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Primary education class guidance programme on primary education career development in 3rd grade

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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 3rd grade. The data were collected from 3rd grade 141 students (85 female, 56 male) studying in Satuk Bugra Primary School, Ismail Enderuni Primary School and Hacı Mustafa Tarman Primary School in Ankara in 2010-2011 spring academic term. The Perception Form regarding Career Development Process were used as data collection instruments in this study. These forms consisting of 9 items were designed as a 5-point Likert type scale. It was found that students' positive perceptions about materializing counselling and psychological guidance gains regarding daily life and making plans. On the other hand, their most negative perceptions were; the behaviours of leaders and how the decisions that they take influence the lives of others.

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

1. Introduction

Individuals are expected to achieve increasingly complicated developmental tasks according to their school levels. Each of the successfully achieved developmental tasks makes individuals both contended and harmonious and therefore enables them to be self-confident and hopeful about the new developmental tasks that they are going to encounter and they have to achieve in the future, which leads them to success in new developmental tasks. As a result, personality is expected to have an ever increasing power in a healthy manner. Hence, individuals will be prepared to achieve more complex developmental tasks in all kinds of academic or non-academic contexts (Kılıççı, 2000). Children's curiosity in the world of adults increases dramatically during primary school years. They want to learn how to use the tools that are used by adults and how tasks are achieved by adults. When children achieve tasks successfully, they become more self-confident and therefore their motivation levels increase in order to study and become successful (Erden ve Akman, 1997). Children aged 6-12 have a tendency towards academic skills and activities. They learn to read and write and achieve arithmetic skills as well as being confronted with peer groups during the first years of primary school. They study in order to produce and become successful over this period. If they achieve game skills in a peer group, this will enable them to have the feeling of "efficacy", otherwise they will face the feeling of "humiliation". Children make a great effort to achieve the tasks that they are expected to do. If

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these efforts fail, their self-esteem level decreases, however, if the their efforts succeed, the level of self-esteem increases. Teachers and peers have a significant influence on children over primary school years. Identification of success, which is the belief children hold regarding accomplishment, is one of the features that develop during this period (Kılıçcı, 2000; Özbay, 2004; Selçuk, 2003). The personality traits that children develop will be the basis of accomplishing future developmental tasks. Therefore, guidance and psychological counselling services have become more significant over this period. 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 play a significant role in an individual's transition from childhood to adulthood (Yeşilyaprak, 2001). Furthermore, career development issue, which is included in counselling services, also plays 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 career development.

1.2. Method

This study is a descriptive study. The study group consisted of 141 (85 female, 56 male) 3rd grade students at Satuk Bugra Primary School, Ismail Enderuni Primary School and Hacı Mustafa Tarman Primary School in the spring term of 2010-2011 academic year.

1.3. Data Collection Tool

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 9 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 3rd grade students about career development are as follows.

Table 1. Frequency and percentage distribution of students' perceptions regarding the realization of the importance of effort, endeavour and attempt

Rating	n	%
Indecisive	7	5.0
Strongly agree	27	19.1

Totally agree	107	85.9
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As can be seen in Table 1, while 85.9 % of the students said they totally agree with the importance of effort, endeavour and attempt, 5% of them said they are undecided.

Table 2. Frequency and percentage distribution of students' perceptions regarding daily life and making plans

Rating	n	%
Strongly disagree	4	2.8
Agree to some extent	4	2.8
Indecisive	6	4.3
Strongly agree	33	23.4
Totally agree	94	66.7

As is seen in Table 2, 2.8 % of students said they completely disagree or slightly agree with daily life and making plans, on the other hand 66.7 % of them said they completely agree daily life and making plans.

Table 3. Frequency and percentage distribution of students' perceptions regarding the behaviours of leaders and how the decisions that they take influence the lives of others

Rating	n	%
Strongly disagree	11	7.8
Agree to some extent	3	2.1
Indecisive	17	12.1
Strongly agree	47	33.3
Totally agree	63	44.7

As can be seen in Table 3, while 2.1% of students said they slightly agree, 44.7% of them said they totally agree with the behaviours of leaders and how the decisions that they take influence the lives of others.

Table 4. Frequency and percentage distribution of students' perceptions regarding the identification and evaluation of the problems that they may encounter while trying to reach their goals

Rating	n	%
Strongly disagree	2	1.4
Agree to some extent	2	1.4
Indecisive	9	6.4
Strongly agree	18	12.8
Totally agree	110	78.0

As it can be seen in Table 4, 1.4% of the students said they either strongly disagree or slightly agree while 78.0% of them said they strongly agree with determining and evaluating the problems that they may encounter while they are trying to reach their goals.

Table 5. Frequency and percentage distribution of students' perceptions regarding the explanation of how their decisions influence themselves and others

Rating	n	%
Strongly disagree	3	2.1
Agree to some extent	2	1.4
Indecisive	20	14.2
Strongly agree	40	28.4
Totally agree	76	53.9

As is seen in Table 5, 1.4 % of students said they slightly agree while 53.9 % said they totally agree with the explanation of how their decisions influence themselves and others.

Table 6. Frequency and percentage distribution of students' perceptions regarding the recognition of people who make their lives easier and the explanation of the tasks they achieve

Rating	n	%
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Strongly disagree	2	1.4
Agree to some extent	10	7.1
Indecisive	16	11.3
Strongly agree	33	23.4
Totally agree	80	56.7

As can be seen in Table 6, 1.4 % of the students said they strongly disagree while 56.7 % said they completely agree with the recognition of people who make their lives easier and the explanation of the tasks they achieve.

Table 7. Frequency and percentage distribution of students' perceptions regarding the awareness about the fact that people are unique and original

Rating	n	%
Agree to some extent	3	2.1
Indecisive	9	6.4
Strongly agree	17	12.1
Totally agree	112	79.4

As it can be seen in Table 7, while 2.1 % of the students said they slightly agree, 79.4 % said they completely agree with the awareness about the fact people are unique and original.

Table 8. Frequency and percentage distribution of students' perceptions regarding the awareness about different cultures, life styles, tendencies and customs

Rating	n	%
Strongly disagree	1	0.7
Agree to some extent	6	4.3
Indecisive	12	8.5
Strongly agree	27	19.1
Totally agree	95	67.4

As is seen in Table 8, 0.7 % of the students said they strongly disagree whereas 67.4 said they completely agree with the awareness about different cultures, life styles, tendencies and customs.

Table 9. Frequency and percentage distribution of students' perceptions regarding the awareness about their developing skills in time

Rating	n	%
Agree to some extent	4	2.8
Indecisive	2	1.4
Strongly agree	18	12.8
Totally agree	117	83.0

As can be seen in Table 9, 2.8 % of the students slightly agree, while 83.0 % said they completely agree with the awareness about their developing skills in time.

3. Discussion and Suggestions

In conclusion, the study findings revealed that the most positive perceptions of 3rd grade students regarding career development included in guidance and psychological counselling programme are the awareness about their developing skills in time, the awareness about the fact that people are unique and original and the identification and evaluation of the problems that they are going to encounter while trying to reach their goals whereas their most negative perceptions are how the behaviours of leaders affect the lives of others and the how the decisions about

daily life and plans affect themselves and others. In the light of these findings, it can be argued that the level of awareness of 3rd grade students about themselves is high and that they have enough tendency to resolve their problems. On the other hand, it can be argued that 3rd grade students do not have enough awareness about their interactions with the environment and also towards the environment. In line with the findings of this study, some opportunities should be created for these students so that they can have the experiences which make them feel they are a part of the environment surrounding them. The width of the study group can be considered as a limitation of this study. Therefore, this study can be conducted again with a wider sample group and checked whether its findings will support those of this study.

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