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An investigation of the knowledge level of the primary school first level managers, school guidance teachers, and class teachers about their own and each other's guidance duties

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Abstract

The aim of this study is investigating of the knowledge level of the primary school managers, guidance teachers and class teachers about their own and each others guidance duties. The sample of this research is composed by 72 managers, 59 guidance teachers and 317 class teachers which have been selected by random set sampling method from 46 state primary schools and 11 private primary schools. The Guidance Duty Knowledge Scale, which has been developed by the researchers has been used to get data. As a result of the research it has been found that the knowledge about their own guidance duties of the school managers, guidance teachers, and class teachers was at medium level. Also, it has been found that the knowledge level about their each other's' guidance duties of the samples was more higher than the knowledge level of their own guidance duties.

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1. Introduction

The guidance is the scientific and systematic help process which is done by the highest professional people, at the ensuring the needs of developing individual competencies and capabilities at the highest level.(Özoğlu; 1997) The guidance services is a planned, programmed and systematic activities. For this reason, the organization of these services in a hierarchical way and the determination of the duties and responsibilities are necessary.The organization continues by starting from the Ministry of Education until the level of province and the school. The duties and responsibilities at the school of the school managers, the class teachers and the school counselors are determined by the regulations.(Gazette,2001)

The implementation and the application of the guidance requires a number of studies.To accomplish the purpose of the guidance services,the school managers, the school counselors and the class teachers should work in collaboration and coordination, in addition to their role, they should have knowledge of the duties and responsibilities of each other on this issue. The classroom guidance activities in the program are implemented by the class teacher under the control of the school principal and the guidance of the school counselor.

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Therefore; at the research, it is aimed to be determined the levels of knowledge about the guidance duties of the primary school managers, class teachers and school counselors themselves and each other.

2. Method

This research is designed by scanning model and used quantitative data collecting techniques.

The sample of this research is composed by 72 managers, 59 guidance teachers and 317 class teachers which have been selected by random set sampling method from 46 state primary schools and 11 private primary schools. % 80,6 of the school managers, % 72,9 of the school counselors, % 85,2 of the class teachers work at public schools.

The Guidance Duty Knowledge Scale, which has been developed by the researchers has been used to get data. The scale, is totally consisted of 70 items, of which 24 items of school managers, 25 items of class teachers, 21 items of school counselors are related to guidance duties. The scale is answered in the form of 'true-false'. Each correct answer is '1', each wrong answer is '0' point. In this case, the total point of the scale that can be the maximum possible score is 70.

Item- total and Item-remainder- correlations were calculated for item analysis of this scale. Independent T-test were applied in order to analysis of item distinctively in validity of this scale; it was found distinctively and .01 significantly. The reliability study of this scale was worked with 132 educators (teachers and managers) and Cronbach Alfa consistency coefficient was measured .86.

3. Findings

The knowledge levels regarding own guidance duties of the sample is given below.

Table 1. The statistics regarding the knowledge levels their own guidance duties of the sample

Duty	f	max	min	x	sd
School Managers	72	19	8	13,03	2,169
Class Teachers	317	17	5	10,87	2,477
School Counselors	59	18	6	12,41	2,607

Items of the scale indicating knowledge levels regarding their own guidance duties that can be taken the highest point is 24 for school managers, 25 for class teachers, 21 for school counselors. Considering the means at Table 1 is inferred that all of the samples didn't receive high scores regarding their own guidance duties.

The knowledge levels regarding each others' guidance duties of the sample is given the following three tables.

Table 2. The knowledge levels of school managers regarding the guidance duties of class teachers and school counselors

f	max	min	x	sd
72	50	29	38,47	5,063

As shown in Table 2, the mean score is 38,47 taken from the scale on the knowledge levels of school managers regarding the guidance duties of class teachers and school counselors. The maximum score is 46.

Table 3. The knowledge levels of class teachers regarding the guidance duties of school managers and school counselors

f	max	min	x	sd
317	55	29	38,17	4,452

As shown in Table 3, the mean score is 38,17 taken from the scale on the knowledge levels of class teachers regarding the guidance duties of school managers and school counselors. The maximum score is 45.

Table 4. The knowledge levels of school counselors regarding the guidance duties of school managers and class teachers

f	max	min	x	sd
59	50	28	39,07	4,902

As shown in Table 4, the mean score is 39,07 taken from the scale on the knowledge levels of school counselors regarding the guidance duties of school managers and class teachers. The maximum score is 49.

4. Conclusion

According to the findings of the research; the knowledge about their own guidance duties of the school managers, school counselors and class teachers is medium level. It is thoughtful the mean level of knowledge that the school managers, which have a very important task to coordinate and the conduct of guidance services in the school, help the students and their families; in addition to the mean level of knowledge that the school counselors- it is necessary to support to the class teachers- have their own thought- provoking guidance; and which can be seen one reason for the lack of the guidance services' in schools.

At the sample, the group receiving the lowest score for their own work is also the class teachers. This result can be interpreted as that the class teachers adopt "The Guidance and Social Activity" lesson because of having lots of the task and responsibilities. At the result of the research by Abaş(1987) in order to assess the guidance applications carried out by class guidance teachers at the high school without school counselors, it is observed that the class guidance teachers can not carry out the guidance applications as planned. At his research, Gültekin (1984) followed the task perceptions of class teachers in primary schools with school counselors and concluded the result which is not enough. Also; according to the results of Suna's (1998) research about 'the evaluation of the student recognition techniques in primary school level', most of the class teachers do not have enough information about the student recognition techniques. The class teachers who have the important place of the student's life can not use the teaching methods and techniques, and they can not support their emotional and cognitive development, also; they can not enforce the guidance activities.

The school managers', school counselors' and class teachers' knowledge levels about each other's duties of guidance is better than levels of information about their own guidance duties. This result is necessary and important to work in collaboration and coordination. However; this issue can be implemented as everyone would prefer that they expect from others to do their task rather than they fulfill their responsibility.

5. Recommendations

Whether the school managers, school counselors and class teachers fulfill their duties and responsibilities about guidance and also whether the guidance studies in the schools are vigorously enforced must be constantly controlled and be followed by Ministry of Education, Provincial Education Directorate and District Education Directorate.

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