

WCPCG-2011

# Primary education class guidance programme on primary education career development in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades

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## Abstract

The aim of this study is to identify the students' perception about materializing counselling and psychological guidance gains, which already exist and are being implemented in the primary class guidance programme, regarding career development in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The data were collected from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade 160 students (90 female, 70 male) studying in Istiklal Primary School, Namık Kemal Primary School and Mehmet Varlıoğlu in Kırıkkale in 2010-2011 fall academic term. It was found that students' most positive perceptions about materializing counselling and psychological guidance gains regarding career development were related to classifying the careers that they are interested in, describing the relationship between achieving their goals.

*Keywords:* Primary school; career development; class guidance programme.

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## 1. Introduction

According to Kılıççı (2000), the role of school is to provide students with any academic and non-academic experiences that can strengthen a child's personality. Counselling, which helps students develop as a whole, is a group of services in order for a school to realize this role (Tan, 1992). In this framework, counselling services have a significant role in an individual's transition from childhood to adulthood (Yeşilyaprak, 2001). Furthermore, career development issue, which is included in counselling services, has also play an important role in the realization of an individual.

### 1.1. The Aim of The Study

In this study, it is aimed to determine the views of students about materializing counselling and psychological guidance gains, which already exist and are being implemented in the primary class guidance programme, regarding

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career development.

### 1.2. Method

This study is a descriptive study. The study group consisted of 160 (90 female, 70 male) 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students at Istiklal Primary School, Namık Kemal Primary School and Mehmet Varlıoğlu in the fall term of 2010-2011 academic year.

### 1.3. Data Collection Tools

The Perception Form regarding Career Development Process was developed in order to determine the views of students about realizing counselling and psychological guidance gains regarding career development. These forms consisting of 17 items were designed as a 5-point Likert type scale.

### 1.4. The Analysis of the Data

The percentages and the frequencies obtained from the form were computed.

## 2. Findings

The findings regarding the views of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students about career development.

Table 1. Student perception frequency and percentage distribution regarding daily life and making plans

Rating	n	%
Strongly disagree	6	3.7
Agree to some extent	30	18.8
Indecisive	26	16.2
Strongly agree	62	38.8
Totally agree	36	22.5

Table 2. Student perception frequency and percentage distribution regarding the behaviours of leaders and how the decisions that they take influence the lives of others

Rating	n	%
Strongly disagree	12	7.5
Agree to some extent	22	13.8
Indecisive	37	23.1
Strongly agree	55	34.4
Totally agree	34	21.2

Table 3. Student perception frequency and percentage distribution regarding the explanation of changes in the roles of males and females in family and work environments

Rating	n	%
Strongly disagree	8	5.0
Agree to some extent	11	6.9
Indecisive	27	16.9
Strongly agree	51	31.9

Totally agree	63	39.3
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Table 4. Student perception frequency and percentage distribution regarding the explanation of the changes and developments in themselves and in others

Rating	n	%
Strongly disagree	12	7.5
Agree to some extent	10	6.2
Indecisive	24	15.0
Strongly agree	46	28.8
Totally agree	68	42.5

Table 5. Student perception frequency and percentage distribution regarding the determination of work activities that might be related to their special interests

Rating	n	%
Strongly disagree	9	5.6
Agree to some extent	23	14.4
Indecisive	38	23.7
Strongly agree	60	37.5
Totally agree	30	18.8

Table 6. Student perception frequency and percentage distribution regarding the ranking of the professions that they are interested in

Rating	n	%
Strongly disagree	1	0.6
Agree to some extent	4	2.5
Indecisive	6	3.8
Strongly agree	25	15.6
Totally agree	124	77.5

Table 7. Student perception frequency and percentage distribution regarding the determination of the education, knowledge, skills and personality traits that the professions they are interested in requires

Rating	n	%
Strongly disagree	3	1.9
Agree to some extent	5	3.1
Indecisive	18	11.2
Strongly agree	44	27.6
Totally agree	90	56.2

Table 8. Student perception frequency and percentage distribution regarding the declaration of their values through examples

Rating	n	%
Strongly disagree	7	4.4
Agree to some extent	13	8.1
Indecisive	26	16.3
Strongly agree	53	33.1
Totally agree	61	38.1

Table 9. Student perception frequency and percentage distribution regarding the explanation of the relationship between personality traits and the choice of professions

Rating	n	%
Strongly disagree	8	5.0
Agree to some extent	10	6.3
Indecisive	17	10.6
Strongly agree	45	28.1
Totally agree	80	50.0

Table 10. Student perception frequency and percentage distribution regarding the ranking of jobs in their own environment

Rating	n	%
Strongly disagree	8	5.0
Agree to some extent	11	6.9
Indecisive	15	9.4
Strongly agree	41	25.6
Totally agree	85	53.1

Table 11. Student perception frequency and percentage distribution regarding the ranking of required academic skills in different occupational groups

Rating	n	%
Strongly disagree	10	6.2
Agree to some extent	28	17.5
Indecisive	32	20.0
Strongly agree	54	33.8
Totally agree	36	22.5

Table 12. Student perception frequency and percentage distribution regarding the determination of the requirements of having different knowledge and skills in order for certain tasks to be carried out

Rating	n	%
Strongly disagree	4	2.5
Agree to some extent	11	6.9
Indecisive	20	12.5
Strongly agree	44	27.5
Totally agree	81	50.6

Table 13. Student perception frequency and percentage distribution regarding the listing of different educational institutions and education levels (secondary, university, graduate, postgraduate, etc.)

Rating	n	%
Strongly disagree	9	5.6
Agree to some extent	14	8.8
Indecisive	16	10.0
Strongly agree	56	35.0
Totally agree	65	40.6

Table 14. Student perception frequency and percentage distribution regarding the explanation of the relationship between knowledge and the profession they are going to choose in the future

Rating	n	%
Strongly disagree	7	4.4
Agree to some extent	10	6.3
Indecisive	21	13.1
Strongly agree	61	38.1
Totally agree	61	38.1

Table 15. Student perception frequency and percentage distribution regarding the listing of different secondary educational institutions and (regular high school, vocational school, etc) and the explanation of the differences between them

Rating	n	%
Strongly disagree	13	8.1
Agree to some extent	13	8.1
Indecisive	29	18.1
Strongly agree	38	23.8
Totally agree	67	41.9

Table 16. Student perception frequency and percentage distribution regarding the recognition of secondary educational institutions that might be suitable for them

Rating	n	%
Strongly disagree	7	4.4
Agree to some extent	12	7.5
Indecisive	24	15.0
Strongly agree	30	18.7
Totally agree	87	54.4

Table 17. Student perception frequency and percentage distribution regarding the explanation of the relationship between gaining what you desire and the effort that they make

Rating	n	%
Strongly disagree	7	4.4
Agree to some extent	4	2.5
Indecisive	24	15.0
Strongly agree	33	20.6
Totally agree	92	57.5

### 3. Discussion and Suggestions

It was found that students' most positive perceptions about materializing counselling and psychological guidance gains regarding career development were related to classifying the careers that they are interested in, describing the relationship between achieving their goals and making an effort as well as identifying the training, knowledge and skills that the careers which they are interested in require; on the other hand, their most negative perceptions were; classifying different secondary schools (such as public high school and vocational school) and verbalizing the differences between them, interpreting how the behaviours and decisions of leaders influence the lives of other people and explaining the change and development in themselves and others. In the light of the research findings, it can be thought that 6th, 7th and 8th grade students have more positive perceptions in establishing a personal infrastructure geared towards clarifying their career development goals. It can be said that, these students might be in need of support in terms of identifying the advances in career development and some information about higher educational institutions. It can also be claimed that, these students do not have clear ideas

about the roles that leaders play in the career development of these students. In the light of the result findings, counselling services can be carried out which aim to classify different educational institutions such as regular high school and vocational schools and also explain the differences between them. At the same time, psychological guidance can be implemented in order to improve students' self awareness regarding their career development.

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