealed that all participants agreed that they would participate peer consultation again and they would recommend peer consultation to other school counselors. All participants also reported that the structured peer consultation model had helped them in understanding and developing their

consultation skills as well as assisting them to improve, understand, and apply counseling skills, concepts, and techniques. All participants agreed that peer consultation had provided them with valuable support, ideas, and encouragement, and all agreed that peer consultation was a worthwhile experience for them.

Another study was conducted by Ike (1996). The purpose of the study was to assess the feasibility of integrating collaborative autobiography and peer supervision in facilitating teacher development. The study focused on the use of action–research as a process. The intention was to serve as part of the internship training for graduate students to provide them with an opportunity to evolve and apply theories of teacher development in a practical setting. It afforded students the chance to explore thoroughly and practically the knowledge gained from campus based courses and the essential development skills needed for professional growth in the field of teaching. Six graduate students who were also experienced teachers participated to the study. They were paired with six regular teachers from different school boards in Alberta, Canada. The developmental approaches used in this study involved three major experiential phases, including pre-workshop exercises, workshop, and field experience. A total of twelve participants made up of six pairs of graduate students and elementary school teachers rated the workshop on a four point rating scale (very useful, quite useful, not quite useful, of no use at all). The results showed that 36% of the teachers said useful, 27% of the teachers marked quite useful, 27% of the teachers mentioned not quite useful, and 9% of the teachers said no use at all. The overall conclusion

of the study was that collaborative autobiography and peer supervision can facilitate teacher development.

Schechtman and Wirzberger (1999) investigated the needs for supervision and preferred roles and style of supervision among 202 Israeli school counselors. To assess the needs for supervision, The Needs for Supervision Questionnaire was administered to school counselors. Also, the questionnaire was administered to school counselors to identify preferred roles and styles of supervision. Results showed that supervisors expressed a need for supervision only in a few selected areas including working with teachers innovations in counseling and life skills. In respect of roles and style of supervision, all counselors placed important values on the counseling, process and personalization components. Also, all counselors preferred growth oriented forms of supervision.

2.3. Studies Related to Burnout in Turkey

Özer (1998) examined the burnout levels of counselors' who work in secondary schools, high schools and guidance centers in Turkey. The effects of some demographic variables such as gender, marital status, working period, working hours per week, and type of institution were investigated. Findings revealed that 24% of counselors in Turkey had lower scores in personal accomplishment, 13% of them had higher scores on emotional exhaustion, and 2% of them had higher scores in depersonalization. In relation to demographic

variables, female counselors were more emotionally exhausted than male counselors. Furthermore, single counselors, counselors have 2-5 years work experience, and counselors choosing the career voluntarily were more emotionally exhausted and lower personal accomplishment levels. In the study, the type of institution and working hours reflected no significant effect on the level of burnout.

Another study was conducted by Seğmenli (2001). Levels of counselor burnout in relation to gender, age, years of work experience, economical status, pleasure at work, the field of graduation, and the type of school were investigated. The result showed that there were no significant mean differences between men and women who work as counselors in Ankara. When age is considered, younger counselors had higher burnout levels in regard to depersonalization. There was no significant mean difference between the field of graduation and the level of burnout. Pleasure at work was found to be an important variable for burnout. Because counselors who were unhappy at work had higher levels of burnout with regards to emotional exhaustion, depersonalization, and personal accomplishment. In this study it was concluded that pleasure at work and age were important variables in determining levels of burnout.

Murat (2000) examined the relationship between burnout and gender, type of school, length of work, residential area, degree of appreciation from supervisors and school administrators, perceived economical status, self-efficacy related to work, communication skills with students, and adaptiveness to friends at

work among teachers. The result showed that emotional exhaustion and lack of personal accomplishment started to emerge after four years of work. After eight years of work, burnout steadily did get lower for all dimensions of burnout. In the study it was found that gender, type of school graduated from, length of work, residential area, degree of appreciation from supervisors and school administrators, economical status, perceived self-efficacy for work communication skills with children and adaptiveness among colleagues were significantly different in emotional exhaustion and personal accomplishment dimensions of burnout.

Çam (1989) studied the relationships between some demographic variables and burnout on nurses. A group of 276 nurses participated in the study. Age, marital status, years of experience, level of education, co-worker support, satisfaction from work environment, support from the patient, job productiveness and perception of job were investigated, the result of the study showed that there were significant relations on three dimensions of burnout in terms of some variables. Marital status, co-worker support, and education level were not found to be significantly related with three dimensions of burnout.

Üstün (1995) examined the relations between assertiveness and the burnout level of nurses. A group of 462 nurses participated in this study. The result of the study showed that hospital location and working hours were significantly related to the dimension of emotional exhaustion. Also, the number

of patients was found to be directly related with depersonalization and personal accomplishment.

Gündüz (2000) studied the relations between types of coping strategies and burnout. A total of 256 nurses participated to the study. At the end of the study it was found that 24% of the nurses perceived emotional exhaustion, 15% of nurses experienced lack of personal accomplishment and 2% of the nurses felt depersonalization. However, the nurses who use an optimistic approach as a coping strategy felt less emotional exhaustion and more personal accomplishment.

Gökçakan and Özer (1997) researched the level of burnout of counselors who were working in the eastern region of the Black Sea and the causes of burnout and the relations of the level of burnout to some demographic variables. A total of 49 counselors participated in the study. It was found that 20% of the counselors suffered from emotional exhaustion, 37% of the counselors experienced depersonalization, and 2% of the counselors perceived depersonalization. It was found that gender, age, marital status, years of experience, and choice of job were not significantly related to the three dimensions of burnout. The most important cause of the counselor's burnout was discovered to be a lack of social support from the administrators and teachers.

2.4. Studies Related to Supervision in Turkey

Studies related to supervision in Turkey are limited. The researcher could not reach study, which is related to counseling supervision and counseling peer supervision. Many supervision studies in Turkey are related to supervision of teachers. So, two studies could be found that may be related with the present study. In the following these were presented:

One of the studies was conducted by Ađaođlu (1995). The purpose of the study was to investigate the effectiveness of clinical supervision in candidate teacher training in Turkish education system. The result of the study showed that there was a significant difference between experimental and control groups. The participants who took training with clinical supervision in the experimental group show higher success in the evaluation scale. So, it was concluded that clinical supervision is effective in candidate teacher training.

Another study was conducted by Paker (1996). The purpose of the study was to explore the effectiveness of clinical supervision in teacher development and students achievement at university level. The overall conclusion of the study was that clinical supervision had been very effective in improving teachers' instruction in various ways: for example, teachers had become more analytical towards their own instruction in the classroom, It had provided ground on which teachers could discuss the issues related to their instruction with a clinical supervisors. Clinical supervision had created self-responsibility and self-

confidence in teachers in terms of the preparation, implementation, and evaluation of their lessons. It had created awareness in teachers towards all the teaching activities taking place in the classroom, after which the teachers had learned to ask themselves the purpose of each activity they were to instruct. It had helped the teachers revise their strategies in teaching four language skills and use educational equipment. It helped their classroom management strategies and their roles as a teacher.

Overall, as it was mentioned in the several studies before burnout is the important area for counselors to work on. Most of the researcher stressed that burnout develops particularly among helping professions who interact intensively and frequently with recipients. And also, it was mentioned in the most of the study that helping professions are especially vulnerable and well situated by their role expectations and responsibilities to suffer the signs and consequences of burnout. Since the burnout affects the person physically, emotionally and socially the researchers look for some ways to cope with it. In the literature the peer supervision/consultation are presented as the way to cope with the burnout. In Turkey also several studies on burnout are conducted to identify the burnout level of counselors, teachers, nurses and doctors. The results of their studies show that burnout is the problem among these professions and some intervention/prevention and coping strategies should be developed and implemented to decrease their burnout level. This present study was designed to determine counselors' burnout level and to offer program to decrease burnout level of the school counselors.

CHAPTER III

METHOD

This chapter explains overall design of the study, research question, data sources, data collection instruments, data collection procedures, data analysis procedures, assumptions, and limitations of the study.

3.1. Overall Research Design

In the present study, a pre-test and post-test experimental control group design was used, in order to investigate the effect of the Structured Peer Consultation Program on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment of school counselor's burnout.

3.2. Research Question

Is there a significant effect of the Structured Peer Consultation Program on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment in regard to school counselor's burnout?

3.3. Data Sources

The samples of the present study were school counselors who work in private and public schools in Gaziantep. In this present study, 55 out of a total of 96 school counselors agreed to participate in this study voluntarily. The Maslach Burnout Inventory was administered in counselors' annual meeting to select the participants of the experimental study. The ages of the sample ranged from 23 to 36 years old. The sample group consisted of 23 males and 32 females. Out of 55 counselors, 33 were single, 21 were married, and 1 was divorced. The mean amount of counseling experience was 3.6 years. In consideration to the type of schools where they worked, 54 were from public schools and 1 was from a private institution. Out of the 55 counselors, 50 counselors graduated from the department of guidance and counseling, 1 graduated from the department of psychology, and 4 had graduated from other departments of educational sciences. 45 of the counselors were working alone, 5 were working with 1 counselor and 5 working with 2 counselors in their schools.

Participants who participated in the study had completed the Maslach Burnout Inventory as a pre-test and then, the collected data was analyzed and the mean scores of the counselors in the dimensions of emotional exhaustion, depersonalization, and personal accomplishment were calculated ($\bar{x} = 19.89$, $SD = 6.44$ for emotional exhaustion; $\bar{x} = 6.04$, $SD = 2.63$ for depersonalization; $\bar{x} = 16.36$, $SD = 3.59$ for personal accomplishment). Then, 19 counselors who had higher than means scores in dimensions of emotional exhaustion, depersonalization, and personal accomplishment were selected. 8 (4 females and 4 males) out of the 19 counselors who had time at the same day and hour agreed to participate in the Structured Peer Consultation Program as an experimental group; the remaining 11 counselors were assigned as a control group. But only 8 (5 females and 3 males) counselors in the control group completed the post-test at the end of the study.

Having the participants' demographic variables in the experimental and control groups some similarities was noted. They work in the high school in the public schools. They graduated from the department of guidance and counseling. The ages of the sample group ranged from 23 to 33 years old. The mean of experience as a counselor was 3.25 in the experimental group and 3.75 in the control group.

3.4. Data Collection Instrument

In this present study the Maslach Burnout Inventory (MBI) and the Personal Information Inventory were used.

3.4.1. Maslach Burnout Inventory

Maslach Burnout Inventory was used to assess the level of burnout of counselors. It was originally developed by Maslach and Jackson (1982). The Maslach Burnout Inventory is a 22-item instrument. It was the 5-point Likert type scale with the alternatives of always (5) and never (1). A score is calculated for both frequency and intensity on each of three dimensions: emotional exhaustion, personal accomplishment, and depersonalization. The nine items (items 1, 2, 3, 6, 8, 13, 14, 16, 20) in the emotional exhaustion subscale describe feelings of being emotionally overextended and exhausted by one's work. In this dimension the range of the scores was between 0-36. The five items (items 5, 10, 11, 15, 22) in the depersonalization subscale describe an unfeeling and impersonal response towards recipients of one's care or service. In this dimension the range of taken scores between 0-20. For both the emotional exhaustion and depersonalization subscales, higher means scores correspond to higher degrees of experienced burnout. The subscale of personal accomplishment contains eight items (items 4, 7, 9, 12, 17, 18, 19, 21) that describe feelings of competence and successful achievement in one's work with people. Of the 22 items, 17 are negative and 5 are

positive. High levels of burnout will be reflected in high scores of frequency or intensity for emotional exhaustion and depersonalization and in low scores in frequency or intensity for personal accomplishment. The lowest score for personal accomplishment was 0 and the highest score was 28.

Maslach Burnout Inventory was designed specifically for members on the helping professions. Specific items from each scale include: emotional exhaustion (I feel emotionally drained from my work), depersonalization (I feel I treat some recipients as if they were impersonal objects) and personal accomplishment (I deal very effectively with the problems of my recipients).

Cronbach alpha coefficients ranging from .71 to .90 for the three subscales were reported. The reliability coefficients for the subscales were the following: .90 for emotional exhaustion, .79 for depersonalization and .71 for personal accomplishment. Validity for the MBI has been established by correlation with peer ratings (Maslach and Jackson, 1982).

The adaptation study of the Turkish version of the scale was made by Ergin (1992). The study for validity and reliability was carried out on 297 nurses and 255 doctors. The reliability of the Maslach Burnout Inventory was calculated in two ways. One of them was calculation of internal consistency (Cronbach Alpha) and other one was test-retest reliability. Internal reliability (Cronbach Alpha) was rated .83 for emotional exhaustion, .65 for depersonalization, .72 for personal accomplishment and test-retest reliability was rated .83 for emotional exhaustion, .72 for depersonalization and .67 for personal accomplishment.

For the purpose of obtaining evidence about the construct validity of the Maslach Burnout Inventory principal component analysis with varimax rotation was carried out by Ergin (1992). The result of the factor analysis was consistent with the Maslach and Jackson's study. The second study for validity was to examine the effect of social desirability. The social desirability scale was used. The results of correlation and coefficient were as follows: emotional exhaustion - .32; depersonalization -.48 and personal accomplishment .36. This result showed that social desirability was moderately effective on burnout.

Also, regression analysis was carried out for the study of validity. As a predictive variable, job satisfaction, age, career, desire to be alone, consistency with ability and job, desire to change the job, and influence on family life were used. Multiple regression analysis revealed that job satisfaction appeared as the significant predictor of the dimension of emotional exhaustion of burnout and family support also appeared as a significant predictor in the dimension of depersonalization.

In this present study, internal consistency (Cronbah Alpha) for Turkish counselors (n = 55) was calculated. Internal reliability for subscales was rated as follows: .86 for emotional exhaustion, .70 for depersonalization and .72 for personal accomplishment.

3.4.2. Personal Information Inventory

The Personal Information Inventory was developed by the researcher. It consisted of demographic variables namely; gender, age, marital status, years of counselor experience, number of counselors that the counselor works with, and department of graduation. In order to develop the Personal Information Inventory, related studies were reviewed and several variables that related to burnout were examined and above demographic variables that were usually studied and found mostly related with burnout in the literature were selected as the variables.

3.5. Procedure

In this study, a pretest-posttest experimental control group design was used. In this design, the experimental and the control groups were tested before and after the Structured Peer Consultation Program. While the program was applied to the experimental group, the control group did not receive any treatment.

In this study, the Maslach Burnout Inventory and the Personal Information Inventory were administered to school counselors during their annual meeting that is at the end of semester in Gaziantep. The necessary permission for administration of the Maslach Burnout Inventory and for application of the Structured Peer Consultation Program was taken from the Gaziantep Director of National Education (Gaziantep Milli Eğitim Müdürlüğü).

Before the Structured Peer Consultation Program was applied, the following procedures were carried out for the program. First, five expert in the counseling area reviewed the rationale and content of the original program. It was found usable for a burnout study on counselors. The program was translated into Turkish by the researcher and the expert person on English language. Then, five expert people reviewed the program again and the program took the final form.

The cases which were used in the original program were not used for the present study because in the present study the participant's feelings, behaviors and thoughts would be explored according to the three dimensions of burnout; namely, emotional exhaustion, depersonalization, and personal accomplishment. The cases requested from the participants were to be from their daily life/work situation based and on their experience. Also, in the original program, the peers come together once a month. In this program, peers met once a week because 5-month time frame was not practical for this present study. Finally, the participants worked as a peer group not dyadically, because the participants were not familiar this kind of a dyadic model and they would have needed to be trained by an expert counselor so which was not a viable option for this study. Other reasons were the beneficial outcomes of group supervision. According to Bernard and Goodyear (1992) there are some beneficial outcomes from group supervision are that; a) its use can help avoid trainee dependence on the supervisor; b) it can diminish the hierarchical issues between supervisor and trainee; c) it is a more natural setting that can offer the trainee a more comprehensive supervision experience; d) it is

consistent with the research on collaborative learning and cognitive skill development; e) it is consistent with the evidence that novices can learn conceptually from each other more efficiently than they can from an expert: f) it can help supervisees put their failures in perspective; g) it gives supervisees a variety of perspectives that no single supervisor could provide and a broader perspective by which to judge themselves; h) it develops trainees' trust and abilities to be helpful colleagues; and i) it is an important supplement to individual supervision.

The Structured Peer Consultation Program was started at the beginning of April, 2003 and continued for five weeks. In the last session of the program the Maslach Burnout Inventory was administered as a post-test. In the program the meetings were held once a week and lasted 90 minutes.

3.5.1. The Structured Peer Consultation Program

In this study the Structured Peer Consultation Program was used to see the effect on dimensions of emotional exhaustion, depersonalization, and personal accomplishment in regard to school counselor's burnout. Originally, the program was developed by Benschhoff and Paisley (1996). Fallon and Lambert (1998) revised the program. That was called the Restructured Peer Consultation Model for School Counselors. The researcher took the program manual from Benschhoff in 2003 and some changes were done after taking permission.

In this program the terms peer supervision and peer consultation used interchangeably to describe similar process in which counselors consult with peers. Peer supervision, as defined by Wagner and Smith (1979), is a process in which counselors use their relationship building skills and professional knowledge to help each other to become more effective and skillful helpers. Even though situations in which peers work together for mutual benefits are most often referred to as peer supervision in literature, according to Benshoff and Paisley (1996) peer consultation rather than peer supervision can be a more appropriate term to use in this program because peer consultation does not include formal evaluation which is typical of supervision.

In this study the Structured Peer Consultation Program was used. Because there are two peer groups and clinical supervision programs that have been described and tested in literature (Agnew, Vaught, Getz, and Fortune, 2000). One is Border's (1991) Systematic Peer Group Supervision and the other is Benshoff and Paisley's (1996) Structured Peer Consultation Model for School Counselors. For that reason, the researcher was able to contact Benshoff and used the Structured Peer Consultation Model for School Counselors in the present study. The other reason for which this program was used is that school counselors who participated to the Structured Peer Consultation Model for School Counselors reported that they had a positive consultation and supervision experiences during research. Counselors agreed that they would participate the program again and would recommend it to their colleagues. They also reported that participation in

the model had helped them develop better consultation skills. They had improved their counseling skills and techniques. And finally, all of the participants believed that the peer consultation and supervision had provided them with valuable support and new ideas, and that it had been helpful experience (Benshoff and Paisley, 1996).

In the Structured Peer Consultation Program Myrick's (1993) Systematic Facilitative Approach to Consultation were used. It is a nondirective client-centered approach. It focuses closely on the needs of the client. Understanding client needs is the role of supervisor. Empathy and unconditional positive regard is an important element of Myrick's Systematic Facilitative Approach to Consultation. Myrick (1993) suggested handouts and helpful suggestions for consultees to develop better plans to help each other. In the Structured Peer Consultation Program Myrick's Systematic Facilitative Approach, helpful suggestions are provided as a guide for the participant in the consultant role. Myrick's Systematic Facilitative Approach to Consultation includes 7 steps. These are;

Step 1: Identify the problem

Be a listener. Help the consultee to tell about the situation.

Step 2: Clarify the Consultee's Situation

Be a selective listener, giving attention to the following:

- a. feelings –consultee's and client's
- b. specific behaviors—consultee's and client's

- c. consultee expectations in the situation
- d. what the consultee has done up to this point
- e. positive consultee attitudes and behaviors

Step 3: Identify the Goal or Outcomes

Specify the outcome in observable behaviors.

Step 4: Observe and Record Behaviors

Obtain some baseline data on desirable or undesirable behaviors.

Step 5: Develop a Plan of Action—The Consultee's Intervention

- a. what are some of the possible interventions that the consultee might do? Of these, which one is most appealing as a first step?
- b. how might the intervention work? (i.e., Role-play, discussion consequences, practice skills, and think about procedures).
- c. when will the first step be taken?

Step 6: Consultee Initiates Plan

Step 7: Follow-up

This provides an opportunity for evaluation and discussion of the next steps.

In addition to Myrick's (1993) Systematic Facilitative Approach to Consultation, helpful suggestions for successful consultation have been proposed to provide a guide for the participants in the consultant role.

Non-judgmental Attitude: Eliciting excessive guilt may bring on defensiveness in the consultee. Even though frustration and anxiety can motivate a

consultee, too much guilt may get in the way of solving problems. For example, a counselor may be making assumptions about his client and jumping to conclusions too quickly. The counselor may try to direct the client toward a solution of the problem, which is premature. If the counselor feels that his peer consultant is judgmental about his counseling skills, he may feel guilty and become argumentative and uncommunicative. If counselors feel too defensive about what they are doing, it may be difficult for them to open up to new ideas (Myrick, 1993).

Timely Advice or Suggestions: When your peer consultee has a problem with a student/parent/teacher she will be looking for a hassle-free solution. In some ways she would like you, the expert, to quickly analyze the situation and provide an easy solution. However, most counselor-consultants feel uneasy about giving quick advice. This reservation about providing quick fixes will work to the consultants' advantage because being a "resident expert" can create distance between peers. Low facilitative responses (advice, evaluation, interpretation, and reassurance) limit self-disclosure in consultation just as they do in counseling, while high facilitative responses seem to be the most effective in helping consultees think through a problem. Timely advice or suggestions, and not too much of it, are the keys to effective consulting (Myrick, 1993).

The rationale of the program is that school counselors lack supervision of counseling practice after they have completed their training and the supervision they receive is usually administrative, evaluating either school counselor

performance as school system employees or school counseling programs. School counselors express both desire and need for supervision of their counseling practice (Benshoff and Paisley, 1996).

The Structured Peer Consultation Program is a five-session program in which counselors work together in a group, meeting for 90-minute sessions every week. The program is based on the assumption that counselors can use their communication and problem-solving skills to help each other with critical feedback on counseling skills and decision-making skills. The five sessions of the program include goal setting in first session, presenting cases in session two and three, and helping/coping strategies in session four. Lastly, session five include evaluation of the program and termination.

Session One: Orientation and Background Information and Goal Setting

The first session included orientation, background information, and goal setting. First, all counselors and the researcher got acquainted with each other. The researcher gave information about the program, content, and time schedule of the program and asked the participants whether they have any questions. The participants asked questions about the program and the researcher answered the questions to make everything clear to each participant. Then, all participants who chose to join the program completed the required contract. In the first session, the participants were asked to set specific goals to work on during the program. These goals helped provide a direction and sense of purpose as participants worked.

The researcher requested the participants to bring cases, which caused burnout. Peer consultants agree to bring a case of their own which directed them towards burnout. To clarify what type of case they would bring, detailed information was given about the dimensions of burnout based on Maslach and Jackson's work on burnout. Case presentation must be done according to the three dimensions of burnout. These are emotional exhaustion, depersonalization, and lack of accomplishment.

Before the session ended the guideline for preparing and presenting the case was given. It included:

1. The case should be limited to 10-15 minutes, to allow time for other participants.
2. The case should be explained very clearly.
3. The case should include how they felt, behaved and thought.
4. How were they affected emotionally?
5. Whether they felt a lack of accomplishment.
6. Did they feel depersonalized?
7. What was their reaction?
8. What were the psychological and physiological effects on the participants?
9. How did they try to handle it? (This will be further discussed in the fourth session.)

This guideline was given out and explained to the participants again. Then, the summary of the first session was completed. After reaffirming what would be done in the second session the first session was terminated.

Session Two and Three: Oral Case Study Presentations

The session was started by reviewing the first session. Then presentation of the case studies began with one of the participant. Case studies are familiar to most counselors from their training and work experiences and thus they are relatively non-threatening. In these sessions, each peer consultant presents a case for critique and discussion with the other peer consultants. In this way, each participant has the opportunity to both give and receive feedback. Guidelines for these sessions include:

1. Each participant present a case according to guidelines provided in session 1 (The cases were presented Appendix B).
2. Consultants may ask a question to clarify the case if it is not clear according to the guideline.
3. Consultants may use counseling skills such as reflection of feeling, reflection of meaning, questioning, etc.
4. Myrick's (1993) Systematic Facilitative Approach to Consultation and helpful suggestions are provided as a guide for the participants in the consultant role.

Before session 4, participants were encouraged to think of strategies to handle cases of burnout, which were presented in sessions 2 and 3.

In summary, in these sessions, the oral case presentations were done to explore feelings, thoughts and behaviors of the participants based on the three dimensions of burnout. The purpose of these sessions was to examine these feelings, thoughts and behaviors, to provide support, and to increase the realization level that they were not alone in their problems.

Session Four: Coping Strategies

The purpose of this session was to share strategies to handle the problems. Participants talked about how to handle the burnout situation, which was explained in the cases. Each participant explained his or her strategies about coping with burnout; specifically depend to the case studies, which were presented. Also, they shared their general experiences, coping techniques, their feelings, and thoughts about when they faced burnout or stress situations.

When the consultee presented their coping strategies, the other participants served as the consultant using Myrick's (1993) consultation approach.

Each participant shared his or her strategy (strategies presented by participants are presented in Appendix C).

Session five: Evaluation and Termination

In the last session, peer consultants review their individual progress in reaching goals established in the first session. Participants share their expectations about the peer consultation process. Participants discuss any modifications or

adaptations they might make to the program. Participants discuss strategies for maintaining or enhancing the skills developed during the peer consultation process. And then, participants evaluated the program. Also, participants evaluated each other and themselves as a peer verbally. Then the termination with brief summary of the all sessions was done.

3.6. Assumptions of the Study

In this present study the following assumptions were used:

1. Burnout is inevitable in helping profession workers.
2. There is no single strategy to cope with burnout.
3. Peer supervision can be a way to cope with burnout.
4. Counselors are educated to help others but they are not educated to help each other. Counselors who are helping profession workers are educated people who help others and if they can help others they can help each other too, as counselors.
5. The school counselors complete the Maslach Burnout Inventory in an unbiased and truthful manner.
6. The school counselors' motivation is moderately high toward treatment.

3.7. Limitations of the Study

The following limitations might affect the interpretation and generalization of the results of this present study.

The first limitation concerning data was restricted to counselors who worked in Gaziantep. Their conditions socially, psychologically and physically might be different from other regions so, generalizations could be a problem.

The second limitation of the study was social desirability of the counselors. Ergin (1992) mentioned that social desirability was effective on burnout.

CHAPTER IV

RESULTS

In this present study, one-way analysis of covariance (ANCOVA) was used to test for significant treatment effects of the Structured Peer Consultation Program on the different dimensions of school counselor's burnout.

A one way analysis of covariance evaluates whether the population means on the dependent variable differ across all levels of a factor adjusted for differences on the covariate, or more simply stated, whether the adjusted group means differ significantly from each other (Green, Salkind, and Akey, 1997).

Before conducting a one-way ANCOVA, tests of the homogeneity-of-slopes assumption were first tested because the ANCOVA could not be carried out unless the slopes were homogenous. The test evaluates the interaction between the covariate and the factor in the prediction of the dependent variable. A significant interaction between the covariate and the factor suggests that the differences in groups on the dependent variable vary as a function of the

covariate. That is if the interaction is significant ANCOVA should not be conducted. In this study the results suggested the interaction was not significant. The interaction source is labeled group*pretest for emotional exhaustion ($F_{(1,12)} = .740$, $p = .407$, $\eta^2 = .058$), group*pretest for depersonalization ($F_{(1,12)} = .246$, $p = .629$, $\eta^2 = .020$), and group*pretest for personal accomplishment ($F_{(1,12)} = .137$, $p = .718$, $\eta^2 = .011$). Based on the nonsignificant F value, a one-way ANCOVA was conducted. One-way analysis of covariance was carried out with participants' pretest scores as the covariant and posttest scores as the dependent variable.

The result of the one-way analysis of covariance indicated that there was a significant difference between the experimental and control groups' posttest mean scores on the dimension of emotional exhaustion, depersonalization, and personal accomplishment in regard to burnout. Results are presented in the following:

4.1. Analysis of Covariance: Comparison Between Experimental and Control Groups on Dimension of Emotional Exhaustion of Burnout

In order to test treatment effects, a one-way ANCOVA on posttest scores, with pretest scores used as the covariate, on dimension of emotional exhaustion of burnout was performed. The degree of freedom, mean square, F value, P value, and Eta Square were given in Table 4.1.

Table 4.1 The Result of ANCOVA to Adjusted Posttest Mean Score for Emotional Exhaustion

Source	Df	Mean Square	F Value	P value	Eta Square
Pretest	1	401.73	82.72	.000	.864
Groups	1	36.84	7.58	.016*	.369
Error	13	4.85			
Total	15				

*p<.05

It is seen in Table 4.1 that a significant mean difference was found between the posttest mean scores of the experimental ($\bar{x} = 21.11$; $SD = .79$) and control groups ($\bar{x} = 24.12$; $SD = .79$) which were adjusted according to pretest scores of both experimental and control groups on the dimension of emotional exhaustion of burnout ($F_{(1,13)} = 7.58$, $p < .05$, $\eta^2 = .36$).

4.2. Analysis of Covariance: Comparison Between Experimental and Control Groups on Dimension of Depersonalization of Burnout

A one-way ANCOVA on posttest scores, with pretest scores used as the covariate, on dimension of depersonalization of burnout was performed in order to test treatment effect. The degree of freedom, mean square, F value, P value, and Eta Square were given in Table 4.2.

4.2. The Result of ANCOVA to Adjusted Posttest Mean Score for Depersonalization

Source	df	Mean Square	F Value	P Value	Eta Square
Pretest	1	18.28	9.11	.010	.412
Group	1	91.34	27.80	.001***	.691
Error	13	5.28			
Total	15				

***p<.001

Table 4.2 shows that a significant mean difference was found between the posttest mean scores of the experimental ($\bar{x} = 6.60$; $SD = .54$) and control groups ($\bar{x} = 10.61$; $SD = .57$) which were adjusted according to pretest scores of both experimental and control groups on the dimension of depersonalization of burnout ($F_{(1,13)} = 27.80$, $p < .001$, $\eta^2 = .69$).

4.3. Analysis of Covariance: Comparison Between Experimental and Control Groups on Dimension of Personal Accomplishment of Burnout

A one-way ANCOVA on posttest scores, with pretest scores used as the covariate, on dimension of personal accomplishment of burnout was performed in order to test treatment effect. The degree of freedom, mean square, F value, P value, and Eta Square were given in Table 4.3.

4.3. The Results of ANCOVA to Adjusted Posttest Mean Score for Personal Accomplishment

Source	df	Mean Square	F Value	P Value	Eta Square
Pretest	1	45.66	13.89	.003	.517
Group	1	58.24	29.02	.001***	.681
Error	13	2.00			
Total	15				

***p<.001

Table 4.3 reflects a significant mean difference between the post-test mean scores of the experimental ($\bar{x} = 16.70$; $SD = .67$) and control groups ($\bar{x} = 21.59$; $SD = .68$) which were adjusted according to pretest mean scores of both the experimental and control groups on the dimension of personal accomplishment of burnout ($F_{(1,13)} = 29.02$, $p < .001$, $\eta^2 = .68$).

4.4. Descriptive Results of Experimental and Control Groups

Pretest and Posttest mean scores on each dimension of burnout were calculated for both experimental and control groups. Means and standard deviations were reported in Table 4.4.

Table 4.4 The Mean and Standard Deviations of Structured Peer Consultation Program for Experimental and Control Groups

	Pre- test				Post-test			
	Experimental		Control		Experimental		Control	
Subscale	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
EE	23.00	6.54	24.37	4.47	20.50	6.30	24.87	5.16
DP	7.75	2.76	9.37	1.76	6.25	1.75	11.12	1.80
PA	19.75	3.19	18.50	2.56	17.12	3.13	21.25	1.66

As shown in Table 4.4 the pre-test mean score for emotional exhaustion was 23.00 (SD = 6.54) in the experimental group and 24.37 (SD = 4.47) in the control group. The post-test mean score in the experimental group was 20.50 (SD = 6.30) and in the control group the post-test mean score was 24.87 (SD = 5.16).

As for depersonalization the pre-test mean score was calculated as 7.75 (SD = 2.76) in the experimental group and it was calculated 9.37 (SD = 1.76) in the control group. In the experimental group the post-test mean score was calculated 6.25 (SD = 1.75) and in the control group the post-test mean score for depersonalization was found 11.12 (SD = 1.80).

In the personal accomplishment dimension, the pre-test mean score in experimental group was calculated 19.75 (SD = 3.19) and the pre-test mean score in control group was found 18.50 (SD = 2.56). After treatment, the post-test mean score in the experimental group was calculated 17.12 (SD = 3.13) the post-test score in the control group was found 21.25 (SD = 1.66).

4.5. Posttest Means and the Adjusted Means of Posttest Scores

Posttest and adjusted posttest mean scores on each dimension of burnout were calculated for both experimental and control groups. Means and standard deviations were reported in Table 4.5.

Table 4.5. Post-test Means Score and the Adjusted Means of Posttest for Three Dimensions of Burnout

Subscales of burnout	Post-test means for experimental group		Adjusted post-test means for experimental group		Post-test means for control group		Adjusted post-test means for control group	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Emotional Exhaustion	20.50	6.30	21.11	.79	24.87	5.16	24.12	.79
Depersonalization	6.25	1.75	6.60	.54	11.12	1.80	10.61	.57
Personal Accomplishment	17.12	3.13	16.70	.67	21.25	1.60	21.59	.68

As shown in Table 4.5 the post-test mean score in the experimental group for emotional exhaustion was 20.50 (SD = 6.30) and in the control group the post-test mean score was 24.87 (SD = 5.16). In the experimental group an adjusted posttest mean score for emotional exhaustion was 21.11 (SD = .79) and in control group the adjusted posttest mean score was 24.12 (SD = .79).

The post-test mean score in experimental group for depersonalization was 6.25 (SD = 1.75) and in the control group the post-test mean score was 11.12 (SD = 1.80). In the experimental group the adjusted posttest mean score for depersonalization was found 6.60 (SD = .54) and in the control group the adjusted posttest mean score was found 10.61 (SD = .57).

In the experimental group the post-test mean score was 17.12 (SD = 3.13) for the personal accomplishment dimension and in the control group the post-test mean score was 21.25 (SD = 1.60). In the experimental group the adjusted posttest mean score for personal accomplishment was 16.70 (SD = .67) and in the control group an adjusted posttest mean score was 21.59 (SD = .68).

In summary, the result of ANCOVA indicated that ANCOVAs examining treatment effect were significant on dimensions of emotional exhaustion, depersonalization, and personal accomplishment of burnout. It seems that there was a significant improvement in the experimental group's burnout level compared to the control group's burnout level.

CHAPTER V

DISCUSSIONS AND IMPLICATIONS

This chapter consists of discussions and the implications of the present research. Recommendations for further research will also be presented.

5.1. Discussions

In the present study, the effect of the Structured Peer Consultation Program on the different dimensions of school counselor's burnout was investigated. The result of analysis by ANCOVA indicated that there was a significant treatment effect on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment in regard to burnout.

In the present study, the Structured Peer Consultation Program was given to school counselors for five weeks. The result of ANCOVA showed that there was a significant difference between the posttest scores of the

experimental and control groups in the dimensions of emotional exhaustion, depersonalization, and personal accomplishment of burnout. This means that the subjects in the experimental group who took the five-week treatment have an improvement regarding burnout level as compared to the control group. In other words, the Structured Peer Consultation Program could have positive effects on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment in regard to burnout in the experimental group.

According to remarks by the counselors, the program was found helpful in decreasing their personal burnout level. All participants agreed that they would participate in peer supervision again and that they would recommend peer supervision to other school counselors. All participants also believed that peer supervision had provided them with valuable support, ideas, and encouragement, and all agree that peer supervision was a worthwhile experience. Also, case presentation was found to be very valuable by most of the counselors in the study. All these findings were consistent with the findings of the study by Benschhoff and Paisley (1996).

Thus, the study of Agnew et al (2000) supported the present study findings, too. They stressed that after the peer group clinical supervision program almost all participants reported having positive counseling skills, professional gains, and personal gains. Mean scores for job satisfaction and counselor burnout indicated that counselors in the peer group clinical supervision program had high job satisfaction and significantly low burnout levels. Moreover, in most of the

studies the importance of social support to intervene in burnout was stressed (Van Dierendonck, Schaufeli, and Buunk, 1998; Ross et al., 1989; Feldman, Brondolo, Dayan, Schwartz, 2002). Especially, peer support was discovered to be more valuable than supervisor support. The studies by Haddad (1998) and Savicki and Cooley (1987) supported to this idea. In his study, co-worker support was positively associated with personal accomplishment. This result might indicate that supportive relations with colleagues provided counselors with help, acceptance, and positive feedback about their work. Colleagues offer equal opportunity for participation but this opportunity might not be provided to the same extent by supervisors. Additionally, supervisors represent authority and power from the counselors' point of view. It is also possible that supervisors may be judgmental, evaluative, and critical. For that reason, counselors may prefer to receive support by peers.

In contrast, some studies have found that supervisor support was the most significant (Ross, et al., 1989; Russel et al., 1987; and Feldman et al., 2002). A possible explanation of this is that the supervisor could be perceived as more knowledgeable, experienced, and competent than peers.

Consequently, future research is needed to research the effect of sources of social support in regard to burnout.

Thus, the remarks of the counselors support the results of this study. They stated expressions such as "I shared my problems with my friends in the group, it made me feel relaxed". "This program increased my awareness level about my

feelings and thoughts about the problems that make me feel burnout”. “I realized that I was not alone in having problems”. “I realized that peer support is very important in coping with problems”. These statements indicated that the Structured Peer Consultation program could have a significant effect on counselor burnout levels.

These entire findings support the Structured Peer Consultation Program as being significantly effective on counselor burnout levels. As mentioned several times throughout the study, burnout is inevitable for counselors and if they cannot escape it counselors must learn how to handle burnout. Also, most of the researchers stressed the needs of supervision for the counselors in many areas, as they needed to develop professional skills, counseling skills and techniques to cope with problems.

In Turkey supervision toward counselors is limited. Most of the counselors cannot reach the sources, which are important for their professional development or for other reasons. Especially, counselors who work the cities far away from the larger cities and universities do not get enough help when it is required so, the needs of supervision of the counselor should be taken into account. For further research, the supervision needs of the counselors should be examined carefully and this kind of supervision program should be developed and applied to counselors.

5.2. Implications

When examined through literature burnout is determined as inevitable for human professionals. Counselors who are working to help others should learn how to help themselves. In Turkey, many school counselors face many problems such as conflict with the administrators and teachers, lack of resources, high expectations, numerous types of students' problems, low salary, bad living and working conditions, and lack of reward systems for motivation, which may cause some degree of burnout in counselors. Counselors try to work in a stressful environment and this excessive stress directs the counselor towards burnout. According to Cherniss (1982), excessive stress is the beginning of burnout. If the counselor cannot use the intervention and prevention strategies the result is burnout. It is known that stress and burnout decrease counselor effectiveness and productiveness. Thus, in the study by Özer (1998) it was noted that stressful experiences and difficulties had important effects on the level of burnout for counselors. The negative attitudes of teachers and administrators, no support or help from teachers and administrators, inconvenient laws for effective counseling activities, and conflict in relation to status and roles of counselors were mentioned as causes of burnout for counselors in schools in Turkey.

If burnout is inevitable, some helping/intervention/prevention strategies should be used. In the literature many prevention and intervention strategies have been suggested. Some of them are: define work objectives clearly, provide a

support environment, provide clear job requirements, increase financial resources, give adequate training, and provide supervisor training. Peer supervision is also suggested as a way for intervention and prevention. In this study it was concluded that the Structured Peer Consultation Program could help the counselors to decrease burnout levels. For this reason, it is believed that these kinds of programs may have been developed and applied to the school counselors to help intervening/preventing/coping with burnout. Therefore, counselors will learn to help each other and themselves, besides helping others

Peer supervision/consultation programs could be developed for all counselors and for all purposes. It could be applied to counselors in all cities in Turkey. It is believed that most of the counselors may need these kinds of programs for professional development. In this study the Structured Peer Consultation Program was applied to measure the dimensions of counselor burnout. Also, it could be developed and expanded for other reasons. For example, peers were trained to help each other in professional development, sharing ethical problems, and personal problems, etc.

Moreover, most of the counselors who graduated from the department of guidance and counseling began working in schools after graduation. Because of their lack of their experience, they may have confusion and difficulties in some cases. Therefore, they may need supervisory help to resolve it. Most of the time novice counselors cannot reach expert help. Supervision for professional

development is not available in schools; only administrative supervision could be given. Therefore, peer supervision programs could be used to help counselors.

Counselors in each city could be widely trained. Then these trained counselors, as expert supervisors, could assist other counselors as a peer. Peer supervision programs for many purposes could be developed and used in those cities. In other words, every month counselors could come together and share their feelings, in respect to purpose of the prepared program.

For these reasons, peer supervision programs could be developed and suggested to the National Education Administrator to have these kinds of programs initiated to increase the effectiveness of counselors who work in schools because burnout effects counselor effectiveness and productiveness.

5.3. Recommendations

In this present study the effect of the Structured Peer Consultation Program was examined and it was noted that there were significant effects on the dimensions of emotional exhaustion, depersonalization, and personal accomplishment of counselor burnout. For future applications some recommendations will be presented.

First of all, this program was applied the counselors who are single and young. The effect of the program could not be examined on experienced and/or

married counselors. It should be applied them to examine the effect on them, because research based on marital status and experience could create differences.

In literature the importance of social support is highly stressed. For that reason, the effect of social support and sources of social support should be taken into account because people who have social support manage their problems easily. So, social support could be evaluated before conducting this kind of study.

In all schools in Turkey the level of burnout of school counselors should be determined to prepare preventive studies from burnout.

The university teachers in counseling area should provide the counselors information and materials about the coping techniques of burnout and take the responsibility for being a clearinghouse in this area.

In addition, counseling supervision should be offered to school counselors by the expert counselors for their professional development.

Ministry of National Education could spread out the programs like peer supervision as the way of preventing or coping burnout through the all cities in Turkey.

Help for counselors under burnout is an important professional issue. State National Education should increase their efforts to provide information about burnout to school counselors.

Workshops, conferences and other professional meetings should be offered by the expert persons to counselors to deal with their burnout.

In this study the follow up study could not be conducted to test lasting effect of the treatment because of end of the semester. For future research the effect of follow-up study should be conducted to see lasting effect of the treatment.

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APPENDICES

APPENDIX A

(MASLACH BURNOUT INVENTORY)

TÜKENMİŞLİK ÖLÇEĞİ

Yönerge

Sevgili Meslektaşım,

Bu çalışma, sizin psikolojik danışman olarak meslek yaşantınıza ilişkin, bazı faktörlerin belirlenmesine yönelik olarak yapılmaktadır.

Anket iki bölümden oluşmaktadır. İlk bölümde sizin ile ilgili kişisel bilgiler ve ikinci bölümde yaptığımız iş ile ilgili olarak yaşanan duygularınıza yönelik ifadeler bulunmaktadır.

Bu çalışmadan elde edilecek bilgiler yalnız doktora tezinde kullanılacak ve kimlikle ilgili bütün bilgiler gizli tutulacaktır. Vereceğiniz içten ve samimi cevaplar için teşekkür ederim.

Aysel ESEN ÇOBAN

ODTÜ -Eğitim Bilimleri

Psikolojik Danışma ve Rehberlik

Doktora Öğrencisi

Kişisel Bilgiler

1. Cinsiyetiniz: Erkek () Kadın ()
2. Yaşınız:
3. Medeni haliniz: Bekar () Evli ()
4. Kaç yıldır rehber öğretmen olarak görev yapmaktasınız?.....
5. Hangi bölümden mezun oldunuz?.....
6. Çalışmakta olduğunuz okulda rehber öğretmenlerin sayısını belirtiniz:.....

Aşağıda işle ilgili olarak yaşadıklarınıza ilişkin konular belirtilmiştir. Size uygun olan seçeneği işaretleyerek belirtiniz.

	Her zaman	Çoğu zaman	Bazen	Çok az	Hiçbir zaman
1. İşimden soğuduğumu hissediyorum.					
2. İş dönüşü kendimi ruhen tükenmiş hissediyorum.					
3. Sabah kalktığımda bir gün daha bu işi kaldıramayacağımı hissediyorum.					
4. İşim gereği karşılaştığım insanların ne hissettiğini hemen anlarım.					
5. İşim gereği karşılaştığım bazı kimselere sanki insan değillermiş gibi davrandığımı fark ediyorum.					
6. Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı.					
7. İşim gereği karşılaştığım insanların sorunlarına en uygun çözüm yollarını bulurum.					
8. Yaptığım isten yıldığımı hissediyorum.					
9. Yaptığım iş sayesinde insanların yaşamına katkıda bulunduğuma inanıyorum.					
10. Bu iste çalışmaya başladığımdan beri insanlara karşı sertleştim.					
11. Bu işin beni giderek katılaştırmasından korkuyorum.					
12. Çok şeyler yapabilecek güçteyim.					
13. İşimin beni kısıtladığımı hissediyorum.					
14. İşimde çok fazla çalıştığımı hissediyorum.					
15. İşim gereği karşılaştığım insanlara ne olduğu umurumda değil.					
16. Doğrudan doğruya insanlarla çalışmak bende çok fazla stres yaratıyor.					
17. İşim gereği karşılaştığım insanlarla aramda rahat bir hava yaratırım.					
18. İnsanlarla yakın bir çalışmadan sonra kendimi canlanmış hissederim.					
19. Bu iste birçok kayda değer başarı elde ettim.					
20. Yolun sonuna geldiğimi hissediyorum.					
21. İşimdeki duygusal sorunlara serinkanlılıkla yaklaşırım.					
22. İşim gereği karşılaştığım insanların bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum.					

APPENDIX B

(CASES)

ÖRNEK OLAY

A Kişisi: Böyle şeyler hep oluyor. Yine aynı sorun ile karşılaştım okulda. Öğretmenlerden bir tanesi anketi sınıfa uyguladıktan sonra, anketi değerlendirmenin benim görevim olduğunu ve değerlendirme yapmayacağını söyledi. Söyleme tarzı suçlayıcı ve kaba idi. “boş boş oturuyorsun ne yapıyorsun ki” dedi. Okulda tek psikolojik danışmanım ve o kadar işe yetişemiyorum. Bu tür tepkiler aldığım zaman çok üzülüyorum. Uykularım kaçıyor. İşimi iyi yapamadığımı düşünüyorum. Başarısızlık hissi beni işime karşı soğutuyor. Hiç övgü ve teşekkür yok. Kendimi çaresiz ve mutsuz hissediyorum.

Grup Üyeleri: Bu tür olayların kendi okullarında da olduğunu ve onu çok iyi anladıklarını ifade ettiler. Aynı his ve duyguları paylaştıklarını söylediler. Yalnız olmadığını ama zamanla psikolojik danışma ve rehberlik servisinin ve kendilerinin önemini kavranacağını belirttiler.

B kişisi: Size iki ay önce yaşadığım ve gerçekten beni her açıdan tüketen bir olayı anlatmak istiyorum. İki ay önce bir psikolojik danışman arkadaş ile

beraber çalışıyorduk okulda. Arkadaş ekip çalışması nedir bilmiyordu ve benim yaptığım her faaliyeti yetersiz ve olumsuz değerlendiriyordu. Beni öğrenci ve öğretmenlere şikayet ediyordu. Müdür ile arasını iyi tutarak beni kötülüyordu. Hep kendisi ön planda olmak istiyordu. İlk başlarda iletişim kurmaya ve beni olumsuz yönde etkilediğini anlatmaya çalıştım ama işe yaramadı. Ama o dönemde yaşadıklarım çok kötüydü. Sabahları kalkınca yinemi işe gideceğim diyordum. Mutsuz ve yorgundum. Başarısızlık ve yetersizlik duygusu beni işimden soğutuyordu. Okul değiştirmeyi hatta bazen işimi bırakmayı bile düşündüm.

Grup Üyeleri: Şu anda ne hissettiğini sordular. Şimdi yine aynı duygu ve mutsuzluğu yaşayıp yaşamadığı sordular ve grup üyelerinden bir tanesi kendisinin de öyle bir problemi yaşadığını söyleyerek söze girdi. Yalnız olmadığını ve onu çok iyi anladıklarını ifade ettiler.

C Kişisi: Aynı şeyi ben hala yaşıyorum. Benim oda arkadaşım da hep ön planda olmayı istiyor. Müdür ve öğretmenlerle arası çok iyi. Tabi ben daha yeni geldim. O orada eski. Bir sistem oturtmuş ben o sisteme giremiyorum. Hep önemli işlerde müdür onu çağırıyor ve benim yaptığım hiç bir şeyi takdir etmiyor. Onun gölgesinde kaldığımı ve kendimi ve bilgimi gösteremediğimi ve yapmak istediklerimi yapamadığımı hissediyorum. Nasıl hissettiğimi anlayabiliyor musunuz? (gözleri doluyor).

Grup üyeleri: Onu çok iyi anladığını B kişisi söylüyor. Diğer grup üyeleri de onaylıyor. Biraz daha ne tür duygular yaşadığı anlatması isteniyor. Bu durumda o ne tür tepkiler gösteriyor o soruluyor. Konuşmayı deneyip denemediği

ve o kişinin onun bu duygu ve düşüncelerinden haberdar olup olmadığı soruluyor. Haberdar olmadığını söyleyince onunla konuşması ve hissettiklerini anlatması isteniyor.

D Kişisi: Benim çalıştığım yer fakir öğrencilerin bulunduğu bir yer. Benim yaşadığım sıkıntı onlara yardım etmek için elimden gelen hiç bir şeyin olmaması. Elimden gelen bir şey olursa yapmak için büyük çaba harcıyorum. Dediğim gibi öğrenciler fakir ve ailelerin gelir durumu yok denecek kadar az. Bir sürü çocuk aynı odada uyuyor ve ders çalışmak için ortam yok. Bana gelen çoğu öğrenci başarısızlıktan geliyor yada öğretmen tarafından gönderiliyor. Çocukla konuşuyorum. Bana diyor ki; sekiz kardeşiz ve 2 göz gecekonduda oturuyoruz. Ders çalışmak için ne yer var, ne zaman. Kendine ait bir odası, masası yok. Bu çocuğa ben ne yapayım. Ne diyeyim. Kendimi çaresiz ve aldığım eğitimin bir işe yaramadığını görüyorum. Çok üzülüyorum. İşimden doyum sağlayamıyorum. Bu son zamanlarda daha bir isteksizlik var. Bana gelen vakalar aile dayaağı, başarısızlık, fakirlik. Aile okula bile gelmiyor çağırıldığında. Böyle durumda ben nasıl çalışacağım? Nasıl işimi sevip doyum alacağım?

Grup Üyeleri: Bütün sorumluluğu kendi üzerine almasının doğru olmadığını söylediler. O çocukların o durumda olmasının onun suçu olmadığını ve onun elinden geleni yapmaya çalıştığını söylediler. Bazı grup üyeleri kendilerinin de böyle çocuklarla karşılaştıklarını fakat ellerinde sihirli bir değnek olmadığını söylediler. En azından onları dinlediğini, onlara değer verdiğini bununda o çocuklar için önemli bir şey olduğunu söylediler.

E Kişisi: Bu çalıştığım okulda müdür ile bir türlü yıldızımız barışmadı. Benden görevim olmayan işler veriyor ve yapmamı istiyor. Müdür ile sorun yaşamamanın nasıl bir şey olduğunu anlayabiliyor musunuz? En ufak bir tolerans yok. Açık yapmanızı bekliyor ve gözü hep sizin üstünüzde. Bu beni işimden çok soğutuyor. Keşke öğretmen olsaydım derse girer çıkardım ve somut bir başarı göstergem olurdu. Böyle yaptığımız bir işte somut bir başarı göstergesi yok. Çocuk geliyor. Konuşuyorsunuz, görüşüyorsunuz ve gidiyor. Derse girmediğiniz içinde çoğu zaman öğretmen ve müdür tarafından bir iş yapmadığınız boş boş oturuyormuş gibi bir izlenim doğuyor. Tükendim artık insanlarla mücadele etmekten. Mesleğimin ve yaptığım işin önemini anlatmaya çalışmaktan.

Grup üyeleri: Bu bizlere de yabancı değil. Mesleğimizin ve işimizin önemi henüz bilinmiyor. Boş işler yapan, her işi yapan kişiler olarak görülüyoruz. Ama bizler önemli kişileriz ve problemi olan çocuklara yardım ediyoruz. Bu her şeye rağmen güzel dediler. Danışanlarının seansı bitince izleme çalışmalarını yapmasının onun için iyi olacağı ve en azından iyileşen, gelişen danışanları görmenin onu başarısızlık hissinden kurtaracağını söylediler. Müdür ile konuşmasını, duygularını paylaşmasını ve görev ve sorumluluklarını anlatması gerektiğini söylediler.

F Kişisi: Yalnız değilsin. Bende okul müdürümle aynı sorunu yaşıyorum. Daha önceden de oda arkadaşım, meslektaşım ile aynı sorunu yaşamıştım. Hayatım, mesleğim, işim zehir oldu bana. Mesleğimi yapmamı engelleyen her türlü şeyi yaptılar bana. Geçen yıl bu okula geldiğimde bir tane psikolojik

danışman vardı. Ben göreve başladığımda benimle hiç ilgilenmedi. Tanışmadı ve tanıştırmadı bile diğer öğretmen arkadaşlarla. Ben kimseyi tanımadığım için kendimi yabancı gibi hissediyordum. Bu yüzden müdür ve öğretmenlerle de iletişim kuramadım. Meslektaşımın arası müdür ile çok iyiydi. Ben yokmuşum gibi davrandılar. Bunun dışında danışmaya gelen öğrencilerle danışma bile yapamıyorum. Kapıyı kapattırıyor müdür. Kapı açık ve müdür odasının karşısında. Müdür oda arkadaşım ile iletişim kuruyor ve beni yok sayıyor. Uyuyamıyordum, yemek yiyemiyordum, kendimi hep hasta hissediyordum ve uyku halinde dolaşıyordum. Oda arkadaşımın tayini çıktı ve gitti. Şimdi yalnızım ama müdür ile aynı sorunlar devam ediyor. Bende o ne isterse, nasıl isterse öyle davranıyorum. Ama işimin bana pek zevk verdiği söylenemez. İsteksizlik, mutsuzluk, hayal kırıklığı, başarısızlık gibi duyguları yaşıyorum.

Grup Üyeleri: Yaşadıkları sorunların ortak olduğunu ve çoğu sorunun kendilerinden kaynaklanmadığını söylediler. İnsanlara mesleklerini tanıtamamalarının bir sonucu olduğunu söylediler. Hala hap kullanıp kullanmadığını sordular. Hayır dedi. Bu sorununda iletişimsizlikten ve mesleğin iyi bilinmemesinden kaynaklandığı sonucuna varıldı ve psikolojik danışmanın önemi, psikolojik danışmanların görev ve sorumluklarını anlatan bir seminer verilmesi önerildi.

G Kişisi: Benimde problemim yaptığım hiç bir işte övgü ve ödül almıyorum. Yapılan her görevin sonucu okul müdürün başarısı gibi gösteriliyor. Mesela geçenlerde bir bilgi yarışma düzenlenmesi istendi. Bende düzenledim.

Öğrencilerin ayarlanması, sorular, öğretmenlerle konuşma. Bütün organizasyonla ilgilendim. Sonuç iyi oldu. Fakat bütün övgüleri müdür topladı. İyi işler onun kötülere benim. Böyle bir ortamda nasıl çalışma hevesi ve isteği kalır ki insanda. İsteksizlik, zevk almama, işe karşı soğuma, başarı hissini tadamama yaşıyorum.

Grup Üyeleri: Onu çok iyi anladıklarını ve yalnız olmadığını söylediler. Onlarda övgü ve teşekkür almadıklarını söylediler. Müdür bunu ifade etmese de bu yaptıklarının onun başarısı olduğunu ve kendini başarısız ve yetersiz hissetmemesi gerektiğini söylediler. Mümkünse müdür ile konuşması ve duygu ve düşüncelerinin anlatılması önerildi.

H Kişisi: Benimde müdür ile aynı sorunum var. Bana benim işim olmayan işler yaptırmaya çalışıyor. Övgü ve teşekkür hiç yok. İstedikleri yapılmayınca da aramız açılıyor ve suçlu ben oluyorum. Böyle stresli ve anlaşılmayan bir ortamda çalışmak beni de sizler gibi mutsuz, heyecansız ve isteksiz yapıyor işe karşı. Bende bazen bu mesleği seçmek yerine başka mesleğim olsaydı diyorum. Bu meslekte idealist olmayacaksın. Müdürlere bağlı olduğumuz sürece biz mesleğimizi istediğimiz gibi yapamayacağız. Psikolojik danışma zaten yapamıyoruz. Rehberlik çalışmaları ağırlıkta. Öğrenci sayısı fazla, bizden istenen işler fazla. Çoğu görevimiz olmayan şeyler.

Grup Üyeleri: Yalnız olmadığını ve daha önce anlatıldığı gibi sorunların ortak olduğunu belirttiler. Her şeye rağmen ellerinden geleni yapmaları gerektiğini söylediler. Psikolojik danışmanların önemli olduğu ve çocukların onlara ihtiyacı olduğu vurgulandı. Müdür ile iletişimi arttırmak ve duygu

düşünceleri paylaşması önerildi. Psikolojik danışmanların görev ve sorumluluklarını anlatması, müdürün bilgilendirilmesi önerildi.

APPENDIX C

(COPING STRATEGIES)

BAŞ ETME STRATEJİLERİ

Meslektaş Dayanışma Programına katılan psikolojik danışmanlar, örnek olayların yanında baş etme stratejilerini de gruba aktardılar. Karşılaştıkları sorunlarla nasıl baş ettikleri ve genel baş etme stratejilerini konuştular. Bu stretejilerden bazıları (etkili olup olmadığına bakılmaksızın) aşağıda verilmektedir;

1. İlk önce konuşmayı deniyorum.
2. İyi bir iletişim kuruyorum. Aramı iyi tutuyorum.
3. Bilgilendirme çalışmaları yapıyorum.
4. Duyarsızlaşma tekniğini kullanıyorum. Böyle gelmiş böyle gider ben mi değiştireceğim diyorum
5. Spor yapıyorum. Futbol iyi geliyor.
6. Bir arkadaşım ile paylaşıyorum.
7. Elimde sihirli bir değnek olmadığını düşünüyorum
8. Benden görevim olmayan bir şey istendiğinde sert çıkıyorum. Benden artık kimse bir iş isteyemiyor.

APPENDIX D

(TURKISH SUMMARY)

TÜRKÇE ÖZET

Bu çalışmanın amacı, Meslektaş Dayanışma Programının, psikolojik danışmanların tükenmişliklerinin “duygusal tükenme”, “duyarsızlaşma” ve “kişisel başarı” boyutları üzerindeki etkisini incelemektir.

Bu çalışma da ilk olarak tükenmişliğin farklı boyut ve modelleri konusunda yapılan çalışmalar incelenmiş, tükenmişliğin belirtileri, ortaya çıkma nedenleri ve baş etme yöntemlerinin neler olduğuna bakılmış ve psikolojik danışmanların tükenmişliklerinin farklı boyutlarındaki durumu tespit edilmiştir. Tükenmişlikle baş etme yöntemi olarak literatürdeki çeşitli çalışmalarda kullanılan ve tükenmişliği azaltmada etkililiği vurgulanan Meslektaş Dayanışma Programı incelenerek, bu programın, psikolojik danışmanların tükenmişliklerinin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutları üzerindeki etkisine bakılmıştır.

Bu çalışmaya, Gaziantep İlinde görev yapan toplam 96 psikolojik danışmandan 55 psikolojik danışman gönüllü olarak katılmıştır. Psikolojik

danışmanların, duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutlarındaki tükenmişlik düzeylerini belirlemek amacıyla Maslach Tükenmişlik Ölçeği (Maslach ve Jackson, 1982) uygulanmıştır. Maslach Tükenmişlik Ölçeği'nde her bir maddesinde tükenmişlikle ilgili duygu ve düşünce belirten bir ifade bulunmakta ve bireylerden bu ifadedeki durumu ne sıklıkta yaşadıklarını Likert tipi beşli bir derecelendirme ölçeği üzerinde 22 madde için işaretlemeleri istenmektedir.

Dokuz maddeden oluşan duygusal tükenmişlik alt ölçeği, çalışanların yorgunluk ve duygusal yönden yıpranmışlık duygularını ölçmektedir. Beş maddeden oluşan duyarsızlaşma alt ölçeği, kişinin hizmet verdiklerine karşı duygudan yoksun şekildeki davranışlarını ölçmektedir. Sekiz maddeden oluşan kişisel başarı alt ölçeği ise işteki başarı ve yeterlilik duygularını ölçmektedir.

Özgün formda yedi basamaklı olan cevap seçenekleri, Türk kültürüne uygun olmadığı gerekçesiyle Ergin (1992) tarafından yapılan Türkçe uyarlamasında beş basamağa indirilmiştir. Özgün formda bu seçenekler “hiç bir zaman, yılda birkaç kere, ayda birkaç kere, ayda bir, haftada birkaç kere, haftada bir ve her gün” şeklindedir. Ancak Türkçe'ye uyarlanmış şekilde beşe indirilen basamak sayısı “hiçbir zaman, çok nadir, bazen, çoğu zaman ve her zaman” şeklinde düzenlenmiştir.

Maslach Tükenmişlik Ölçeğinin Türk kültürüne uyarlanması doktor ve hemşireler üzerinde Ergin (1992) tarafından yapılmıştır. Ölçeğin Türkçe uyarlamasının faktör yapısının özgün form ile aynı faktör yapısına sahip olduğu

saptanmış ve iç tutarlık katsayıları; duygusal tükenmişlik boyutu için 0.83, duyarsızlaşma boyutu için 0.65 ve kişisel başarı boyutu için 0.72 olarak hesaplanmıştır. Hesaplanan test-tekrar test güvenilirlik katsayıları ise duygusal tükenmişlik için 0.83, duyarsızlaşma için 0.72 ve kişisel başarı duygusu boyutu için 0.67 olarak belirlenmiştir.

Buna göre, ölçeği oluşturan duygusal tükenmişlik, duyarsızlaşma ve kişisel başarı alt boyutlarından alınabilecek en yüksek puan, duygusal tükenmişlik için 36; duyarsızlaşma için 20 ve kişisel başarı için 28'dir.

Bu çalışmaya katılan 55 psikolojik danışmanın Maslach Tükenmişlik Ölçeğinden elde edilen ortalama değerler, duygusal tükenme için 19.89 (SS = 6.44), duyarsızlaşma için 6.04 (SS = 2.63), ve kişisel başarısızlık boyutları için 16.36 (SS = 3.59) olarak bulunmuştur. Duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutlarının hepsinden yüksek ortalamaya sahip 19 psikolojik danışman deneysel çalışmaya alınmıştır. Bu 19 psikolojik danışmandan, aynı saat ve günde çalışmaya katılabilecek 8 psikolojik danışman deney grubunda ve geri kalan 11 psikolojik danışman kontrol grubunda yer almıştır.

Deney grubuna katılan 8 psikolojik danışmana, Lambert ve Fallon (1998) tarafından hazırlanan Meslek Dayanışma Programı Türkiye de uygulanabilmesi için gerekli çalışmalar yapıldıktan sonra uygulanmıştır. Program uygulanmadan önce, psikolojik danışma alanında uzmanlığı olan 5 kişi Meslektaş Dayanışma Programının orijinalini incelemiş ve program bu çalışma için uygun görülmüştür. Programın çevirisi orijinal programa sadık kalınarak araştırmacı ve İngiliz Dili ve

Edebiyatı alanında uzman tarafından Türkçe'ye çevrilmiştir. Bu çeviriler 5 uzman tarafından incelenmiş ve gerekli düzeltmeler yapılarak program uygulamaya hazır hale getirilmiştir. Orijinal programdan farklı olarak Meslektaş Dayanışma Programında kullanılan örnek olaylar yerine, çalışmaya katılan psikolojik danışmanların, tükenmişlikleri ile ilgili duygu, düşünce ve davranışlarını yansıtacakları ve kendi yaşantılarından tükenmişlik yaratan örnek olayları getirmeleri uygun bulunmuştur. Tüm deney grubundaki psikolojik danışmanlara grup olarak uygulanan Meslektaş Dayanışma Programı, 5 haftalık bir program olup, oturumlar 90 dakika sürmüştür.

Deneysel bir çalışma olarak planlanan bu çalışmanın sonunda elde edilen veriler tek yönlü kovaryans analizi ile test edilmiş ve uygulanan Meslektaş Dayanışma Programının, psikolojik danışmanların tükenmişliklerinin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutları üzerinde etkili olduğu sonucuna varılmıştır.

Çeşitli çalışmalarda özellikle psikolojik danışman, öğretmen, polis, hemşire, doktor gibi insanlarla yüz yüze ilişkiye dayanan mesleklerde çalışan kişilerin, tükenmişlik yaşamalarının kaçınılmaz olduğu vurgulanmaktadır (Pines ve Aronson, 1988; Kesler, 1990; Schutte, Toppinen, Kalimo, ve Schaufeli, 2000). Tükenmişlik, değişik araştırmacılar tarafından, değişik çalışmalarda ele alınmış ve tanımlanmıştır. Ortak bir tanım olmamasına karşın en yaygın olarak kabul edilen tanım, Maslach ve Jackson (1981) tarafından yapılan tanımdır. Tükenmişliği üç boyutta açıklayan bu tanıma göre tükenmişlik, insanlarla ilişkiler gerektiren

mesleklerde çalışan bireylerin, yaşadıkları duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık belirtileridir. Bu boyutlar tek tek ele alınacak olunursa; duygusal tükenme, bireye duygusal açıdan fazla yüklenilmesine karşı doğan bireyin tepkisidir. Duyarsızlaşma, bireyin yüz yüze geldiği insanlara duygusuzca yaklaşması, soğuk ve ilgisiz davranması gibi durumları içermektedir. Kişisel başarısızlık boyutu ise, kişinin kendini o iş için yetersiz ve başarısız hissetmesidir.

İnsanlarla yüz yüze ilişkide bulunarak çalışan psikolojik danışmanlarda, meslekleri gereği tükenmişlik duygusu yaşamaları kaçınılmazdır. Bu noktadan hareketle psikolojik danışmanların tükenmişlik duygusunda yer alan üç boyutu hangi düzeyde yaşadıklarının belirlenmesi önemli görülmüştür. Bu önem tükenmişliğin mesleki ve kişisel anlamda etkili çalışmayı engellemesi, performansı düşürmesi ve çalışma motivasyonunu azaltmasıyla daha belirginleşmektedir. Bunun yanında, depresyon, stres, işteki doyumsuzluk, uykusuzluk, kilo kaybı gibi ciddi boyutta fiziksel ve ruhsal sorunlara da sebep olması, tükenmişliğin sebep olduğu sorunların ciddiyeti, bu sorunlarla baş etmede ya da yardım almada nasıl bir yol izlenmesi gerektiği sorusunu akla getirmektedir (Einsiedel ve Tully, 1982; Pines ve Aronson, 1988). Tükenmişlikle baş etme üzerine yapılan çalışmalarda sosyal desteğin, meslektaş dayanışmasının, klinik denetlemenin etkili olduğu vurgulanmaktadır (Haddad, 1998; Benschhoff ve Paisley,1996).

Agnew, Vaught, Getz ve Fortune (2000)'a göre psikolojik danışmanların mesleki yardımlaşmaya (supervision) çok büyük oranda gereksinmeleri

bulunmasına rağmen bu gereksinimleri karşılanmamaktadır. Bir çok ülkede olduğu gibi, ülkemizde de psikolojik danışmanlar mesleki yardımlaşma desteği alamamakta sadece yönetsel denetleme ile karşı karşıya kalmaktadırlar. Yönetsel denetleme, kural ve yönetmeliklere uyup uymadığını kapsamaktadır. Psikolojik danışmanların mesleklerinde karşılaştıkları problemleri çözmede mesleki anlamda yardım ve destek alma gereksinimleri olduğu halde, bu ihtiyaçlarının karşılanmadığı gözlemlenmektedir. Yapılan çalışmalarda da psikolojik danışmanların mesleki yardım alma ihtiyacı ve istekleri olduğu fakat karşılanmadığı ortaya konulmuştur (Border ve Usher,1992). Bu amaçla Amerika'da çeşitli gruplar ve programlar hazırlanarak, mesleki yardımlaşma psikolojik danışmanların, yaşadıkları sorunların üstesinden gelmeleri için destek vermeye çalışılmaktadır. Bu hazırlanan programlar içinde meslektaş dayanışması model ve programları da önemli bir yer almaktadır.

Bu çalışmada dayanışma olarak kullanılan, İngilizce de supervision olarak geçen bu terim, Türkiye de yapılan çalışmalar da, Türkçe literatürde denetleme olarak kullanılmaktadır. Fakat yapılan bu tez çalışmasında mesleki denetlemeden çok psikolojik danışmanların birebir ilişki ve yardımlaşması söz konusu olduğundan ve resmi bir değerlendirme yapılmayacağından, mesleki yardımlaşma anlamında kullanılan durumlarda supervision dayanışma, diğer durumlarda denetleme olarak kullanılmıştır.

Myrick ve Sabella (1995)'ya göre denetlemenin çeşitli biçimleri bulunmaktadır. Bunlar, üniversite denetlemesi, bölgesel denetleme, ve meslektaş

dayanışmasıdır. Üniversite denetlemesi, öğrencilerin üniversite hocalarından ders alırken yaptıkları uygulamalar ve bu uygulamalarda aldıkları geri bildirim ve yardımları içermektedir. Bölgesel denetleme ise, psikolojik danışmanların aynı okulda ya da bölgede bulunan ve kendinden deneyimli olan danışman ile ayda bir kez görüşerek karşılaştığı problemler için destek ve yardım almasıdır. Diğer bir denetleme şekli ise, meslektaş dayanışmasıdır. Meslektaş dayanışması, psikolojik danışmanların yedi ya da dokuz kişilik gruplar oluşturup, ayda bir kez bir araya gelerek, yaşadıkları problemleri konuşup, mesleki anlamda fikir alışverişinin de bulunmalarını ve duygusal anlamda problemlerle baş etmede birbirlerine destek sağlamalarını içermektedir. Bu bağlamda meslektaş dayanışması, psikolojik danışmanlar için pratik ve değerli bir yardımlaşma şeklidir.

Barret ve Schmidt (1986) ise psikolojik danışmanlar için mesleki anlamda denetlemenin üç çeşidinden bahsetmektedir: klinik denetleme, gelişimsel denetleme ve yönetimsel denetleme.

Klinik denetlemenin amacı, psikolojik danışmanların mesleki, klinik becerilerini geliştirmeye yöneliktir. Klinik denetlemenin odağı, beceri artırma, profesyonel kimlik geliştirme ve örnek olayları çözmede yardım sağlamaktır. Gelişimsel denetlemenin amacı, rehberlik ve psikolojik danışma programlarını değerlendirme ve etkililiğini artırmada yardımcı olmaktır. Yapılan programın hedef ve amaçlarının belirlenmesi, değerlendirilmesi ve yeni etkili programlar geliştirme de, gelişimsel denetlemenin odağında yer alan etkinliklerdir. Yönetimsel denetlemenin amacı ise, okul sistemi içerisinde uyulması gereken

kural ve yönetmeliklerin bilinmesi ve uyulmasını sağlamaktır. Çalışma saatleri, aile ve okul çalışanlarının ilişkisini sağlama gibi görevlerde, yönetsel denetleme etkili olarak kullanılmaktadır. Okullarda çoğunlukla yönetsel denetleme yöntemi kullanılmakta ve yöneticiler tarafından yönetsel denetleme yapılmaktadır.

Okullarda çoğunlukla yönetsel denetlemenin uygulanması, (Benshoff ve Paisley, 1996) psikolojik danışmanların gereksinimi olan diğer hizmetlerin verilmemesi, psikolojik danışmanların, mesleklerini icra ederken karşılaştıkları sorunlarla baş etmede zorluk yaşamalarına sebep olmaktadır. Örnek olarak, psikolojik danışmanlar, karşılaştıkları örnek vakaların karmaşıklığı, etik olarak çözüme ulaşmadaki zorluklar yanında mesleki anlamda kendilerini geliştirememekten kaynaklanan yetersizlik ve eksiklerden dolayı müdür, öğretmen ve öğrenci gereksinimlerine cevap veremeyebilmektedirler. Psikolojik danışmanların, görev yaptığı yerlerde yardım alacak kurum ve kişi bulamaması da, zaman içinde, uzun vadeli stres sonucu tükenmişlik yaşamalarına sebep olmaktadır. Tükenmişlik, uzun vadede sorunların birikmesi ile oluşmakla birlikte, yeni mesleğe başlamış psikolojik danışmanlarda da görülmektedir (Paine, 1982). Bazı araştırmacılar bunun sebebini şu şekilde açıklamaktadırlar; yeni mezun olan psikolojik danışmanlara üniversite eğitimi sırasında, kendilerine nasıl yardım edecekleri öğretilmemektedir, aldıkları eğitim başkalarına nasıl yardım edecekleri üzerine odaklanmaktadır (Paine, 1982). Bu yüzden, yeterli deneyime sahip olmayan ve kendi kendilerine yardım becerileri geliştiremeyen psikolojik

danışmanlar, tükenmişlik belirtileri ile karşı karşıya kalabilmekte ve baş etmede zorluk yaşamaktadırlar. Psikolojik danışmanların tükenmişliklerini azaltmaya yönelik önerilen meslektaş dayanışma sürecinin yararları şu şekilde özetlenmiştir (Benshoff ve Paisley, 1996).

1. Alanda uzman danışmanlara bağımlılığını azaltırken, meslektaşların birbirine bağlılığını artırır.
2. Psikolojik danışmanların kendilerinin ve meslektaşlarının beceri ve yeteneklerini artırma sorumluluğunu ve mesleki anlamda gelişmelerini sağlar.
3. Kendine güven ve bağımsızlık duygularını artırır.
4. Konsültasyon ve danışmanlık becerilerini artırır.
5. Meslektaşlarını model olarak kullanır.
6. Akran danışmanlarını kendisi seçebilme şansına sahip olur.
7. Resmi bir değerlendirme yoktur.

Benshoff ve Paisley (1996) meslektaş dayanışmasının psikolojik danışmanlara mesleki ve kişisel gelişimleri için önemli yararlar sağlayan destekleyici bir süreç olduğunu vurgulamışlardır. Ülkemizde de yapılan bazı çalışmalarda psikolojik danışmanların tükenmişlik yaşamalarının sebepleri arasında mesleki anlamda yardım ve destek alamamaları gösterilmiş ve mesleki anlamda yardımlaşma ve desteğin önemi vurgulanmıştır (Gökçakan ve Özer, 1997; Özer, 1998).

Meslektaş Dayanışma Programının, psikolojik danışmanların yaşadığı tükenmişliğin, duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutları üzerindeki etkisinin incelenmesi amacıyla, ön test–son test kontrol gruplu, deneysel bir çalışma planlanmış ve Maslach Tükenmişlik Ölçeği, Gaziantep İl merkezinde görev yapan 55 psikolojik danışmana tükenmişlik düzeylerini belirlemek ve deneysel çalışmaya katılacak psikolojik danışmanlara karar vermek için uygulanmıştır. Bu uygulama sonunda duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutlarının hepsinden en yüksek puanı alan 19 psikolojik danışmandan, gün, saat ve yer açısından uygun olan 8 psikolojik danışman Meslektaş Dayanışma Programına alınmıştır. 11 psikolojik danışman ise kontrol grubu olarak belirlenmiş ve bu gruba herhangi bir program uygulanmamıştır. 5 haftalık Meslektaş Dayanışma Programının sonunda deney ve kontrol grubunda yer alan psikolojik danışmanlara tekrar Maslach Tükenmişlik Ölçeği uygulanmıştır.

Araştırmaya katılan 55 psikolojik danışmanın, demografik özellikleri ve Maslach Tükenmişlik Ölçeğinden aldıkları ortalama değerler ve standart sapmalar şöyledir; 55 psikolojik danışmanın 23'ü erkek 32'si bayandır. Yaşları 23 ile 36 arasında değişmektedir. Psikolojik danışmanların 33'ü bekar, 21'i evli, 1 tanesi ise boşanmıştır. Psikolojik danışman olarak çalıştıkları yıl ortalaması 3.6 dır. 55 psikolojik danışmandan 54' ü devlet okulunda, 1 psikolojik danışman özel okulda çalışmaktadır. 50 psikolojik danışman rehberlik ve psikolojik danışma bölümünden, 1 psikolojik danışman, psikoloji bölümünden, 4 psikolojik

danışman, Eğitim Bilimleri bölümünün diğer ana bilim dallarından mezun olmuştur. 45 psikolojik danışman tek başına, 5 psikolojik danışman 2, 5 psikolojik danışman ise 1 psikolojik danışmanla aynı okulda çalışmaktadır. Maslach Tükenmişlik Ölçeğinden aldıkları ortalamalar ise tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutlarına göre sırası, duygusal tükenme için $\bar{x} = 19.89$, $SS = 6.44$; duyarsızlaşma için $\bar{x} = 6.04$, $SS=2.63$; ve kişisel başarısızlık boyutu için $\bar{x} = 16.36$, $SS=3.59$ dur.

Deneysel çalışmaya katılan psikolojik danışmanların demografik özellikleri ise şöyledir; 16 danışman da devlet okulunda çalışmakta olup, hepsi rehberlik ve psikolojik danışma bölümünden mezun olmuştur. Yaşları 23 ile 33 arasında değişmektedir. Çalışma deneyimleri olarak, deney grubundakilerin ortalaması 3.25, kontrol grubundakilerin ortalaması 3.75 yıldır. Deney grubunda 4 erkek 4 bayan, kontrol grubunda ise 3 erkek, 5 bayan bulunmaktadır.

Çalışmaya katılan deney grubundaki 8 psikolojik danışmana, Meslektaş Dayanışma Programının ön çalışmaları yapıldıktan sonra şu şekilde uygulanmıştır;

Oturum 1: Genel Bilgilendirme ve Hedef Belirleme

Bu oturumun amacı kısaca, program hakkında katılımcılara bilgi vermek, katılımcılar ile araştırmacının birbirlerini tanınmasını sağlamak, psikolojik danışmanların hedef belirlemelerini sağlamak ve bir sonraki oturum için tükenmişliklerini içeren birer örnek olay getirmelerini istemektir.

Bu oturumda, arařtırmacı ve psikolojik danıřmanlar birbirleri ile tanıştılar ve arařtırmacı programın içeriđi, süresi gibi program hakkında genel bilgiler verdi. Katılımcılardan gelen, sorular cevaplandırıldı. Programa katılan katılımcılar, zamanında geleceklerine ve grup tarafından konan kurallara uyacaklarına dair kontrat imzaladılar. İlk oturumda katılımcılardan program boyunca üzerinde çalıřmak için bir hedef belirlemeleri istendi. Hedef belirlemedeki amaç, katılımcılara üzerinde çalıřmaları için bir amaç ve yön sađlamaktı. İkinci oturum için, psikolojik danıřmanlardan kendilerini tükenmiř hissettiren birer örnek olay getirmeleri istendi ve katılımcılar bu konuda görüř birliđine vardılar. Arařtırmacı, örnek olayın neleri içermesi gerektiđini, Maslach ve Jackson (1981)'nin çalıřmalarını temel alarak açıkladı.

Oturum sona ermeden önce katılımcılara örnek olayları hazırlamak üzere kılavuz soru ve bilgiler verildi. Kılavuzun içerdii bilgiler řöyledir;

1. Diđer katılımcılara zaman kalması açısından örnek olay anlatımı 10-15 dakika ile sınırlandırılmıřtır.
2. Örnek olaylar açık bir řekilde anlatılmalıdır.
3. Örnek olaylar, duygu, düşünce ve davranıřları da içermelidir.
4. Duygusal olarak nasıl etkilendi?
5. Kiřisel başarısızlık hissi yařadı mı?
6. Duyarsızlařma yařadı mı?
7. Tepkisi nasıl oldu?
8. Psikolojik ve fiziksel etkileri neler ?

9. Nasıl baş ettiler? (dördüncü oturumda tartışılacak)

Bu bilgiler paylaşıldıktan sonra oturumun kısa bir özeti yapıp, ikinci oturumda neler yapılacağı kısaca tekrar vurgulandıktan sonra, birinci oturum sona erdirildi.

Oturum 2 ve 3: Örnek Olay Sunumu

Oturum, önceki oturumun kısa bir özeti ile başladı. Psikolojik danışmanlardan belirledikleri örnek olayları anlatmaları istendi. Psikolojik danışmanlar kendilerine verilen kılavuza göre örnek olayları anlattı. Örnek olayın açık olmadığı durumlarda araştırmacı sorular sorup örnek olayın netleşmesine çalıştı. Psikolojik danışmanların gerektiğinde duyguları yansıtma, anlam yansıtma, soru sorma gibi becerilerini kullanması ve örnek olayın, verilen kılavuza göre anlatılması sağlandı.

Bu oturumda katılımcılar, birbirlerine daha iyi yardım sağlayabilmek için Myrick'in Danışmanlığı Sistemik Olarak Kolaylaştıran Yaklaşımını kullandılar, bu yaklaşım şu şekildedir;

Myrick'in Danışmanlığı Sistemik Olarak Kolaylaştıran Yaklaşımı

1. Basamak: Problemi Tanımlayın.

İyi bir dinleyici olun. Danışana durumu anlatabilmesi için yardımcı olun.

2. Basamak : Danışanın Durumunu Açıklığa Kavuşturun.

Seçici dinleyici olun. Aşağıdaki durumlara dikkat edin.

- Danışanın duyguları neler,

- Danışanın belirgin davranışları,

- Danışanın beklentileri,

- O zamana kadar danışman ne yaptı,

- Danışanın olumlu tutum ve davranışları,

3. Basamak : Hedef ve Sonuçları Tanımlama

Gözlenebilir davranışlardaki sonuçları belirtin,

4. Basamak : Davranışları Gözleyin ve Kaydedin

İstendik ve istenmedik davranışlara dikkat edin,

5. Basamak : Eylem Planı Geliştirin

- Danışanın yapabileceği müdahaleler nelerdir ve ilk adım olarak önceliği olan nedir,

- Müdahale için; rol oynama, sonuçları tartışma, olay üzerinde düşünme,

- İlk adım ne zaman atılacak

6. Basamak : Danışanın Planı Eyleme Geçirmesi

7. Basamak : Takip.

Bu diğer basamakları değerlendirmesine ve tartışmasına olanak sağlar,

Örnek olay anlatımında, duygu, düşünce ve davranışların tükenmişliğin üç boyutunu temel alınarak keşfedilmesi sağlanmaya çalışıldı. Bu oturumların temel amacı duygu, düşünce ve davranışların incelenmesi, destek vermek ve psikolojik danışmanların problemlerinde yalnız olmadıklarını göstermektir. Diğer bir amaç ise, çalışmaya katılan psikolojik danışmanların, problem ve tükenmişlikleri ile ilgili farkındalık düzeylerini yükseltmektir.

Üçüncü oturumun sonunda katılımcılardan, örnek olay da anlattıkları tükenmişlikleri ile nasıl baş ettikleri düşünmeleri istendi. Dördüncü oturumda neler yapılacağı hakkında bilgi verildi, oturumda konuşulanlar özetlendi ve oturum sona erdirildi.

Oturum 4: Baş Etme Stratejileri

Bu oturumun amacı, problemlerle baş etmede kullanılan stratejileri paylaşmak ve psikolojik danışmanların, birbirlerine baş etme stratejisi geliştirmede yardımcı olmalarıdır.

Katılımcılar örnek olayda anlattıkları sorun ile nasıl baş ettiklerini konuştular. Genel olarak tükenmişlik ve stresle baş etme stratejilerinin neler olduğu konuşuldu. Baş etme stratejileri konuşulurken psikolojik danışmanlar Myrick'in Danışmanlığı Sistematiik Olarak Kolaylaştıran Yaklaşımını kullandılar.

Oturum 5: Değerlendirme ve Kapanış.

Bu son oturumda katılımcıların ilk oturumda koydukları hedefe ulaşip ulaşmadıkları, katılımcıların programdan beklentilerinin neler olduğu, programın daha iyi olması için gerekli olan değişikliklerin neler olabileceği ve program boyunca daha başka ne tür stratejiler geliştirilebileceği konuşuldu. Daha sonra katılımcılar tarafından uygulanan programın değerlendirilmesi yapıldı. Katılımcılar kendilerinin ve birbirlerinin Meslektaş Dayanışma Programı süresinde danışman ve danışan olarak nasıl oldukları konusunda değerlendirme yaptılar. Daha sonra araştırmacı tarafından bütün oturumların ve gelinen noktanın özeti yapıldı iyi dilekler ve teşekkür konuşması ile oturum bitirildi.

Uygulanan Meslektaş Dayanışma Programının son oturumunda deney ve kontrol grubuna yeniden uygulanan Maslach Tükenmişlik Ölçeği ve elde edilen veriler SPSS programı kullanılarak analiz edildi.

Deney ve kontrol grubunda yer alan psikolojik danışmanların Maslach Tükenmişlik Ölçeğinden aldıkları ortalama ve standart sapmalar ise şöyledir; deney grubunun ortalama ve standart sapmaları, duygusal tükenme için ön-test puan ortalaması 23.00 (SS = 6.54) iken 5 hafta sonra son-test puan ortalaması 20.50 (SS = 6.30) olarak hesaplanmıştır. Duyarsızlaşma için deney grubunun ön-test puan ortalaması 7.75 (SS = 2.76) iken, son-test puan ortalaması 6.25 (SS = 1.75) olmuştur. Kişisel başarısızlık boyutunda ise deney grubunun ön-test puan ortalaması 19.75 (SS = 3.19) olurken, son-test puan ortalaması 17.12 (SS = 3.13) olmuştur. Kontrol grubunda yer alan psikolojik danışmanların da ortalama ve standart sapmaları şöyledir. Duygusal tükenme için ön-test ortalaması 24.37 (SS = 4.47) iken, son-test puan ortalaması 5 hafta sonunda 24.87 (SS = 5.16) olarak bulunmuştur. Duyarsızlaşma boyutu için kontrol grubunun ön-test puan ortalaması 9.37 (SS = 1.76) iken son-test puan ortalaması 11.12 (SS = 1.80) olarak hesaplanmıştır. Kişisel başarısızlık boyutunda kontrol grubunun ön-test puan ortalaması 18.50 (SS = 2.56) iken, son-test puan ortalaması 21.25 (SS = 1.66) olarak bulunmuştur.

Meslektaş Dayanışma Programının tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutları üzerindeki etkisi kovaryans analiziyle test edilmiştir. Kovaryans analizi deney ve kontrol grup ortalamalarının

birbirine yakın olmaması da göz önüne alınarak deney ve kontrol grubunda yer alan deneklerin ön-test puanlarının eşit olmadığı durumlarda son-test puanlarını ön-test puanlarına göre düzelterek kullanması açısından seçilmiştir.

Yapılan analizler sonucunda, Meslektaş Dayanışma Programının, tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutlarında etkili olduğu bulunmuştur. Bu sonuçlara göre duygusal tükenme boyutu için $F = 7.58$; $p < .05$ bulunarak deney ve kontrol grupları arasında anlamlı bir farkın olduğu bulunmuştur. Yine tükenmişliğin duyarsızlaşma boyutunda $F = 27.80$ bulunurken $p < .001$ düzeyinde anlamlı bulunmuştur. Kişisel başarısızlık boyutunda ise, $F = 29.02$ bulunmuş ve $p < .001$ düzeyinde anlamlı bulunmuştur. Bu da uygulanan Meslektaş Dayanışma Programının psikolojik danışmanların tükenmişliklerinin duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık boyutları üzerinde etkili olabileceğini göstermiştir.

Bu çalışma sonuçlarında, deney grubunun tükenmişlik boyutlarından elde edilen ön-test ortalamalarının 5 hafta sonunda anlamlı bir biçimde düşmesi kontrol grubunda anlamlı bir farklılığın olmaması uygulanan Meslektaş Dayanışma Programının etkili olduğunu göstermektedir. Bu sonuç Meslektaş Dayanışma Programının kullanan diğer araştırma sonuçlarına benzerdir (Agnew, Vaught, Getz ve Fortune, 2000; Fallon ve Lambert, 1998; ve Benschhoff ve Paisley, 1996). Meslektaş dayanışmasının psikolojik danışmanların tükenmişlik duygularını azaltmada, cesaret vermede, zorluklarla baş etmede, kişisel ve mesleki

gelişimlerinde etkili olduğu bulgularıyla da tutarlılık göstermektedir (Benshoff, 1993; Seligman, 1978; Crutchfield ve Borders, 1997).

Diğer taraftan, 55 kişiye uygulanan Maslach Tükenmişlik Ölçeğinden elde edilen ortalamaların yüksek olması, psikolojik danışmanların meslekleri gereği tükenmişlik belirtileri ile yüz yüze kaldıkları şeklinde ele alınabilir. Uygulanan Meslektaş Dayanışma Programı ile de psikolojik danışmanların kendi kişisel baş etme yöntemlerinin yanı sıra bu tür programların uygulanması ile, tükenmişlik duyguları ile daha iyi baş edebilecekleri ortaya çıkmıştır.

Türkiye de çoğu il ve ilçe de çalışan psikolojik danışmanların kişisel ve mesleki gelişimleri için gerekli yardımı alabilecekleri kurum ve kuruluşların olmadığı ve uzman kişilere ulaşılmada zorlukların yaşandığı düşünüldüğünde, Meslektaş Dayanışma Programının psikolojik danışmanların birbirlerine yardım etme becerilerini geliştirmeleri açısından pratik ve etkili bir yol olacağı düşünülmektedir.

Bu ve bunun gibi programların Milli Eğitim Bakanlığı yetkililerince incelenmesi ve psikolojik danışmanlara uygulanması önerilmektedir. Bu tür programların uygulanması okullarda çalışan psikolojik danışmanların daha etkili ve istekli çalışmalarını sağlayacağı düşünülmektedir.

Bundan sonraki araştırmalarda, Meslektaş Dayanışma Programının uzun vadede etkililiğini ölçmek için, izleme çalışmalarının yapılması önerilmektedir.

VITA

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