

Views on the goals and practices included in the guidance and psychological counseling services program

RESEARCH ARTICLE

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Article Info

Keywords

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Highlights:

- Specific goals better address students' needs than general and local goals.
- General goals often overlook inclusion and migrant students needs.
- Guidance activities mostly align with specific, not general or local, objectives.
- Stakeholders report repeated content in annual guidance activities.
- School-based needs assessments enhance the relevance of counseling programs.

Abstract

This study aims to analyze the perspectives of psychological counselors, guidance teachers, teachers, parents, and students regarding the goals included in the Guidance and Psychological Counseling (GPC) services program, as well as non-targeted guidance activities. It also evaluates the appropriateness of these goals. The research utilizes a qualitative case study design. The study group comprises eight psychological counselors and guidance teachers, seven teachers who are members of the School Guidance Services Implementation Commission, several parents, and four students. Data were collected through interviews and analyzed using a content analysis approach. In Türkiye, the Comprehensive Developmental Guidance Program (CDGP) model is implemented. This model aims to ensure that all students, from preschool to high school, benefit from guidance services tailored to their developmental needs and characteristics, with equitable access. However, the general and local goals in the model assume that the needs of students, teachers, and parents are the same across all levels and regions. This study investigates the relevance of general, local, and specific goals in addressing the guidance needs of different stakeholders. The findings indicate that school-specific goals, selected based on the actual needs of the institution, were more relevant and received greater attention in guidance activities compared to general and local goals. Especially for students with diverse needs, such as those in inclusion programs or migrant students, specific goals proved to be more effective. While existing literature primarily focuses on identifying guidance needs, there is a lack of studies evaluating the appropriateness of goals in annual GPC programs. This study addresses that gap and makes a significant contribution to the literature by assessing the relevance of general, local, and specific goals used in school-based guidance programs.

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INTRODUCTION

Guidance and psychological counseling services in our schools are of great importance for children to develop personally, socially, academically, and vocationally. Guidance and psychological counseling services, which are expected to be implemented in line with the annual program, should address students' personal, social, vocational, and academic needs while supporting all kinds of differences. To meet these expectations, the program development process for guidance and psychological counseling services must be taken seriously. Therefore, needs assessment studies, the first step in program development, are of great importance in psychological counseling and guidance services.

The word "program" is defined by the Turkish Language Institution as a schedule, meaning a set of processes planned to be carried out under specific conditions and in a particular order. Küçükahmet (2007) stated that an educational program encompasses all activities aimed at achieving the objectives of national education and the institution's goals for children, youth, and adults within an educational institution. An educational program should cover what, why, how, and how much is to be taught. That is, it should include content, goals, teaching processes, and evaluation processes. Ertürk (2017) emphasized the importance of constantly updating the program and identifying necessary changes.

Needs assessment is part of program development. It helps educators determine objectives, plan the program, and develop responsive teaching plans. Needs assessment not only identifies deficiencies but also reveals areas of success. Furthermore, it helps improve the quality of education by setting priorities, preparing effective programs, and obtaining the necessary information to achieve goals (Kılıç et al., 2019). Determining what is needed is essential for preparing an educational program. Additionally, a needs assessment provides necessary information for planning activities and indicates whether the program's goals align with real needs (Demirel, 2020). When examining guidance and psychological counseling service regulations in terms of programming, it is seen that the regulation published in 1970 allocated a special section for the program and provided detailed information on program development. The regulation emphasized that a one-size-fits-all program cannot be applied and that a special program should be prepared considering each school's needs. It stated that school facilities, environmental opportunities, and student needs should be considered when preparing the program, and that this could be done by using data obtained from problem screening lists, monitoring graduates' job and economic conditions, analyzing local career opportunities, and taking into account the school's other activities. It also highlighted the necessity of clearly and precisely stating the objectives of the planned activities (MEB, 1970).

Subsequent regulations, such as the Guidance Services Regulation (1985), the Guidance and Psychological Counseling Services Regulation (2001), and the Guidance Services Regulation (2017), did not allocate a specific section for guidance and psychological counseling services programs. Instead, they provided information in the duties section, stating that guidance counselors and psychological counselors would prepare the school plan. No standards were specified for program development or needs assessment studies, and the responsibility for preparing the work plan was assigned solely to the psychological counselor/guidance teacher. The Guidance Services Executive Board was tasked with evaluating the prepared plan and implementing the necessary measures. In 2018, the General Directorate of Special Education and Guidance Services published the Guidance Services Program Development Guidebook (2018), initiating the RIBA application. With the RIBA Guidance Needs Assessment Survey, prepared separately for each grade level, schools began to apply it annually in May.

The guidebook stated that the program would include general, local, and specific targets: general targets would be determined by the ministry based on priority needs, local targets would be determined by provincial executive boards based on guidance needs analyses and applied throughout the province. Specific targets would be explicitly determined for schools based on guidance needs analysis. The 2020 Guidance and Psychological Counseling Services Regulation allocated separate sections for program preparation and needs assessment studies. It stated that test and non-test techniques would be used for needs assessment, the program would include general, local, and specific targets, the activities would cover all students, and the program would be evidence-based (MEB, 2020).

When the regulations are examined from a program development perspective, it is seen that the regulation published in 1970 was more explanatory and concrete. It emphasized the importance of preparing school-specific programs and explicitly outlined the data that could be used in program preparation, which would lead to a more effective program development process. However, in the current regulation, the data to be used for target selection and the target selection process are not clearly specified, leaving questions about whether the targets meet the needs. Furthermore, the uniform application of general and local targets across all education

levels hinders the development of school-specific programs, contradicting the principles of the comprehensive developmental guidance program.

According to the comprehensive developmental guidance program, the program should be prepared to suit students' characteristics and developmental needs while considering the needs of the school and its surroundings. However, in practice, general and local targets are applied uniformly across all school levels, implying that the guidance and psychological counseling needs are assumed to be the same for every age group and school region. This assumption contradicts the findings of needs assessment studies conducted at schools and reduces the effectiveness of the studies. The literature shows that needs differ across school levels and age periods and that priorities change (Gönen, 2023; Çelik, 2017; Çetinkaya Yıldız, Derin & Boran, 2018). Altun and Yazıcı (2018), in their research on gifted students, found that the need for personal guidance was higher before adolescence, while the need for educational and vocational guidance increased after adolescence.

It is unclear how much consideration is given to the needs of different student groups (e.g., inclusion, migrant students) when determining general, local, and specific targets. The Guidance Needs Assessment Survey (RİBA), applied as a single form to all students at the same level, does not include special applications or analyses for inclusion or migrant students. Borders and Drury (1992) stated that an effective school counseling program should serve all students equally, including gifted and talented, low-achieving, disabled students, and students from all ethnic and cultural groups. Studies have shown that refugee children need personal-social guidance in areas such as communication, peer bullying, exclusion, and tendencies toward violence (Uyanık, 2019). Öksüz (2022) found that inclusion students had high needs for personal-social guidance and that both inclusion and migrant students required vocational guidance due to future concerns (Albayram, 2023; Öksüz, 2022). The comprehensive developmental guidance model emphasizes that students with different needs should have equal access to guidance services (Nazlı, 2023).

Schools are required to conduct at least two activities annually for students, teachers, and parents related to general, local, and specific targets (MEB, 2018; MEB, 2020). In the RİBA application, students' needs are identified using data obtained from students, parents, and teachers. However, it is unclear how much the selected targets meet the needs of teachers and parents.

A review of the literature shows studies on program development for psychological counseling and guidance services (Şarлак, 2019; Konca, 2007; Terzi et al., 2011; Ergün, 2023). Additionally, numerous studies examine students' guidance needs (Urfalı Dadandı et al., 2016; Herdem & Bozgeyikli, 2013; Çelik, 2017). However, there is no study in the literature on needs assessment for guidance and psychological counseling services or the general, local, and specific targets applied. This study aims to address this gap in the literature.

At least two activities per year are mandatory for parents, teachers, and student groups regarding the selected general, local, and specific targets. This requires significant time and effort. Ensuring the suitability of selected targets will help use this time and effort effectively. Otherwise, targets that do not meet needs or are not suitable for the developmental period will result in wasted time and effort and hinder meeting the actual needs of the groups receiving the services. Therefore, this study will contribute to the field by revealing the positive and negative aspects of the implementation of general, local, and specific targets. The study collected opinions from psychological counselors/guidance teachers about the general, local, and specific targets of the guidance and psychological counseling services program and gathered feedback from teachers, parents, and students about the guidance activities conducted. The findings, obtained through content analysis, are presented in tables.

Purpose of the Study

The comprehensive developmental guidance program emphasizes that guidance services are designed for all students and that student developmental stages and needs must be considered when preparing the program. At this point, the suitability of the general, local, and specific targets included in the current guidance and psychological counseling program in terms of student developmental characteristics, as well as student, school, and environmental needs, directly impacts the effectiveness of guidance and psychological counseling activities and participation in these activities. Therefore, this study aims to evaluate the general, local, and specific targets, as well as the guidance activities conducted, through the perspectives of psychological counselors/guidance teachers, teachers, parents, and students, considering various variables.

METHOD

Research Design

This study employed a case study design, a qualitative research method. Case studies are descriptive in nature and aim to examine a situation in detail (Paker, 2015). Evaluating the appropriateness of general, local, and specific goals from the perspectives of students, teachers, and parents aligns well with the case study approach.

Participants and Procedure

The study group consists of psychological counselors and guidance teachers working in the 2023-2024 academic year in a province located in the Western Black Sea region, teachers serving on the Guidance Services Executive Commission, students studying in this province, and their parents. The study area was divided into four different regions based on city location. Special attention was given to ensuring the representation of each region and school level within the study group, and participants were selected using purposeful maximum variation sampling based on the region and the education level they are affiliated with. In each designated region, schools with psychological counselors/guidance teachers were identified, and schools were grouped according to their educational level to ensure diversity in representation. Psychological counselors and guidance teachers were selected with equal representation from different school levels. The other participants were reached through the guidance of psychological counselors/guidance teachers. The following tables provide detailed information about the participants.

Table 1. Participant Information

Participant	Region	Gender	level in which he/she worked/studied/had students
P1	B1	Male	Middle School
P2	B3	Female	Primary School
P3	B3	Female	High School
P4	B3	Male	Preschool
P5	B2	Female	Middle School
P6	B2	Female	Preschool
P7	B4	Female	Primary School
P8	B4	Male	High School
O1	B1	Male	Middle School
O2	B3	Female	Primary School
O3	B3	Male	High School
O4	B3	Female	Preschool
O5	B2	Male	High School
O6	B2	Male	Preschool
O7	B2	Female	Middle School
V1	B1	Female	Middle School
V2	B3	Female	Primary School
V3	B3	Female	Preschool
V4	B2	Female	Preschool
V5	B4	Female	Middle School
V6	B4	Female	Primary School
R1	B4	Female	High School
R2	B1	Male	Middle School
R3	B3	Female	Middle School
R4	B4	Male	Primary School

Data Collection

In the study, four different semi-structured interview forms were developed by the researchers and explicitly tailored for psychological counselors/guidance teachers, parents, students, and teachers. After the initial preparation of the interview forms, they were sent to four program development experts to receive expert opinions. Based on the feedback and suggestions provided by the experts, the necessary revisions were made to the forms. Following the revisions, a pilot study was conducted with one participant for each form to test their suitability. Upon confirming the appropriateness of the forms, the finalized versions were used for the interviews. The interviews were conducted with eight psychological counselors/guidance teachers, seven teachers, four

students, and six parents. Before conducting the interviews, a participation consent form and a parental consent form were obtained from the participants.

Data Analysis

Initially, the audio recordings obtained from the interviews were transcribed, numbered, and prepared for analysis. During the numbering process, psychological counselors/guidance teachers were coded with the letter P, teachers with the letter O, parents with the letter V and students with the letter R. The study employed content analysis, one of the qualitative data analysis techniques. Several steps were followed during the content analysis. First, the transcripts were read to prepare for coding, and then recurring codes within the text were identified. To prevent data loss, the coding process was performed twice. In the next stage, related codes were classified into categories, and the consistency between the codes and categories was checked to ensure reliability. Finally, the codes and categories were associated and interpreted. Direct quotations were included to support the findings.

Validity, Reliability, and Ethical Considerations

In qualitative studies, reliability and validity are ensured through methods aimed at increasing credibility, differing from quantitative studies. This is achieved by adhering to four criteria: dependability, confirmability, consistency, and transferability (Başkale, 2016). The following methods were employed in this study regarding these criteria:

Prolonged engagement: The interviews were conducted in participants' schools at times convenient for them, ensuring they felt comfortable. Participants were given the freedom to express their thoughts without rushing and to elaborate on the topic as they wished, without deviating from the study's purpose.

In-depth data collection: To obtain comprehensive opinions, an extensive list of questions was prepared, and probing questions were used to gain deeper insights into the topic.

Triangulation: To ensure data source diversity, interviews were conducted with teachers, students, parents, and psychological counselors/guidance teachers. The participants were selected from different regions of the central province, and participants from all school levels were included.

Expert review: The data collection tools were developed using relevant literature, and expert opinions were sought. Revisions were made based on the feedback received, and pilot studies were conducted with psychological counselors/guidance teachers, teachers, parents, and students. Necessary adjustments were made to increase validity. Throughout the data collection, analysis, and reporting processes, the thesis advisor provided regular oversight.

Detailed description: The data were coded without interpretation, and themes were created. The methods, data collection, and analysis processes were described in detail, and the findings were supported with direct quotes from participants.

Purposeful sampling: To enhance transferability, the maximum variation sampling method was used. Data were collected from four different groups: psychological counselors/guidance teachers, teachers, parents, and students. The central province was divided into six different regions, and participants were selected from each region. Participants from various school levels were included to ensure representation. Additionally, teachers were selected with the guidance of psychological counselors/guidance teachers from the Guidance Services Executive Commission. To ensure consistency, 10% of the data coded from interviews with psychological counselors and guidance teachers was recoded by another expert. Inter-coder reliability was calculated using the formula $\text{Agreement} / (\text{Agreement} + \text{Disagreement}) * 100$ and was found to be 84.93% (Miles & Huberman, 1994). The data collected during the research process, including notes taken and tables prepared, are stored for review as needed. The interviews were recorded, and the recordings are kept for further examination if needed.

RESULTS

The data obtained from interviews with psychological counselors/guidance teachers, teachers, students, and parents were classified under the themes of general, local, and specific targets and non-targeted activities, psychological counselors/guidance teachers' opinions regarding general, local, and specific targets, teachers' and parents' opinions on the guidance activities conducted, and differences in student, teacher, and parent activities compared to the previous year. Below, the findings and interpretations related to the identified themes are included.

General, Local, Specific Goals, and Non-Goal-Related Activities

The findings regarding the general, local, specific goals and non-goal-related activities selected through the guidance and psychological counseling needs assessment process are summarized in Table 2.

Table 2. General, Local, Specific Goals and Non-Goal-Related Activities

Category	Category	Codes
General Goal	Psychological Resilience	
Local Goal	Self-Control	
Guidance Topics for Students	Specific Goal	Effective Study Skills
		Addiction
		Violence Prevention
		Peer Bullying
		Emotions
	Non-Goal Related	Behavioral Problems
		Higher Education Options
		Nutrition
		Privacy Education
		Motivation
		Information on Higher Education
		Orientation Activities
		Saying "No"
		Hygiene
		Discipline
		Courtesy Rules
Guidance Topics for Parents	Specific Goal	Addiction
		Violence Prevention
		Academic Training
		Peer Bullying
	Non-Goal Related	Privacy Education
		Orientation
		High School Track Introduction
		Sexual Development
Guidance Topics for Teachers	Non-Goal Related	Parenting Roles
		Individualized Education Plan (IEP) Briefing
		Tobacco Use
		Parent Communication
		Violence Against Women
		Developmental Stages
		Classroom Management

As shown in Table 2, the findings related to the general, local, and specific targets selected through the RPDH needs assessment process, as well as non-targeted activities, are categorized into five sections: general targets, local targets, activities for students, activities for parents, and activities for teachers. The study findings indicate that the selected general target is psychological resilience. When the conducted activities are evaluated, it is observed that no direct work related to the general target has been carried out. Direct quotes regarding the general target are as follows: *"We have been working on psychological resilience for a few consecutive years (P7)."* The findings show that the local target is self-control. However, when the conducted activities are examined, no direct work on self-control is observed. A direct quote regarding the local target is as follows: *"This year is about self-control (P2)."*

When the guidance and information topics provided to students are analyzed, it is seen that the specific target topics selected include effective studying, addiction, violence prevention, peer bullying, and emotions. The non-targeted topics cover behavioral problems, etiquette, discipline, hygiene, saying no, orientation activities, information on higher education, motivation, privacy education, nutrition, and options for further education. Direct quotes related to student activities are as follows: *"Our guidance teacher enters classes branch by branch and conducts informative sessions. This year, they worked on issues such as abuse, nutrition, and addiction (O2)."* *"Oral hygiene, healthy and harmful foods, and socialization (R5)."* *"About bullying (R2)."*

In the guidance and information activities provided to parents, the specific target topics include addiction, peer bullying, academic training, and violence prevention. The non-targeted topics include privacy education, orientation, high school field introduction, and parental roles. Direct quotes from the parent category are as follows: *"On certain topics, especially peer bullying or things parents need to know, such as gender-based discrimination, seminars and informative sessions were held at our school on these topics (V3)."*

For the guidance and information activities provided to teachers, no work related to specific targets was observed. The topics covered in teacher sessions were selected from non-targeted areas, including Individualized Education Plan (IEP) information, tobacco use, parental communication, violence against women, developmental stages, and classroom management. Direct quotes from the teacher category are as follows: "At the beginning and end of the year, they give presentations on how teachers should respond to students' developmental behaviors (O5)."

Opinions on General, Local, and Specific Goals

The opinions of psychological counselors/guidance teachers regarding general, local, and specific goals were categorized under three headings: opinions on general goals, opinions on local goals, and opinions on specific goals.

Opinions on General Goals

Findings related to the opinions of psychological counselors/guidance teachers regarding general goals are presented in Table 3.

Table 3. Opinions on General Goals

Categories	Subcategories	Codes
Suitability for Students	Suitable	The general goal is suitable for students because it is selected through various studies.
		The general goal matches the school's needs.
		The general goal is suitable if it aligns with the students' experiences.
		The general goal is always selected from necessary achievements.
Suitability for Parents	Not Suitable	The general goal is made suitable for students through activities.
		Small age groups are overlooked when selecting the general goal.
		Repetition of the goal has negative effects.
Suitability for Teachers	Suitable	The general goal meets the parents' needs.
		The age group of the student is important for its suitability to parents.
		The general goal does not suit every parent.
Suitability for Diversity	Not Suitable	It is not the parents' primary need.
		The general goal meets the teachers' needs.
		The general goal does not meet the teachers' needs.
		The general goal needs to be adapted to teachers' needs.
Suitability for Diversity	Suitable	The general goal is suitable for migrant students.
		The chosen goal is important for its suitability to different levels.
		Migrant students find it suitable if they learn the language and adapt.
		The general goal is suitable for inclusion students; activities are arranged accordingly.
		The general goal is suitable for inclusion students.
	Not Suitable	The general goal is not suitable for inclusion students.
		The general goal is not suitable for all educational levels.
		The general goal is not suitable for migrant students.
	Suitability Uncertain	The general goal is not suitable for all regions.
		It is unknown whether the general goal is suitable for inclusion students.
Suitability for Diversity	Suitability Uncertain	It is uncertain whether the general goal is suitable for migrant students.
		There is no data on whether the general goal is suitable for inclusion students.
		It cannot be determined whether the general goal is suitable for migrant students or not.

As shown in Table 3, the opinions of psychological counselors/guidance teachers regarding general targets are categorized into four sections: suitability for students, suitability for parents, suitability for teachers, and suitability for diverse needs.

When the findings regarding the suitability of general targets for students are examined, it is stated that they are suitable because they are selected through various studies, they match the school's needs, they are suitable if they align with what the student is experiencing, and they are considered appropriate since general targets are chosen from always necessary gains. Direct quotes regarding the suitability of general targets for student needs are as follows: "I think the general targets meet students' needs because they are determined through commissions and workshops that evaluate various situations (P1)."

When the findings regarding the unsuitability of general targets for students are examined, it is stated that the general target is made suitable for students through activities, that younger age groups are overlooked when selecting general targets, and that the repetition of the general target is considered a drawback. Direct quotes regarding the unsuitability of general targets for student needs are as follows: "When we keep doing the same thing repeatedly at school, it can lead to negative effects. People who have already addressed the issue may see reminders as redundant. I have some doubts about the general targets (P7)."

When the findings on the suitability of general targets for parents are examined, it is stated that the general target meets parents' needs and that if the target suits the student's age group, it will also be suitable for the parent. Direct quotes regarding the suitability of general targets for parents are as follows: "Initially, parents do need something like this, but unfortunately, we can't reach them as much as we'd like (P5)."

When the findings on the unsuitability of general targets for parents are examined, it is observed that the general target does not fit every parent and is not the primary need for parents. Direct quotes regarding the unsuitability of general targets for parents are as follows: "It could vary by level, but within the same level, there are similar characteristics. If the target suits that level, one group of parents may be satisfied, but it may not resonate with parents from other groups (P3)."

When the findings regarding the suitability of general targets for teachers are examined, it is stated that they meet the teachers' needs. A direct quote regarding their suitability for teachers is as follows: "Teachers are individuals too, and I am a teacher myself. I also need it, so it fits well (P5)."

When the findings regarding the unsuitability of general targets for teachers are examined, it is observed that they do not meet teachers' needs and that they should be adapted to the needs of the teachers. Direct quotes regarding the unsuitability of general targets for teachers are as follows: "Sometimes we think general problems are good for preventive guidance, but we also get results that are completely irrelevant. The results can be disconnected from the school climate, which naturally affects participation in activities negatively (P3)."

When the findings on the suitability of general targets for diverse needs in schools are examined, it is observed that the general target is suitable for migrant students if they have learned the language and adapted, and for inclusion students when activities are adjusted accordingly. Direct quotes regarding suitability for diverse needs are as follows: "If migrant students have adapted well to the country and speak Turkish fluently, they participate in the activities and gain the intended outcomes (P5)."

When the findings regarding the unsuitability of general targets for diverse needs are examined, it is observed that the general target is not suitable for inclusion students, does not fit all regions, is not suitable for migrant students, and is not appropriate for all school levels. Direct quotes regarding the unsuitability of general targets for diverse needs are as follows: "If the general targets focus on helping them gain individuality and express themselves, it would be more effective. I think the current targets are too advanced for them (P2)." "Not really. Trying to link high school students and preschoolers under the same target can be problematic (P6)."

When the findings regarding the uncertainty of general targets' suitability for diverse needs are examined, it is observed that there is uncertainty about their suitability for inclusion students and migrant students, and that the appropriateness of selected targets depends on different school levels. Direct quotes regarding this uncertainty are as follows: "Yes, since general targets are too broad, they don't specifically address individual and special needs. Maybe they do, but we don't know for sure because the system doesn't provide clear data on this (P3)."

Opinions on Local Goals

Findings related to the opinions of psychological counselors/guidance teachers on local goals are presented in Table 4.

Table 4. Opinions on Local Goals

Categories	Subcategories	Codes
Opinions on Suitability for Students	Suitable	Likes the goal chosen this year
		Finds it important for high school students
		A goal suitable for all levels
	Not Suitable	Not suitable for primary school
		Small age groups are overlooked during selection
		Not a priority need for preschool and primary school
Opinions on Suitability for Parents	Suitable	Academic goals are suitable for parents
		This year's goal is suitable for parents
	Not Suitable	Not the primary need of parents
Opinions on Suitability for Teachers	Suitable	Needs vary across different regions in the province
		A topic needed by teachers
	Not Suitable	Not suitable for every teacher
	Uncertain	Unclear whether it attracts teachers' interest
		Its suitability for teachers is doubtful
Opinions on Suitability for Diversity	Suitable	Migrant students have similar needs
		Suitable for all levels from preschool to high school
		Inclusion students' guidance needs are the same as other students
		Not always suitable for inclusion students
		Needs vary by region
	Not Suitable	Does not suit every educational level due to developmental differences
		Does not meet the needs of migrant students
		Not tailored to inclusion students
		Depends on the type of inclusion
		Suitability for migrant students is doubtful
	Uncertain	Varies based on the culture and age group of migrant students
		Sometimes suitable, sometimes not
		Unclear whether meeting the primary needs of migrant students

As shown in Table 4, the opinions of psychological counselors/guidance teachers regarding local targets are categorized into four sections: suitability for students, suitability for parents, suitability for teachers, and suitability for different groups. When examining the findings regarding the suitability of the local target for students, it is stated that this year's selected target is suitable, it is appropriate for high school students, and it is a target suitable for all educational levels. Direct quotes regarding the suitability of the local target for students are as follows: "Self-control is something needed nowadays. It's a great choice. It means the same thing came up in all schools, so they selected it, right? (P5)"

When examining the findings on the unsuitability of the local target for students, it is stated that it is not suitable for primary school levels, younger age groups are overlooked during selection, and preschool and primary school priorities differ. Direct quotes regarding the unsuitability of the local target for students are as follows: "In local targets, younger groups can be overlooked. I think younger groups are always overlooked (P6)."

When examining the findings regarding the suitability of the local target for parents, it is stated that when the target is academic, it is suitable for parents, and this year's selected local target is appropriate for them. Direct quotes regarding the suitability of the local target for parents are as follows: "The parents' perspective is that this should be applied to my child, but self-control is one of the things that should be provided to parents. They need it (P4)."

When examining the findings on the unsuitability of the local target for parents, it is stated that the local target is not a priority for parents and that parent needs differ depending on the region within the province. Direct quotes regarding the unsuitability of the local target for parents are as follows: "Thinking in terms of schools, the needs of a school in a district with different challenges may not match those of a school in the city center, which is more academically advanced. Customization is necessary (P6)."

When examining the findings regarding the suitability of the local target for teachers, it is stated that it is appropriate for teachers. Direct quotes regarding the suitability for teachers are as follows:

"Since teachers also suffer from these issues, they gain knowledge on these matters too (P7)." When examining the findings on the unsuitability of the local target for teachers, it is observed that the local target may not be suitable for every teacher. Direct quotes regarding the unsuitability of the local target for teachers are as follows: "The same target may not be suitable for the same teacher, and it may even be difficult to implement the same target in different branches within the same school (P6)."

When examining the findings regarding the uncertainty of the suitability of the local target for teachers, it is expressed that it is uncertain whether the local target interests teachers and whether it is suitable for them. Direct quotes regarding the uncertainty of the local target's suitability for teachers are as follows: "We have questions about whether the local targets provided are actually followed by teachers in terms of meeting their needs (P1)."

When examining the findings regarding the suitability of the local target for different groups, it is observed that the local target is suitable for migrant students since they have similar needs, it is suitable for all levels from preschool to high school, and it is suitable for inclusion students since their guidance needs are the same as those of other students. Direct quotes regarding the suitability of the local target for different groups are as follows: "Of course, it's the same for them too. They may experience difficulties with self-control as well, so I think it addresses them (P7)."

When examining the findings regarding the unsuitability of the local target for different groups, it is observed that the local target is not always suitable for inclusion students, it does not meet the needs of migrant students, it is not suitable for all levels due to developmental differences, and each region has different needs. Direct quotes regarding the unsuitability of the local target for different groups are as follows: "I don't think it's fully suitable. If we consider the districts within Düzce, each region has different issues (P1)." "In local targets, younger groups can be overlooked (P6)."

When examining the findings regarding the uncertainty of the local target's suitability for different groups, it is stated that the suitability depends on the diagnosis of inclusion students, the suitability for migrant students is uncertain, the appropriateness varies based on the culture and age group of migrant students, and whether it is a priority for migrant students is debatable. Direct quotes regarding the uncertainty of the local target's suitability for different groups are as follows: "It's the same for migrant students too. Their priority is ensuring their safety and adapting to the environment. After that, other targets can be added. The only part that can be debated is the priority; otherwise, the targets are valid for all (P7)."

Opinions on Specific Goals

Findings related to the opinions of psychological counselors/guidance teachers on specific goals are presented in Table 5.

Table 5. Opinions on Specific Goals

Main Category	Categories	Codes
Suitability for the School	Suitable	Finds it suitable because they determined it themselves
		Suitable because it is based on the school's needs
	Not Suitable	Not among the primary needs
Suitability for Different Groups	Suitable	Suitable for inclusion students
		Suitable if migrant students have adapted to the school
		A goal that addresses every student
	Not Suitable	Does not cover inclusion students
		Migrant students' primary needs are orientation
	Uncertain	May vary depending on the type of inclusion

As shown in Table 5, the findings regarding the opinions of guidance counselors/psychological counselors on specific targets are categorized into two sections: suitability for the school and suitability for different groups. When examining the findings on the suitability of specific targets for the school, it is observed that specific targets are considered suitable because they are determined by the school and are based on the school's needs. Direct quotes regarding the suitability of specific targets for the school are as follows: "Yes, they meet the needs. We prioritize selecting specific targets to address gaps when the local target or the ministry's target doesn't fully meet the requirements (P6)."

When examining the findings on the unsuitability of specific targets for the school, it is expressed that the specific targets are not always aligned with the school's priority needs. "Based on the incidents I've encountered

and what I've observed this year, yes, academic success is important, but I realized that there are things that need to be provided to students beyond that. Personal boundaries and privacy, in terms of knowing and protecting themselves, are more urgent needs than academic success (P2)." When examining the findings on the suitability of specific targets for different groups with varying needs, it is stated that specific targets are suitable for inclusion students, they are appropriate for migrant students if they have adapted to the school, and they are suitable because they are chosen to address all students. Direct quotes regarding the suitability of specific targets for different groups are as follows: "The activities we've identified aim to improve both the grades and social relationships of inclusion students. I think it's effective on both fronts (P1)."

When examining the findings on the unsuitability of specific targets for different groups, it is stated that the specific targets do not fully include inclusion students and that the primary need for migrant students is orientation. Direct quotes regarding the unsuitability of specific targets for different groups are as follows: "Unfortunately, it's not a target that fully includes inclusion students (P5)." When examining the findings on the uncertainty regarding the suitability of specific targets for different groups, it is stated that the suitability depends on the type of inclusion program. Direct quotes regarding the uncertainty of the suitability of specific targets for different groups are as follows: "There may be situations where the specific target is not very suitable for inclusion students. It's about 50-50, depending on the type of inclusion (P6)."

Teacher and parent opinions regarding guidance activities are categorized and presented under two headings: teacher opinions and parent opinions. Findings related to teacher opinions on guidance activities are presented in Table 6.

Table 6. Teacher Opinions on Guidance Activities

Category	Subcategory	Codes
Student Activities	Sufficient	Sufficient because topics are decided together with teachers
		The activities meet students' needs
	Insufficient	Insufficient due to the lack of a guidance course
		Depends on the initiative of the guidance counselor
Parent Activities	Sufficient	Positive feedback is received from participating parents
	Insufficient	Low parent participation
		Special needs are not addressed
	Uncertain	Parent needs must be identified
Teacher Activities	Sufficient	Helps recall known information
		Desires continuation
		Learns new things
		Personally beneficial
	Insufficient	Sufficient because the guidance counselor works diligently
		Teachers do not participate in non-mandatory trainings
		No professional contribution
		Insufficient due to teachers' perspective on guidance

As shown in Table 6, the opinions of teachers regarding guidance activities are categorized into four sections: student activities, parent activities, teacher activities, and differences from the previous year. When examining the findings on the sufficiency of activities for students, it is stated that the activities are sufficient because the topics are decided in collaboration with teachers and the activities meet students' needs. Direct quotes regarding the sufficiency of student activities are as follows: "I think it's appropriate, and suitable activities are being conducted for students (O4)." When examining the findings on the insufficiency of activities for students, it is stated that the activities are insufficient because there is no dedicated guidance course and they depend on the initiative of the guidance teacher. Direct quotes regarding the insufficiency of student activities are as follows: "This system is actually important, but it's left to initiative. The guidance counselor does activities, but when they carry them out, the activities are insufficient (O1)."

When examining the findings on the sufficiency of guidance activities for parents, it is stated that positive feedback was received from participating parents. Direct quotes regarding this are as follows: "Definitely sufficient, we receive positive feedback from the parents who attend. At least they gain knowledge. I think it's beneficial (O3)." When examining the findings on the insufficiency of activities for parents, it is stated that parent participation is low and the specific needs of parents are not met. Direct quotes regarding this are as follows: "Seminars are organized, but unfortunately, parents do not attend (O2)." "In extreme cases, I don't think it meets the needs (O1)."

When examining the findings on the uncertainty of the sufficiency of activities for parents, it is stated that determining the sufficiency of activities requires identifying the needs of parents. Direct quotes regarding this are as follows: "We need to identify what the parents' needs are (O5)." When examining the findings on the sufficiency of guidance activities for teachers, it is stated that the activities help remind teachers of what they already know, they learn new things, the activities should continue, they are personally beneficial, and the guidance counselor works diligently, making them sufficient. Direct quotes regarding this are as follows: "I think it helps us remember what we already know and learn what we do not. I find it beneficial (O4)."

When examining the findings on the insufficiency of guidance activities for teachers, it is stated that teachers do not participate in non-mandatory training, the activities are insufficient due to teachers' perspective on guidance, and they do not contribute professionally. Direct quotes regarding this are as follows: "Most teachers see the guidance service as a problem-solving center. Since they do not see it as a place for taking preventive measures before problems arise, I think it becomes insufficient (O1)." Parent opinions on guidance activities are presented in Table 7.

Table 7. Parent Opinions on Guidance Activities

Category	Subcategory	Codes
Student Activities	Sufficient	Works on topics needed by students
	Insufficient	More training could be provided for students
Parent Activities	Sufficient	Choosing topics desired by parents
		Helps recall what they already know
		Learns new things
	Insufficient	Not participating because topics are the same as last year Not remembering the activities conducted

As seen in Table 7, the findings regarding parents' opinions on guidance activities are divided into three categories: student activities, parent activities, and differences from the previous year. When examining the findings related to the sufficiency of student activities, it is noted that the necessary topics were addressed with the students. Direct quotations related to this are as follows: "I would like privacy education with the students, and in fact, it was done. It's a topic we focused on a lot, and it was repeated several times, and we, as parents, are very happy with that. (V3)" When examining the findings related to the insufficiency of guidance activities with students, it is stated that more training could be provided. Direct quotations related to the insufficiency of activities for students are as follows: "More training could be provided, at least 8-10 times a year for both children and adults (V1)" When examining the findings related to the sufficiency of activities for parents, it is noted that the topics parents wanted were selected, the activities helped them remember what they already knew, and new information was learned. Direct quotations related to the sufficiency of parent activities are as follows: "This is a great thing, we get information about things we didn't know, and if we learned something before, we are reinforcing it. (V3)"

When examining the findings related to the insufficiency of activities for parents, it is noted that the same topics as last year were covered, resulting in non-participation and a lack of recall of the activities. Direct quotations related to the insufficiency of parent activities are as follows: "There's nothing new, I heard it's the same topics as last year, so they did not invite us again. (V5)"

Differences in Guidance Activities Conducted with Students, Teachers, and Parents Compared to the Previous Year

The question, "What are the differences between the topics of this year's guidance activities and those of the previous year?" was posed to teachers, parents, and students. The findings related to their responses are presented in Table 8.

As seen in Table 8, the findings regarding the differences in the topics of guidance activities conducted this year compared to the previous year are presented in three main categories: teacher activities, parent activities, and student activities. When examining the findings related to the differences in guidance activities for students compared to the previous year, it is noted that the activities conducted this year were more intensive and more effective. Additionally, while no guidance activities were conducted last year, this year, activities related to peer bullying were implemented. Direct quotations related to the differences in student guidance activities compared to the previous year are as follows: "Last year, we did not have any sessions, but this year we had one on peer bullying (R2)" "This year, there are more intense sessions, like study programs and attention distraction tests (R1)" When examining the findings related to there being no difference in the guidance activities conducted for students compared to the previous year, it is noted that the activities conducted this year were the same as

those from the previous year. Direct quotations regarding the same activities conducted for students as the previous year are as follows: “Last year, we did activities related to how we brush our teeth, and sometimes we talked about things we watched. This year, we did activities about harmful foods, dental health, and hygiene (R4)”

Table 8. Differences in Guidance Activities Conducted with Students, Teachers, and Parents Compared to the Previous Year

Category	Subcategory	Codes
Differences in Student Activities Compared to the Previous Year	Differences	The Activities This Year Being More Intense
		The Activities This Year Being More Effective
		While no class guidance activities were conducted last year, this year, activities related to peer bullying were conducted.
Differences in Teacher Activities Compared to the Previous Year	Differences	The absence of a guidance counselor at the school visited last year.
		Some topics this year being the same as those from last year.
		Due to the change in teachers, the activities have been more effective this year.
Differences in Parent Activities Compared to the Previous Year	Differences	The informational topics being the same as last year.
		There will be differences because they are tailored to the needs.
		The same topics are covered every year.

In the category of differences in parent activities compared to the previous year, the findings indicate that there are differences due to the needs-based approach and that progress has been made this year. Direct quotations related to the differences in parent activities compared to the previous year are as follows: “I think it’s needs-based. After observing the potential of the parent or student, I see a plan being made at schools, and based on that, there will be changes (V6)” In the category of findings related to no difference between parent activities this year and last year, it is noted that the same topics are covered every year. Direct quotations regarding the lack of difference between this year’s and last year’s parent activities are as follows:

“There isn’t much difference, almost the same topics. For example, addiction, internet addiction, is the most common. It’s today’s disease. There are always specific topics, things that happen. Peer bullying is also addressed, but for some reason, health topics are focused on a lot, and we mostly cover the same issues. (V2)” Regarding teacher activities, the findings indicate that this year’s activities are more effective than last year’s due to the change in teachers. Direct quotations related to the differences in teacher activities compared to the previous year are as follows: “This year’s guidance services are more meticulous and attentive. I think they are more informative. It wasn’t like this last year (O5)” However, when examining the findings regarding there being no difference in teacher activities compared to last year, it is stated that the informational topics covered this year are the same as those from the previous year. Direct quotations related to no difference in teacher activities between this year and last year are as follows: “Almost the same things every year, I don’t remember anything extra this year (O3)” “The seminar topics are almost the same, especially since it’s elementary school (O2)”

DISCUSSION

The findings regarding the general objectives show that the views of psychological counselors/guidance teachers on the general objectives differ from one another. Some psychological counselors/guidance teachers think that the general objective is selected from outcomes suitable for everyone, while others state that it is not suitable for students, parents, and teachers. Some psychological counselors/guidance teachers believe that although needs exist, the priority needs are different. Moreover, in interviews with students, parents, and teachers, participants were asked about the topics of the guidance activities conducted, and in the responses from all three groups, no work related to the general objective was mentioned. This suggests that no work was done on the general objective, that participation in the work was not provided, or that the activities were not memorable because they did not capture the participants’ interest.

Regarding the local objectives, the findings show that for students, middle and high school students consider it a beneficial objective, while it is considered unsuitable for kindergarten and elementary school. These findings are consistent with the idea of psychological counselors/guidance teachers that objectives should change according to grade levels. There is no consensus on the suitability for parents and teachers. Some psychological counselors/guidance teachers think it is suitable for parents because it is academic, while others point out that

needs vary in different regions of the province, and thus the suitability will change. As with the general objective, no topics related to the local objective were mentioned in interviews with students, parents, and teachers. However, indirectly, topics related to the local objective were mentioned. This is consistent with the view expressed by psychological counselors/guidance teachers that objectives are made suitable through activities.

Regarding the special objectives, the prevailing view is that they are appropriate because they are determined according to the school's needs. In the answers given to the question about the topics conducted in the school, students and parents mentioned the special objectives, which suggests that students and parents participated in activities related to special objectives, and these activities were of interest to both groups. In his study, Şarlak (2019) suggests that instead of categorizing objectives as general, local, and specific, it would be more effective to set fewer and more focused objectives and work towards achieving them.

Regarding the differences in general, local, and special objectives for various groups, the findings indicate that the general and local objectives were generally perceived as unsuitable for different groups. In contrast, the views on the suitability of special objectives were more positive. However, there is also the view that, because the system determines general student objectives, but does not reveal the needs of different groups, there is no data regarding the suitability of objectives for different groups. In his research, Albayram (2023) examined the needs of migrant students and noted that they are most in need of career guidance due to concerns about the future. In Öksüz's (2022) study on the needs of integrated students, it was noted that their primary needs are in the areas of career guidance and social-emotional guidance.

When the selected general, local, and special objectives, as well as the activities conducted outside these objectives, are examined, it is observed that there is no achievement related to the career development area. This suggests that the needs of different groups were not sufficiently considered when selecting objectives, and it also contradicts the principle of comprehensive developmental guidance, which asserts that development is an integrated process and should be supported as such.

In interviews with teachers, parents, and students regarding the differences between the topics of the activities and those of the previous year, the answers generally indicate that there was no change, and similar topics were addressed. This can be interpreted as the objectives not being accurately set in guidance activities or the activities being ineffective. However, when examining the differences in the activities conducted for students compared to the previous year, it is observed that while some topics are the same, more different topics were addressed this year. Additionally, it was noted that the lack of a psychological counselor or guidance teacher at the previous educational institution, as well as differences in implementation between psychological counselors and guidance teachers, led to variations in the activities.

The results discussed above indicate that when preparing guidance and psychological counseling programs, it would be more beneficial to focus on special objectives determined through needs assessment at each school, rather than common general and local objectives. This would allow factors such as students' developmental stages and the school environment to be more carefully considered when setting objectives. Moreover, when determining special objectives, identifying the needs of groups with diverse needs would increase the effectiveness of activities (such as class guidance activities, small group work, and psycho-education) and expand the scope of the program. The needs assessment activities conducted when setting objectives should be systematic and comprehensive to ensure the correct selection of objectives. Therefore, standardizing the needs assessment process, ensuring it is planned and organized, and reducing differences between schools will contribute to its effectiveness. This study is a qualitative study investigating the suitability of the general, local, and special objectives in the guidance and psychological counseling services program for the groups served. Further qualitative and quantitative studies with a larger participant group would contribute to the field. Additionally, researching the objective selection process would also be beneficial.

This study has several limitations. It was conducted with a limited number of psychological counselors/guidance teachers, teachers, parents, and student groups. Since the study is qualitative, it may lead to subjectivity in interpretation, which could introduce bias into the analysis. Additionally, the findings may reflect a specific period, and changes that occurred during the study due to the changing nature of education could influence the results.

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