

A Comparative Study in Turkey: The Effect of Guidance Programme on Vocational Guidance

By

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Abstract

The aim of this study is to compare the perceptions of Anatolian Anatolian teacher training school and Anatolian vocational high school students (9th-12th grades) who are involved in class guidance programme currently implemented in secondary school the aim of which is to realize the students' guidance and psychological gains regarding vocational guidance. The data was gathered from 135 students (53 female, 82 male) in 9th and 12th grade at Hasan Ali Yucel Anatolian Teacher High School, and from 135 students (44 female, 91 male) in 9th and 12th grade at Balgat Anatolian Vocational High School. Perception Form regarding Vocational Development Process was used as a data collection tool. This Form was designed towards 9th-12th grade students by researchers. The frequencies and percentages of the answers to the 5-point Likert type scale consisting of 26 items with respect to the guidance and psychological counselling gains included in the form. According to the findings of the research, Anatolian teacher training school 9th grade students had most positive perceptions regarding the fields they will choose influence their future careers, being aware of the importance of having self-knowledge when choosing their fields, making suitable field choices with their interests, skills, values and personality traits. On the other hand, Anatolian vocational high school 12th grade students had most positive perceptions regarding being aware of the importance of life-long learning throughout their professional life.

Keywords: *Secondary school class guidance programme, student perception, vocational guidance gains*

1. Introduction

It is an undeniable fact that the educational services of a school have a significant impact on the personal development of individuals and it is expected that this very role of schools must be emphasized during the course of education. Therefore, it is widely accepted that this function of schools help individuals make progress in order to contribute to the society in which they live as well as realizing themselves as individuals. According to Kılıç (2000), the function of schools is to facilitate the developmental tasks peculiar to the era they live in and thus help them achieve these tasks successfully so as to prepare them for more complex developmental tasks which they will encounter in the future as well as providing them with all academic or non-academic experiences which are likely to contribute to their personalities.

In order for schools to serve this function, guidance is a group of services, which play a significant role in developing students as a whole (Tan, 1992). Therefore, it is crucial for adolescents aged 12-17 to gain their identities with the help of the support for their efforts in the form of guidance; otherwise, they experience role confusion (Kılıççı, 2000; Özbay, 2004; Selçuk, 2003; Senemoğlu, 2003). Children experience certain changes in their self-concept during this period (Başaran, 1992). These changes in adolescents' physical appearance, sexual feelings, values and attitudes as well as some other changes in

their aims such as choosing a job, creating a philosophy of life cause them to go through a period of life involving many uncertainties and instabilities. Adolescents need to make their decisions about their future during this period. They need to reach a decision about whether they will pursue higher education. If they decide to attend a university then they are required to choose their departments and once they have completed their higher education they have to decide on job prospects. If they decide not to continue to their higher education, in this case, they immediately need to decide on possible areas of work. Therefore, guidance services play an important role in helping students shape their future (Yeşilyaprak, 2001).

Schools felt the need for a well-designed educational programme which is based on individual development and which involves the elements of education and guidance in a harmonious manner. Research shows that developmental guidance programme is the most effective approach to school counselling programmes. Developmental Guidance is versatile and it focuses not only on individuals' mental and emotional development or their difficulties in making decisions, it also centres on their development as a whole. Developmental Guidance acknowledges the fact that observed changes in individuals are not permanent since they are in a process of development and thus these changes may be intrinsic to a certain developmental stage and that they might change in time (Kuzgun, 1995). The flexible structure of comprehensive guidance programmes enables us to make adjustments according to the needs of students and the available resources (Erkan, 2001).

Developed through the abovementioned developmental guidance approach, Primary and Secondary Educational Institutions Class Guidance Programme has been in operation since 2006-2007 academic year. Therefore, the programmes developed by guidance teachers working in psychological counselling and guidance services units are currently being implemented along with the Primary and Secondary Educational Institutions Class Guidance Programme. This study aims to compare the perceptions of Anatolian Vocational High School and Anatolian Teacher Training High School 9th and 10th grade students regarding the realization of vocational guidance and psychological counselling gains included in secondary school guidance programme which is currently being implemented.

2. Materials and Methods

The studies aiming to define a situation, which already exists or existed in the past, are studies designed according to scanning model (Karasar, 2003). In this study, an existing situation was analysed since the study aims to identify the perceptions of 9th and 10th grades students regarding the realization of vocational guidance gains involved in class guidance programme. Therefore, this study is a patterned research designed according to scanning model.

Participants

The study group consisted of 135 9th and 12th grade students (53 girls and 82 boys) studying at Hasan Ali Yücel Anatolian Teacher Training School and 135 9th and 12th grade students (44 girls and 91 boys) studying at Balgat Anatolian Vocational High School located in Ankara during 2009-2010 academic year.

Data Collection Tool

A perception form regarding Career Development Process designed for 9th and 12th grade students was used as a data collection tool. This tool was developed in order to determine students' perceptions concerning the realization of 29 vocational guidance gains included in secondary school 9th and 12th grades class guidance programme. Developed by the researchers, according to the results of some studies, this perception form is a 5-point Likert scale consisting of 8 items for 9th graders and 18 items for 12th graders. The frequencies and percentages obtained from the form were computed.

3. Findings

The findings concerning the Anatolian Teacher Training School and Anatolian Vocational High School students' perceptions with regards to 9th Grade Vocational Guidance Gains

The tables below respectively display the frequencies and percentages of Anatolian Teacher Training School and Anatolian Vocational High School students' perceptions regarding a total of 8 guidance and psychological counseling gains included in the 9th Grade Class Guidance Programme.

Table 1 Comparative Response About Ability to Sort the Factors that Influence Their Decisions in Choosing Fields

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	3	3.7	2	2.9
Agree Very Little	5	6.3	6	8.6
Undecided	20	25.0	15	21.4
Strongly Agree	35	43.7	34	48.6
Totally Agree	17	21.3	13	18.6

As is shown in Table 1, 43.7 % of Anatolian Teacher Training School students be able to sort the factors considerably which influence their decision in choosing their fields; however, 3.7 % of them not to be able to sort the factors which influence their decision in choosing their fields. On the other hand, 48.6 % of Anatolian Vocational High School students be able to considerably sort the factors which influence their decision in choosing their fields; however, 2.9 % of them not to be able to sort the factors which influence their decision in choosing their fields.

Table 2 Comparative Response About the Explanation of How the Fields They Choose Will Influence Future Careers

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree				
Agree Very Little	1	1.3	1	1.4
Undecided	4	5.0	9	12.9
Strongly Agree	32	40.0	21	30.0
Totally Agree	43	53.7	39	55.7

As can be seen in Table 2, 53.7 % of Anatolian Teacher Training School students can agreed totally explain how the fields they choose influence their future careers; nevertheless, 1,3 % of them be able to

explain only very little how the fields they choose will influence their future careers. On the other hand, 55.7 % of Anatolian Vocational High School students agreed totally explain how the fields they choose will influence their future careers; nonetheless, 1.4 % of them explain only a little how the fields they choose will influence their future careers.

Table 3 Comparative Response About the Awareness of the Importance of Self-knowledge When Choosing Fields

	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Rating				
Totally disagree				
Agree Very Little	2	2.5		
Undecided	5	6.3	13	18.5
Strongly Agree	30	37.5	30	42.9
Totally Agree	43	53.7	27	38.6

As is indicated in Table 3, 53.7 % of Anatolian Teacher Training School students be aware of the importance of self-knowledge when choosing their fields whereas 2.5 % of them be only a little aware of the importance of self-knowledge when choosing their fields. On the other hand, 42.9 % of Anatolian Vocational High School students be considerably aware of the importance of self-knowledge when choosing their fields; however, 18.5 % of them undecided about the importance of self-knowledge when choosing their fields.

Table 4 Comparative Response About Establishing a Relationship between Interests, Skills, Values, Personality Traits and the Fields/Career They Will Choose

	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Rating				
Totally disagree	1	1.3	1	1.4
Agree Very Little	1	1.3	9	12.9
Undecided	8	10.0	26	37.1
Strongly Agree	29	36.2	34	48.6
Totally Agree	41	51.2	27	38.6

As is shown in Table 4, 51.2 % of Anatolian Teacher Training School students completely establish a relationship between their interests, skills, values, personality traits and the fields/career they will choose; however, 1.3 % of them not to establish or establish only a little relationship between their interests, skills, values, personality traits and the fields/career they will choose. On the other hand, 48.6 % of Anatolian Vocational High School students completely establish a relationship between their interests, skills, values, personality traits and the fields/career they will choose, however, 1.4 % of them establish a little relationship between their interests, skills, values, personality traits and the fields/career they will choose.

Table 5 Comparative Response About Choosing Fields through Realistically Evaluating the Circumstances They Experience

	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Rating				
Totally disagree				
Agree Very Little	3	3.8	2	2.9

Undecided	19	23.7	11	15.7
A Comparative Study in Turkey: The Effect of Guidance Programme on Vocational Guidance				

As can be seen in Table 5, 45.0 % of Anatolian Teacher Training School students agreed strongly with realistically evaluating the circumstances that they experience; nevertheless, 3.8 % of them agreed strongly with realistically evaluating the circumstances to some extent. On the other hand, 47.1 % of Anatolian Vocational High School students agreed with realistically evaluating the circumstances that they experience; nevertheless, 2.9 % of them agreed very little with realistically evaluating the circumstances.

Table 6 Comparative Response About the Explanation of the Relationship between Field Choice and Professions

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	1	1.3	1	1.4
Agree Very Little	3	3.8	1	1.4
Undecided	10	12.5	11	15.8
Strongly Agree	33	41.2	29	41.4
Totally Agree	33	41.2	28	40.0

As is shown in Table 6, 41.2 % of Anatolian Teacher Training School students considerably or completely explain the relationship between field choice and professions; nonetheless, 1.3 % of them perceive themselves not to be able to explain the relationship between field choice and professions. On the other hand, 41.4 % of Anatolian Vocational High School students considerably explain the relationship between field choice and professions; nonetheless, 1.4 % of them either not to explain the relationship between field choice and professions or explain only a little.

Table 7 Comparative Response About Gathering Information about Higher Education Programmes concerning Students' Fields at School

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	4	5.0	5	7.1
Agree Very Little	18	22.5	6	8.7
Undecided	27	33.7	21	30.0
Strongly Agree	17	21.3	19	27.1
Totally Agree	14	17.5	19	27.1

As is indicated in Table 7, 33.7 % of Anatolian Teacher Training School students undecided about gathering information about higher education programmes concerning their fields at school whereas 5.0 % of them not to gather information about the higher education programmes concerning their fields at school. On the other hand, 30.0 % of Anatolian Vocational High School students undecided about gathering information about higher education programmes concerning their fields; nevertheless, 7.1 % of them not to gather information about higher education programmes concerning their field.

Table 8 Comparative response about choosing fields in line with interests, values, skills and personality traits

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree				
Agree Very Little	2	2.5	2	2.9
Undecided	9	11.3	7	10.0
Strongly Agree	26	32.5	20	28.5
Totally Agree	43	53.7	41	58.6

As can be seen in Table 8, 53.7 % of Anatolian Teacher Training School students choose their fields well in line with their interests, values, skills and personality traits; however, 2.5 % of them choose their fields only a little in line with their interests, values, skills and personality traits. On the other hand, 58.6 % of Anatolian Vocational High School students choose their fields completely in line with their interests, values, skills and personality traits compared with 2.9 % of those choose their fields only a little in line with their interests, values, skills and personality traits.

The findings concerning the Anatolian Teacher Training School and Anatolian Vocational High School students' perceptions with regards to 12th Grade Vocational Guidance Gains

The tables below respectively display the frequencies and percentages of Anatolian Teacher Training School and Anatolian Vocational High School students' perceptions regarding a total of 19 guidance and psychological counselling gains included in the 12th Grade Class Guidance Programme.

Table 9 Comparative response about making use of the jobs in environment

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	4	7.3	2	3.1
Agree Very Little	10	18.2	9	13.8
Undecided	11	20.0	8	12.3
Strongly Agree	18	32.7	26	40.0
Totally Agree	12	21.8	20	30.8

As is seen in Table 9, 32 % of Anatolian Teacher Training School students make a good use of the jobs in their environment; nevertheless, 7.3 % of them not to make good use of the jobs in their environment at all. Conversely, 40.0 % of Anatolian Vocational High School students make use of the jobs in their environment quite well compared with 3.1% of those not to make use of jobs in their environment at all.

Table 10 Comparative response about determining the job opportunities suitable for themselves after their secondary education

	Anatolian Teacher Training	Anatolian Vocational
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Rating	School Students		High School Students	
	N	%	n	%
Totally disagree	8	14.5	4	6.2
Agree Very Little	5	9.1	5	7.7
— A Comparative Study in Turkey: The Effect of Guidance Programme on Vocational Guidance				
Totally Agree	6	10.9	23	35.4

As is shown in Table 10, 40.0 % of Anatolian Teacher Training School students determine job opportunities considerably that are suitable for them once they have completed their secondary education; however, 9.1 % of them determine suitable job opportunities only a little. On the other hand, 41.5 % of Anatolian Vocational High School students considerably determine the job opportunities suitable for them after their secondary education compared with 6.2 % of those not to determine job opportunities suitable for them after their secondary education.

Table 11 Comparative response about becoming aware of the importance of productivity in terms of society

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	3	5.5	2	3.1
Agree Very Little	5	9.1	2	3.1
Undecided	11	20.0	6	9.2
Strongly Agree	16	29.0	21	32.3
Totally Agree	20	36.4	34	52.3

As is indicated in Table 11, 36.4 % of Anatolian Teacher Training School students agreed totally with the importance of productivity in terms of community; however, 5.5 % of them agreed totally with the importance of productivity in terms of community. On the other hand, 52.3 % of Anatolian Vocational High School students agreed totally with the importance of productivity in terms of society in comparison to 3.1 % of those either disagreed totally or agreed very little with the importance of productivity in terms of society.

Table 12 Comparative response about the explanation that knowledge, skills and experience that can be gained through personal effort are necessary for a successful career

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	N	%
Totally disagree	2	3.6		
Agree Very Little	3	5.5	3	4.6
Undecided	4	7.3	8	12.3
Strongly Agree	25	45.5	21	32.3

Totally Agree	21	38.2	33	50.8
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As can be seen in Table 12, 45.5 % of Anatolian Teacher Training School students agreed strongly with knowledge, skills and experience gained through personal experience are necessary for a successful career whereas 3.6 % of them disagreed totally with knowledge, skills and experience gained through personal experience are necessary for a successful career. On the other hand, 50.8 % of Anatolian Vocational High School students agreed totally with the fact that knowledge, skills and experience are necessary for a successful career compared to 4.6 % of those agreed very little with the fact that knowledge, skills and experience are necessary for a successful career.

Table 13 Comparative response about setting their long and short term career goals

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	N	%
Totally disagree	1	1.8	1	1.5
Agree Very Little	4	7.2	2	3.1
Undecided	14	25.5	4	6.2
Strongly Agree	21	38.2	21	32.3
Totally Agree	15	27.3	37	56.9

As is seen in Table 13, 38.2 % of Anatolian Teacher Training School students agreed strongly with setting their long and short term career goals; nonetheless, 1.8 disagreed totally with setting their long and short term career goals. On the other hand, 56.9 % of Anatolian Vocational High School students agreed totally with setting their long and short term career goals compared with 1.5 % of those disagreed totally with setting their long and short term career goals.

Table 14 Comparative response about utilizing own personality traits in terms of finding, developing and maintaining a career opportunity

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	3	5.5	1	1.5
Agree Very Little	4	7.3	2	3.1
Undecided	7	12.7	6	9.2
Strongly Agree	22	40.0	23	35.4
Totally Agree	19	34.5	33	50.8

As is indicated in Table 14, 40.0 % of Anatolian Teacher Training School students agreed strongly with utilizing their own personality traits in terms of finding, developing and maintaining a career opportunity; however, 5.5 % of them disagreed totally with utilizing their own personality traits in terms of finding, developing and maintaining a career opportunity. On the other hand, 50.8 % of Anatolian Vocational High School students agreed totally with utilizing their own personality traits in term of finding, developing and maintaining a career opportunity compared with 1.5 % of those disagreed totally with utilizing their own personality traits in term of finding, developing and maintaining a career opportunity.

Table 15 Comparative response about being aware of the importance of ethical values in business and professional life

	Anatolian Teacher Training School Students	Anatolian Vocational High School Students
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Rating	n	%	n	%
Totally disagree	2	3.6	1	1.5
Agree Very Little	5	9.2	4	6.3
Undecided	8	14.5	3	4.6
Strongly Agree	19	34.5	22	33.8
Totally Agree	21	38.2	35	53.8

As can be seen in Table 15, 38.2 % of Anatolian Teacher Training School students agreed totally with the awareness of the importance of ethical values in their business and professional life. On the other hand, 53.8 % of Anatolian Vocational High School students completely aware of the importance of ethical values in their business and professional life while 1.5 % not to be aware of the importance of ethical values in their business and professional life at all.

Table 16 Comparative response about gathering information about the labour market, workspace and working conditions of professions that they tend towards

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	1	1.8	1	1.5
Agree Very Little	3	5.5	6	9.2
Undecided	7	12.7	7	10.8
Strongly Agree	21	38.2	25	38.5
Totally Agree	23	41.8	26	40.0

As is indicated in Table 16, 41.8 % of Anatolian Teacher Training School students agreed totally with gathering information about the labour market, workspace and working conditions of jobs that they tend towards; however, 1.8 % of them disagreed totally with gathering information about the labour market, workspace and working conditions of jobs that they tend towards. On the other hand, 40.0 % of Anatolian Vocational High School students agreed totally with gathering information about labour market, workspace and working conditions of professions that they tend towards compared with 1.5 % of those disagreed totally with gathering information about labour market, workspace and working conditions of professions that they tend towards.

Table 17 Comparative response about being aware of the importance of life-long learning in professional life

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	2	3.6	1	1.5
Agree Very Little	2	3.6	1	1.5
Undecided	9	16.5	2	3.1
Strongly Agree	19	34.5	21	32.4
Totally Agree	23	41.8	40	61.5

As is indicated in Table 17, 41.8 % of Anatolian Teacher Training School students agreed totally with being aware of the importance of life-long learning in their professional life; nevertheless, 3.6 % of them disagreed totally or agreed very little with being aware of the importance of life-long learning in their professional life. On the other hand, 61.5 % of Anatolian Vocational High School students agreed totally with being aware of the importance of life-long learning in professional life in comparison to 1.5 % of those disagreed totally with being aware of the importance of life-long learning in professional life.

Table 18 Comparative response about writing cvs for a variety of purposes

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	N	%
Totally disagree	8	14.5	8	12.3
Agree Very Little	8	14.5	3	4.6
Undecided	6	10.9	12	18.5
Strongly Agree	19	34.6	23	35.4
Totally Agree	14	25.5	19	29.2

As can be seen in Table 18, 34.6 % of Anatolian Teacher Training School students agreed strongly with writing CVs for a variety of purposes; nonetheless, 10.9 % of them undecided about writing CVs for a variety of purposes. On the other hand, 35.4 % of Anatolian Vocational High School students agreed strongly with writing CVs for a variety of purposes compared with 4.6 % of those agreed very little with writing CVs for a variety of purposes.

Table 19 Comparative response about explaining interviewing techniques

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	6	10.9	7	10.8
Agree Very Little	6	10.9	10	15.4
Undecided	14	25.5	11	16.9
Strongly Agree	18	32.7	18	27.7
Totally Agree	11	20.0	19	29.2

As is shown in Table 19, 32.7 % of Anatolian Teacher Training School students agreed strongly with explaining interviewing techniques; however, 10.9 % of them agreed very little or disagreed totally with explaining interviewing techniques. On the other hand, 29.2 % of Anatolian Vocational High School students agreed totally with explaining interviewing techniques compared with 10.8 % of those disagreed totally with explaining interviewing techniques.

Table 20 Comparative response about gathering information about the rights and responsibilities of employers and employees

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	7	12.7	5	7.7
Agree Very Little	8	14.5	8	12.3
Undecided	7	12.7	14	21.6
Strongly Agree	20	36.5	16	24.6
Totally Agree	13	23.6	22	33.8

As is seen in Table 20, 36.5 % of Anatolian Teacher Training School students agreed strongly with gathering information about the rights and responsibilities of employers and employees whereas 12.7 %

of them disagreed totally or undecided about gathering information about the rights and responsibilities of employers and employees. On the other hand, 33.8 % of Anatolian Vocational High School students agreed totally with gathering information about the rights and responsibilities of employers and employees compared with 7.7 % of those disagreed totally with gathering information about the rights and responsibilities of employers and employees.

Table 21 Comparative response about explaining the importance of work experience in finding a job and having a good job performance

	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	4	7.3	3	4.6
Agree Very Little	7	12.7	6	9.3

A Comparative Study in Turkey: The Effect of Guidance Programme on Vocational Guidance

Totally Agree	21	38.2	24	36.9
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As can be seen in Table 21, 38.2 % of Anatolian Teacher Training School students agreed totally with explaining the importance of work experience in finding a job and having a good job performance while 7.3 % of them disagreed totally with the importance of work experience in finding a job and having a good job performance. On the other hand, 36.9 % of Anatolian Vocational High School students agreed totally with explaining the importance of work experience in finding a job and good job performance compared with 4.6 % of those disagreed totally with explaining the importance of work experience in finding a job and good job performance.

Table 22 Comparative response about determining the places where they can do internship

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	4	7.4	3	4.6
Agree Very Little			9	13.8
Undecided	8	14.5	8	12.3
Strongly Agree	19	34.5	23	35.5
Totally Agree	24	43.6	22	33.8

As is indicated in Table 22, 43.6 % of Anatolian Teacher Training School students agreed totally with determining the places where they can do internship while 7.4 % of them disagreed totally with determining the places where they can do internship. On the other hand, 35.5 % of Anatolian Vocational High School students agreed strongly with determining a place where they can do internship; however, 4.6 % disagreed totally with determining a place where they can do internship.

Table 23 Comparative response about making use of institutions which prepare them for business and professional life once they have completed secondary education

	Anatolian Teacher Training	Anatolian Vocational
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Rating	School Students		High School Students	
	n	%	n	%
Totally disagree	6	10.9	4	6.2
Agree Very Little	5	9.1	7	10.7
Undecided	8	14.5	10	15.4
Strongly Agree	16	29.1	19	29.2
Totally Agree	20	36.4	25	38.5

As is shown in Table 23, 36.4 % of Anatolian Teacher Training School students agreed totally with making use of the institutions which prepare them for business and professional life once they have completed secondary education; however, 9.1 % of them agreed very little with making use of the institutions which prepare them for business and professional life once they have completed secondary education. On the other hand, 38.5 % of Anatolian Vocational High School students agreed totally with making use of the institutions which prepare them for business and professional life once they have completed secondary education compared with 6.2 % of those disagreed totally with making use of the institutions which prepare them for business and professional life once they have completed secondary education.

Table 24 Comparative Response About Making Use of Higher Education Programmes and Circumstances

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	n	%	n	%
Totally disagree	4	7.3	3	4.6
Agree Very Little	2	3.6	7	10.8
Undecided	11	20.0	10	15.4
Strongly Agree	21	38.2	16	24.6
Totally Agree	17	30.9	29	44.6

As can be seen in Table 24, 38.2 % of Anatolian Teacher Training School students agreed strongly with making use of higher education programmes and their circumstances; nevertheless, 3.6 % of them agreed very little with making use of higher education programmes and their circumstances. On the other hand, 44.6 % of Anatolian Vocational High School students agreed totally with making use of higher education programmes and their circumstances compared with 4.6 % of those disagreed totally with making use of higher education programmes and their circumstances.

Table 25 Comparative response about becoming aware of the importance of assessing themselves realistically when choosing higher education programmes

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	4	7.2	4	6.2
Agree Very Little	3	5.5	5	7.6
Undecided	6	10.9	4	6.2
Strongly Agree	21	38.2	23	35.4
Totally Agree	21	38.2	29	44.6

As is shown in Table 25, 38.2 % of Anatolian Teacher Training School students agreed strongly or agreed totally with becoming aware of the importance of assessing themselves realistically when choosing higher education programmes; however, 5.5 % of them agreed very little with becoming aware of the importance of assessing themselves realistically when choosing higher education programmes. On the other hand, 44.6 % of Anatolian Vocational High School students agreed totally with becoming aware of the importance of assessing themselves realistically when choosing higher education programmes compared with 6.2 % of those either to be undecided or not to be able to become aware of the importance of assessing themselves realistically when choosing higher education programmes.

Table 26 Comparative response about evaluating higher education programmes in terms of suitability with students' personal, social, academic and professional aspects

Rating	Anatolian Teacher Training School Students		Anatolian Vocational High School Students	
	N	%	n	%
Totally disagree	5	9.1	2	3.0
Agree Very Little	4	7.3	4	6.2
— A Comparative Study in Turkey: The Effect of Guidance Programme on Vocational Guidance				
Totally Agree	27	49.1	36	55.4

As can be seen in Table 26, 49.1 % of Anatolian Teacher Training School students agreed totally with evaluating higher education programmes in terms of their suitability of students' personal, social, academic and professional aspects; nevertheless, 7.3 % of them agreed very little with evaluating higher education programmes in terms of their suitability of students' personal, social, academic and professional aspects. On the other hand, 55.4 % of Anatolian Vocational High School students agreed totally with evaluating higher education programmes in terms of their suitability with students' personal, social, academic and professional aspects; however, 3.0 % of those disagreed totally with evaluating higher education programmes in terms of their suitability with students' personal, social, academic and professional aspects.

3. Results and Discussion

In this study, Anatolian Teacher Training School and Anatolian Vocational High School students were compared in the realization of guidance and psychological guidance gains due to 9th and 12th grade vocational guidance included in Secondary School Class Guidance Programme. As a result, it was found that Anatolian Vocational High School Students have more negative perceptions regarding the realization of vocational guidance gains included in Secondary School Class Guidance Programme when compared with Anatolian Teacher Training School students. The findings revealed that Anatolian Teacher Training School 9th grade students had most positive perceptions regarding the fields they will choose influence their future careers, being aware of the importance of having self-knowledge when choosing their fields, making suitable field choices with their interests, skills, values and personality traits while their most negative perception was about explaining the relationship between field choice and professions. On the other hand, it was found that Anatolian Vocational High School 9th grade students had most positive perceptions regarding the fields they will choose influence their future careers and making suitable field choices with their interests, skills, values and personality traits while their most negative perceptions were about establishing a relationship between their interests, skills, values, personality traits and the field/profession they will choose. The findings revealed that Anatolian Teacher Training School 12th grade students had most positive perceptions regarding the place where they do internship, explaining that

knowledge, skills and experience that can be gained through personal effort are necessary for a successful career and evaluating higher education programmes in terms of their suitability with students' personal, social, academic and professional aspects while their most negative perceptions were about setting their long and short term career goals and gathering information the labour market, workspace and working conditions of professions that they tend towards. On the other hand, the findings revealed that Anatolian Vocational High School 12th grade students had most positive perceptions regarding being aware of the importance of life-long learning throughout their professional life while their most negative perceptions were about setting their long and short term career goals, utilizing their own personality traits in terms of finding, developing and maintaining a career opportunity and being aware of the importance of ethical values in their business and professional life. Having had arguments and found easy solutions to anything while playing games during their childhood period, the adolescents studying in secondary education suddenly face problems such as choosing a field that is compatible with their interests, skills, personality traits and also deciding on their future careers (Burger, 2006). Making a difference in students' lives and also enriching their life experiences can be realized by means of changing their attitudes, thought patterns and perceptions with the help of utilizing guidance and psychological gains. Some techniques such as using humour, questions like "What if?", paradoxical interventions, making use of stories, undertaking responsibilities can be utilized in order to make a difference in students lives (Carlson and Slavik, 1997; Dinkmeyer, Dinkmeyer and Sperry, 2000; Disque and Bitter, 1998; Mosak, 2000, cited in: Corey, 2005). Therefore, it is assumed that readiness levels of students can be increased in order to embark on their lives. It can be thought that they can set their career goals and thus find suitable jobs and application areas for their life plans. Thus, students perceive themselves as respectable beings and they can enhance their skills. As a result, they can improve themselves by making use of their skills and thus they become effective individuals be satisfied with themselves and they can realize themselves.

According to the findings of this study, group guidance activities can be carried out with Anatolian Teacher Training School 9th grade students so as to help them establish a relationship between their interests, skills, personality traits and the fields they have already chosen or they will choose. In addition, group guidance activities can be done with Anatolian Vocational High School 12th grade students in order to help them utilize their own personality traits in terms of finding, developing and maintaining a career opportunity. Furthermore, 9th and 12th grade students can be provided with some gains which they feel they lack starting from secondary education in order to eradicate their negative perceptions regarding vocational guidance. Moreover, some research can be conducted into whether types of school, personality traits, etc. influence their negative perceptions or not. Finally, information meetings with parents can be arranged so that they can gain enough information about these issues.

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