

### *Extended Summary*

## Research Trends in the Field of Guidance and Psychological Counseling: A Content Analysis

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Having started with the process of directing individuals to appropriate job or professions by determining their occupational abilities at the dawn of 20th century, guidance and psychological counseling (GPC) services (Kepçeoğlu, 1994) have still been continuing their effectiveness in various disciplines and fields ranging from education to health, from military areas to social service organizations and industry (Derelioğlu, 2010).

Guidance and psychological counseling services are processes that include professional supports carried out by specialized experts in order to help people become happy and productive individuals that today's world most need and to help them understand themselves, solve their problems, have plausible decisions, and to help them realize the expectations and opportunities that are available in the society they live in and to help them improve their capacities in the best ways by using their own wills and possibilities.

Today, analysis of the scientific studies carried out by the academic world about psychological counseling services that are pursuing their existences and developments in various different fields apart from education are considered to be quite important in order to determine research trends in the field in terms of the fact that they provide the scientific world with essential data that shed light on the development of the field itself.

### **Method**

In this respect, determination of the research trends of the scientific studies carried out within five years time period from 2007 to 2011 in the field of guidance and psychological counseling can be seen important to identify their overall common subject areas and to find out scientific techniques and methods as well as data analysis techniques and methods used in the studies. Accordingly, the purpose of this study is to determine the research trends in the field of Guidance and Psychological Counseling in Turkey by investigating articles published between the

years 2007 and 2011. For the purpose, articles were assessed and evaluated in terms of their publishing dates, number of authors, methods, data collection tools, sample specialties, data analysis techniques, subject fields and their subjects.

### **Findings**

The results of the study indicated that 80,5 percent of the articles published within five years time period from 2007 to 2011 were written by either single or two authors. It was also found that questionnaires and scales were most commonly used data collection instruments. Most of sample groups of the studies were university students followed by secondary school students and primary school students respectively. However, the number of the studies, sample groups of which included pre-school students, primary school students, post-graduates, teachers, administrators, parents, instructors and inspectors, were respectively lesser. The size of the sample groups varied between 301-1000 participants. Data analysis techniques (104) was composed of ANOVA (82), correlation analysis (79) and the t-test (70) respectively. Among the qualitative analysis techniques content analysis (at most seven) was used. In terms of subject analysis, it was found that more articles on psychological adjustment (75 articles), individual guidance (51 articles) and social psychology (47 articles) were published.

### **Discussion**

In the light of the research findings, it was found that the articles published between the years 2007 and 2011 in the field of GPC were mostly carried out by a single author with single technique (either quality or quantity) and the data were collected through questionnaires are scales by using relatively data analysis techniques and Likert-type scale and easily accessible sample groups were preferred and some certain subfields of GPC were selected as the field of study. This situation showed that researchers

tempted not to prefer research subjects with different dimensions and depths and avoided choosing mixed methods, multiple techniques and sample groups in order to gather more reliable results but they rather preferred to choose simple statistical techniques.

### **Result**

The result of the study indicates that in order to carry out more comprehensive and qualified research, multiple-author studies can be done with different universities or with researchers from different disciplines. The number of conceptual studies that include theoretical information about the field can

also be increased. Concordantly, data collection tools will also be varied. Studies in the type of meta-analysis and historical analysis should be carried out. It is necessary to increase the number of sample group other than high-school students and secondary-school students. Besides, the number of studies in which advanced statistical techniques and structural equality modeling techniques are used in terms of data analysis methods. It can also be suggested that studies, particular to the department of Guidance and Psychological Counseling, can be done for the comparison of scientific trends between Turkey and abroad.

## Ek 1.

## Makale Sınıflama Formu

A. MAKALENİN KÜNYESİ				
<b>Makalenin Adı:</b>				
<b>Yazarlar:</b>				
<b>Yayımlandığı Dergi/Yıl/Cilt/Sayı:</b>				
B. MAKALENİN KONUSU:				
C. ARAŞTIRMA DESENİ / MAKALENİN YÖNTEMİ				
1. NİCEL		2. NİTEL		3. KARMA
1. Deneysel	2. Deneysel Olmayan	3. Etkileşimli	4. Etkileşimli Olmayan	5. Karma
1. ( ) Gerçek deneysel 2. ( ) Yarı deneysel 3. ( ) Zayıf deneysel 4. ( ) Tek denekli	1. ( ) Betimsel tarama 2. ( ) İlişkisel tarama 3. ( ) Karşılaştırmalı 4. ( ) Yapısal eşitlik modeli	1. ( ) Kültür Analizi 2. ( ) Olgubilim 3. ( ) Kuram oluşturma 4. ( ) Örnek olay (Durum Çalışması) 5. ( ) Eleştirel çalışma 6. ( ) Diğer.....	1. ( ) Kavram analizi 2. ( ) Tarihsel analiz 3. ( ) Meta analiz 4. ( ) Diğer.....	1. ( ) Açıklayıcı (Nitel / Nitel) 2. ( ) Keşfedici (Nitel / Nicel) 3. ( ) Çeşitleme (Nitel + Nicel)
D. VERİ TOPLAMA ARAÇLARI			E. ÖRNEKLEM	
1. ( ) Gözlem ( ) Katılımcı ( ) Katılımcı olmayan 2. ( ) Görüşme ( ) Yapılandırılmış ( ) Yarı yapılandırılmış ( ) Yapılandırılmamış ( ) Odak grup 3. ( ) Başarı Testleri ( ) Açık uçlu ( ) Çoktan seçmeli ( ) Diğer 4. ( ) Tutum/Algı/Kişilik/Yetenek Testleri ( ) Açık uçlu ( ) Çoktan seçmeli ( ) Diğer 5. ( ) Anket/Ölçek ( ) Açık uçlu ( ) Likert ( ) Diğer 6. ( ) Dokümanlar 7. ( ) Alternatif değerlendirme araçları (Kavram haritası, portfolyo vb.) 8. ( ) Diğer (adını yazınız).....			E1. Örneklem	E2. Örneklem Büyüklüğü
			1. ( ) Okul öncesi 2. ( ) İlkokul 3. ( ) Ortaokul 4. ( ) Ortaöğretim 5. ( ) Lisans 6. ( ) Lisansüstü 7. ( ) Öğretmenler 8. ( ) Yöneticiler 9. ( ) Veliler 10. ( ) Öğretim elemanları	1. ( ) 1-10 arası 2. ( ) 11-30 arası 3. ( ) 31-100 arası 4. ( ) 101-300 arası 5. ( ) 301-1000 arası 6. ( ) 1000'den fazla
F. VERİ ANALİZ YÖNTEMLERİ				
NİCEL VERİ ANALİZİ		NİTEL VERİ ANALİZİ		
1. Betimsel (Descriptive) 4. ( ) Frekans/Yüzde 5. ( ) Ortalama-Standart sapma 6. ( ) Grafikle gösterim	2. Kestirimsel (Inferential) 7. ( ) Korelasyon 8. ( ) t-testi 9. ( ) ANOVA 10. ( ) ANCOVA 11. ( ) MANOVA 12. ( ) MANCOVA 13. ( ) Faktör analizi 14. ( ) Regresyon 15. ( ) Non-Parametrik testler 13. ( ) Diğer.....	3. Nitel Analiz 14. ( ) İçerik analizi 15. ( ) Betimsel analiz 16. ( ) Diğer.....		

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