Working together
www.rcis.ro

Revista de cercetare și intervenție socială

ISSN: 1583-3410 (print), ISSN: 1584-5397 (electronic)
Selected by coverage in Social Sciences Citation Index, ISI databases

STUDENTS' OPINIONS ABOUT THE EFFECTIVENESS OF GUIDANCE AND ORIENTATION MODULE IN TURKEY

Şakir ÇINKIR

Revista de cercetare și intervenție socială, 2015, vol. 49, pp. 139-155

The online version of this article can be found at:
www.rcis.ro, *www.doaj.org* and *www.scopus.com*

Published by:
Expert Projects Publishing House

On behalf of:
„Alexandru Ioan Cuza" University,
Department of Sociology and Social Work
and
Holt Romania Foundation
REVISTA DE CERCETARE SI INTERVENTIE SOCIALA
is indexed by ISI Thomson Reuters - Social Sciences Citation Index
(Sociology and Social Work Domains)

Students' Opinions about the Effectiveness of Guidance and Orientation Module in Turkey

Şakir ÇINKIR[1]

Abstract

The study aimed to determine the effectiveness of guidance and orientation module from the perspective of secondary school 9th grade students. "Effectiveness of the Guidance and Orientation Module Questionnaire" was used as a data gathering instrument. Altogether, 7353 students at grade 10 were involved in the study. The results suggest "guidance and orientation module" offers limited help to the students in realizing their own potential and getting familiar with their academic fields. Besides the results suggest significant differences between students on the basis of gender, school type and the branch of the teachers who taught the module. In general, taking into account the some difficulties faced during the implementation process; in the long run, it is possible to say that the Strengthening Vocational Education and Training (SVET) project and the guidance and orientation module will have positive effect on strengthening the Vocational Education System in Turkey.

Keywords: guidance, orientation, vocational education, career development.

Introduction

In recent years, particularly in the areas of economy, technology, politics, social and cultural as well as changes in education are taking place in the world. As a social service that the most fundamental goal of education for all students is to offer high quality education and training services. In this context, it is important for schools to provide an education service which guarantee to equip students with information, skills and attitudes required by the twenty-first century. Part of

[1] Ankara University, Faculty of Educational Sciences, Ankara, TURKEY. E-mail: cinkir@gmail.com

this task is related to provide vocational training services to the students. Vocational services are essential to guide the students in their vocational development and professional choices. In a Globalized world, for their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. It is important for student to gain these skills during the school years (MOET, 1999). In addition in a globalized world the importance of the intercultural-cross-cultural studying and working skills are increasing. As Hintea (2013) argues that in order to develop and implement a sound reform of public administration programs one needs to take into consideration global challenges. Therefore, a carefully planned guidance and career education program, beginning in the elementary grades and continuing through secondary school, will help students acquire these skills.

Career guidance refers to assistance given to individuals, or groups of individuals, in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction. Career counselling helps individuals to achieve greater self-awareness, develop a life/work direction, increase their understanding of learning and work opportunities and become more self-directed in managing learning, work and transitions (UNESCO, 2002). Niles and Harris-Bowlsbey (2002, p. 7) defined career development as "... the lifelong psychological and behavioural processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts."

The goals of the guidance and career education program have been organized into three areas of knowledge and skills: a) student development, b) interpersonal development, and c) career development. In each area, the knowledge and skills required will change as students proceed through elementary and secondary school (MOET, 1999). As far as the "student development" is concerned, students will learn to set and achieve learning goals both inside and outside school, manage their own learning, and acquire the habits and skills necessary for success both inside and outside school. With respect to "interpersonal development", students will learn to demonstrate self-discipline, take responsibility for their own behaviour, acquire the knowledge and skills required for getting along with others both within and beyond the school, and choose ways of interacting positively with others in a variety of situations. In a study conducted by Palos, & Petrovici (2014, p.91) " ... referential and conversational communication skills are considered to be the most significant for the teaching activity and that there are significant links between academic performance of students". Within the areas of career development, students will learn how to make informed and appropriate choices to

ensure their successful transition from elementary to secondary school and from secondary school to further education, training, and work.

Major Career Development Theories: Strengths and Weaknesses

In the literature, there are many different career development theories. The most frequently cited career development theories in the literature are (a) Trait-Factor Theory, (b) Ginzberg, Ginsburg, Axelrad and Herma Theory, (c) Super's Life-Span/ Life-Space Theory, (d) Roe's Need Theory, (e) Holland's Career Typology Theory, and (f) Social Learning Theory. The strengths and weaknesses of major career development theories are explained in table 1 below.

Table 1. *The strengths and weaknesses of major career development theories. Adapted from Yeşilyaprak, B. (1995)*

Theories	Strengths	Weaknesses
Trait-Factor Theory (Parsons, 1909 Williamson, 1939, 1949)	Based on simple, clear and logical propositions, Contribution to development and standardization of various psychometric instruments in measuring the individual characteristics. Making occupational analysis, Can be applied to different groups equally, Being a basis for Holland's and Super's theory.	Limitations created by the basic assumptions, Being guided and directive. Reducing the choice of a profession very simple, The nature of the features, formation and interaction is not clarified.
Ginzberg, Ginsburg, Axelrad and Herma Theory (1951	Descriptive framework, Giving importance to environmental factors, Broad perspective, Developmental approach, Being a basis for development of related scales.	It is Descriptive, Uncertainties and limitations in opinions, Not tested fully and adequately Whether or not the choice of profession 'is irreversible' is not certain. Periods limits for age, Lack of sufficient data concerning the different groups
Super's Life-Span/ Life-Space Theory (1953)	Based on a large number of research, Draw attention to the self-concept, Contribution to new concepts in the field, Propositions are consistent with the goals of vocational education, Model of different professional pattern for male-female.	Period and sub-steps are complex Economic and social factors have not been given enough importance.
ROE'S Need Theory (1957)	Attention to early childhood, A stimulus resource for researchers, Can be applied to different groups, Developing a system of occupational category.	To confirm that theory lacks adequate research support Methodological problems in their own work and limitations in terms of generalization Insufficient attention to factors outside the home environment,
Holland's Career Typology Theory (1959)	Testable hypotheses, Research support, Measurement tools for applying theory into practice Useful category system, Can be applied to different groups, Being a basis for development of related scales.	Limitations of the typological approach, Does not adequate explanation to disclosure of personality characteristics and its formation and development, Bias in "Self-Discovery Scale"
Social Learning Theory (Krumoltz *et al.* (1976)	open, clear, rational and logical Testable hypotheses, Research support, Importance of environmental factors.	Does not explain the professional development process and content It is guided and directive.

Davies *et al.* (2004) state that certain jobs lose their popularity over time. This is a result of current occupation dynamics throughout the world. The key factors that shape a young person's individual choice is argued in Lord and Harland's (2000)study as career-usefulness, ability and enjoyment. It can be clearly derived from this study that teenagers want to be aware of what they are going to study and learn in the future and at the same time they want to enjoy something they are good at. The enjoyment of a subject is emphasized in Adey and Biddulph (2001) as it wears out the complexity of the notion. Additionally, no one can deny the importance of enjoyment as it directly brings motivation; people tend to move on fast with what they are really able to do. Accordingly, Stables and Wikeley (1999) observed a strong relationship between the ability at a subject and the movement towards it. It is inherently in human nature to be good at something.

Career choice is one of the most important tasks for the students in their academic life. When it comes to make right choice either at the end of primary or secondary education, they are under pressure internally and externally. As Jepsen (1984, cite. Gati, Krausz, & Osipow, 1996, p. 511) pointed out, "career decision-making is a complex process, by which the decision makers are required to process information about themselves and information about the world of work". Difficulties in making decisions could occur if decision makers do not possess relevant information, have conflicting information, or do not know how to process the information (Gati *et al.*, 1996, s. 511). Many students struggle with the decisions they have to make about a school, major and school to work transition. The first step to assist these young people is to identify, define, and categorize the nature of their difficulties.

Based on the Germeijs and Verschueren (2006) work, Hirschi and Läge (2007) proposed a unifying model, and identified six common basic phases in the career decision-making process including: (a) becoming concerned about career decision making (awareness); (b) generating possible career alternatives based on one's own interests, skills, and values through self- and environmental exploration; (c) reducing the career alternatives to a manageable number for more in-depth exploration; (d) deciding among few alternatives; (e) confirming one's choice and building a commitment to it; and (f) being firmly decided and committed to a choice. In order to help students, relying on decision theory, Gati *et al.* (1996) proposed a hierarchical classification system that assesses 10 difficulty areas in making career decisions which are organised into three major factors, namely (a) lack of readiness, due to lack of motivation, Indecisiveness, dysfunctional myths, and lack of knowledge; (b) lack of information, including Self, Occupations and ways of obtaining information, and (c) inconsistent information due to unreliable information, internal and external conflicts. In the taxonomy of career decision-making difficulties, "lack of readiness" is perceived as difficulties before the decision-making process and "lack of information" and "inconsistent information" is difficulties during the process. An understanding of the taxonomy of decision-

making difficulties and how these different difficulties may have contributed to career indecision may help guidance counsellors, teacher- adviser and other teachers and academic advisors become more effective in assisting their students (Gati *et al.*, 1996).

Some people are aware of their needs but some are unable to go further. Borgen (2001) suggests that counselling is a way of providing availabilities from a fresh perspective. Only by way of effective guidance and counselling can individuals discover themselves in a meaningful educational environment. If productive nations are characterised by a flexible and well-qualified labour force (Power, 1996), then all the stakeholders must do something so that students with high self-awareness be raised. Certain steps in life should be taken not before it is too late and career choice is one of these. In order not to lead individuals into a lack of decision, efforts should start early: proper training. The relevant training given by counsellors, teachers, career advisers, managers and other policy makers should cover a range of formats fostering a relationship of respect and trust (Hiebert & Borgen, 2002).

According to Yeşilyaprak, (2000) in order to recognize themselves and exploring professions, there is an impact of guidance needs and attitudes of students' parents in the process of decision-making, and choice about profession that students make. As Kuzgun (2003) emphasized, when the students' vocational guidance needs are met, they are aware of talents and interests and professional values; and they can investigate about professions that are related to their interests. Further they may agree on the characteristics of the profession with their own characteristics; and also may have effective decision-making skills about the professions.

Responsibilities of School Principals

The literature concerning career education and guidance asserts striking results saying that schools can highly be determinant on student learning and preparing them for the next stage in their lives (Moon, 2004). The headteachers' active leadership is key to the success of the guidance and career education program in each elementary and secondary school. The principal needs to understand the program's goals and structure, as well as what an exemplary program is like. He or she needs to coordinate the guidance and career education program with the overall school program, assigning it suitable staff, communicating with parents and the larger community about the program. The principal is responsible for (MOET, 1999, p. 26): (1) Establishing and consulting with a guidance and career education program advisory team; (2) Developing a comprehensive written guidance and career education program plan for the school; (3) Implementing and supervising the school's guidance and career education program; (4) Arranging

for the necessary in-service development of staff members who are responsible for delivering the program; (5) Arranging for the availability of the physical facilities, resources, and staff necessary for delivering the program; (6) Ensuring that adequate time is scheduled in the school timetable to allow all students to participate in the total guidance and career education program; (7) Coordinating partnerships in the school community and in the broader local community; (8) Administering the school's program effectiveness survey every three years and analysing and reporting the results to the school's students, staff, parents, and the school council; (9) Assigning responsibilities to guidance counsellors; (10) Assigning responsibilities to teacher-advisers.

General Framework for Guidance and Orientation Module in Turkey

Career education and counselling lessons in Turkey is fairly a new concept. Although issues related to guidance and orientation discussed in Turkish National Education Council, and necessary measures are taken and put in Five Year Development Plans, guidance and orientation is still being the main problem. In the National Basic Education Law No. 1739 (1973) orientation is among the basic principles of Turkish education system; and it states "...individuals are directed and placed to variety of programs in accordance with their interest, capacity during their training." Further it states, "...During the course of orientation and to measure the success, it is important to benefit from guidance services and objective measurement and evaluation methods (METK Article-6). In the Eight National Education Council (1970) "orientation class" is proposed and several decisions parallel to Guidance and Orientation Module developed in 2004-2005 were taken. For instance, in article no. 18 it is stated "...common compulsory courses should be taken by all students at first grade level of secondary education..." without any distinction between general and vocational schools. Further in the 9th, 10th, 14th, 16th, and 17th National Education Council meetings several decisions regarding to guidance and orientation were taken. In the 16th National Education Council meeting (1999) following decisions were made: In the first year of secondary education, in order to help students form their own professional orientation and basic vocational area of interest, broad educational programs should be provided and professional consulting services should be implemented (Item no 34). During the Eighth grade, recognition and importance should be given towards professions; and the areas that thought to be the best for students should be considered in student's personal file; information together with the teacher evaluation, students marks, taking into account the recommendation will be made at the and of the primary period and the parents should be informed (Item no 35). In Seventeenth National Education Council Meeting (2006) it was decided

"Orientation at 4th, 5th, 6th, and 8th classes should be carried out in cooperation with the parents in order to recognise student and to introduce professions. The expectations of the labour market should be considered and help from the professional organizations in this regard should be taken. Issues regarding to orientation also considered in Five Year Development Plans. Especially in the 7th Five Year Development Plan (1995) it was stated that, "Starting form the second stage of basic education an effective guidance and orientation system was not established, thus each student graduating from secondary education desired to continue higher education and has lead to accumulation in front of universities."

Later it was stated, "Starting in the second stage of compulsory basic education, in secondary education, taking into account the market demand for trained manpower by an effective measurement, assessment and orientation system should be created and the effectiveness of vocational and technical secondary education will be increased". Therefore, for the *foregoing reasons* The Turkish Government and the European Union signed the "Project on Strengthening Vocational Training and Educational System (MEGEP)" and Guidance and Orientation courses began in pilot provinces in 2004-2005 academic year. The guidance and orientation lessons are given at grade 9. Starting from 2005-2006 academic years, this course is given at this grade for 2 hours a week. Guidance and orientation lesson is made up of two modules: "vocational education" and "general (academic) education". It is advisable to start with the vocational education first. With an effort to contribute to the aims of this course, Ministry of Education prepared learning materials such as orientation *CDs* and modules. The course provides students access to related workplaces where they can observe hands-on activities.

During the guidance and orientation lessons in schools, either in class, in workrooms or individually, methods and strategies such as group work, real life observations, trips, experiments, researches, interviews, projects, presentations, implementations, role-play are emphasized (MEB, Tanıtım ve Yönlendirme Dersi Yönetmeligi, 2006). Integrity with the guidance program is also aimed. The studies throughout the lesson are not graded. The school manager is expected to assign this post to the school counsellor or teachers with fewer teaching hours guided by the school counsellor. Those expected to teach this course make a yearly-plan at the beginning of the academic year forming a group called 'Guidance and Orientation Commission'. The counsellors in this commission will assign the students a project on which the students will have a certain interest. Student tendencies on career choice, project work and the inventory related to career interest will be gathered and reported to the parents. The planning is based on module introductions, geographical conditions, teacher resources and tendencies of the students. In order to familiarize students with academic professions, the guidance and orientation course receives utmost importance.

Method

The study is a descriptive survey and aimed to determine the effectiveness of guidance and orientation module from the perspective of secondary school students at the 9th grade.

Research sample

Research universe composed of students at grade 10 in 23 pilot provinces under Strengthening Vocational Education and Training project (SVET). The basic reason for this is that these students have already taken this course at the grade 9, and their views were valuable for the study. Research to the entire universe was difficult to reach; "multi-stage sampling" and "stratified sampling" techniques were used. As a result, the research sample composed of 7353 secondary school students at tenth grade in 23 pilot provinces. Demographic information of the students is given below in table 2.

As can be seen from table 2, 40% of the participants are female and 59, 9% is male. 61,9% of the students attend Vocational schools, 37,8% attend General schools and only 0.3% attend Multi-programme high-school as part of the study piloted schools at grade 10 in the project on Strengthening Vocational Training and Educational System.

Table 2. *Demographic information of the students in this study*

Grade 10 Gender distribution in the research	Gender	f	%
	Female	2941	40,0
	Male	4405	59,9
	No Answer	7	0,1
	Total	7353	100
School type for grade 10 students in the research	School Type	f	%
	General School	2780	37,8
	Vocational School	4553	61,9
	Multi-Pr HS	20	0,3
	Total	7353	100
School type for grade 9 students in the research	School Type	f	%
	General School	2780	37,8
	Vocational School	4553	61,9
	Multi-Pr HS	20	0,3
	Total	7353	100

Data Collection and procedures

The data was collected through "Effectiveness of the Guidance and Orientation Module Questionnaire (GOMQ)''. There were 19 questions in the instrument (Eleven questions related to different aspects of Guidance and Orientation Module and eight questions were related to the effectiveness of Guidance and Orientation Module) .To measure the effectiveness of the GOM, the four level "Context, Input, Reaction, Outcome (CIRO)" approach developed by Warr, Bird and Rackham was considered. During the design of questionnaire "outcome evaluation" which includes gathering and using information about the findings and outcomes of programme is used. Outcome evaluation generally regarded as the most important part of the CIRO evaluation approach (Phillips, 1997). The students were asked to evaluate the delivery and effectiveness of the school's guidance and orientation program, including all its components. Therefore, the questionnaire was based on the program goals and the program's possible impact on the students. A five-level Likert-type scale is used. To ensure the validity and the reliability of the instrument, questions were carefully treated through the review of existing literatures. In addition five experts' views were sought. The reliability coefficients were calculated for the data coming from 300 students. Effectiveness of GOMQ had eight items with a reliability coefficient of .82.

Data analysis

The data gathered by questionnaires were analysed by using SPSS 13. During the analysis of data, frequency, percentage, arithmetic mean and standard deviations were calculated. In order to determine the similarities and differences between the attitudes and opinions of 10th grade students t-test; and to determine the similarities and differences between the attitudes and opinions of students according to school directorates One-Way ANOVA are used.

Results

The most interesting result from the analysis was that students at grade 9 where they received guidance and orientation course did not change their schools later in grade 10. The students were asked about whom they were influenced by in their present school choice. The responses indicated 49, 6% self-decision, 39% family, 5% their teacher, 4% friends and 3% other reasons. The research shows that 62% of the students received the course from its professional teacher, 29% from school principals and counsellors, 4% of the students were taught by technology design teachers and 1% by craftsmen.

Visits to workplaces and visits by professionals. One of the components of the course was to visit work places. Table 3 summarizes the ideas of students about the visits to workplaces and visits by professionals within the context of guidance and orientation lessons.

Table 3. *Frequency distribution for workplace visits and visits by the professionals*

Frequency	Activities			
	Workplace Visits		Visits by the Professionals	
	f	%	f	%
Once in a month	891	12	849	12
Once in two months	510	7	607	8
Once in a term	640	9	792	11
Once in a period	745	10	661	9
Never	4544	62	4419	60
No Answer	23	0,3	27	0,3
Total	7353	100	7353	100

According to table 4, 61, 8% of the students say that they did not have any work place visits and only a 7% say they had visits 'once in two months'. Similarly, most of the students, 60, 1% reported that professional never visited their classes and 8% said 'once in two months' there were visits by the professionals.

Use of orientation CDs. When the students were asked whether they had been taught with orientation *CDs* or not in the guidance and orientation lesson, more than half of the students (51%) answered positively whereas 46, 8% said they did not use any of these *CDs*. The students were then asked about the effectiveness of the orientation *CDs* in acquiring information about a job. 44% did not answer the question. 26% said 'to some extent', 16% said 'very effective' and 9% said the *CDs* helped very little. Only 5% of the students said the *CDs* were not effective at all.

Perceived benefits of guidance and orientation module. Students were also asked about the perceived benefits of guidance and orientation module. The results of the descriptive analysis were presented in table 4.

Table 4. *Descriptive statistics on items related to guidance and orientation module*

Item number	N	M	SD
1. Guidance and orientation module help me to become familiar about the academic professions.	6696	3.43	1.08
2. Guidance and orientation module help me to understand the professionals and their characteristics.	7172	3.40	1.10
3. Guidance and orientation module help me to have information about the vocational education institutions (schools and VET centers).	7220	3.16	1.65
4. Guidance and orientation module help me to get acquainted with the work conditions of the professionals.	7006	3.29	1.14
5. Guidance and orientation module help me to understand the professionals' job opportunities.	7158	3.37	1.16
6. Guidance and orientation module help me to learn about career opportunities for professionals.	7150	3.33	1.14
7. Guidance and orientation module help me to improve self-knowledge	7191	3.06	1.31
8. All professions were given and introduced equally by the teachers.	7093	3.32	1.25

An evaluation of the possible benefits of the guidance and orientation module indicate that the highest average (M=3.43) is for the response "I agree" to the comments "Guidance and orientation module help me to become familiar about the academic profession" and "Guidance and orientation module help me to understand the professionals and their characteristics" with the mean score (M= 3.43). The lowest mean score (M=3.06) is for the response "I neither agree nor disagree" to the comment "Guidance and orientation module help me to improve self-knowledge." Generally, the students' response to the benefits of current guidance and orientation module is ""I neither agree nor disagree" (M=3.29).

Table 5. *The perceived effectiveness of the guidance and orientation module in terms of gender and school type*

Variables	n	M	SD	df	t	p
Female	2940	25,80	6,73	7813	2,88	.00
Male	4375	25,34	6,88			
General School	2924	24,37	6,53	7271	11,88	.00
Vocational School	4349	26,29	6,91			

A significant difference is seen when gender is considered [t (7813) =2.88; p <.05] in favour of girls. When the means are considered, girls give more importance to this course. This result might be interpreted as current studies to educate girls countrywide have been successful and girls' having their economic independence is valued. There is a significant difference when school type is considered as seen in table 5 [t (7271) =11.88; p <.05]. Vocational school students take more advantage of the guidance and orientation module. The main reasons

for this may be the fact that students who registered to vocational schools had already made their choice; and the facilities of the vocational schools are more closed to the professions and work life when compared to general high schools.

Table 6. *The effectiveness of the module in terms of the teachers who taught the module*

Teachers	n	M	SD	df	F	p	Significance (Tukey)
1. Technology design teachers	267	24,41	6,59	3-7022	23,83	.00	2-1 2-4
2.Professional teachers	4509	26,16	6,90				
3. Craftsmen	103	24,91	6,01				
4. Others	2147	24,77	6,56				

According to table 6, a significant difference is found when teachers are concerned [F (3–7022) = 23.83; p < .05]. Courses carried by professional teachers are more effective whereas technology design teachers and others do not make the course challenging. With regard to professional teachers it is possible to say that they have been already working in the vocational schools and have more experiences about the professions and other aspects of work life. Another reason for this may be that other teachers are unwilling to give these courses.

Table 7. *The effectiveness of the module in terms of the frequency of workplace visits*

Frequency of the workplace visits	n	M	SD	df	F	p	Significance (Tukey)
1. Once in a month	890	24,46	6,02	4-7297	64,69	.00	5-1, 5-2, 5-3, 5-4, 4-1, 4-2
2. Once in two months	510	27,60	6,26				
3. Once in a term	640	26,98	6,15				
4. Once in a year	743	26,38	5,91				
5. Never	4519	24,56	7,06				

There is a significant difference in terms of the frequency of workplace visits [F (4–7297) = 64.69; p < .05] on the effectiveness of the module. The significant difference was in favour of students who made workplace visits “once in two months” (M=27.46). The lowest mean score (M=24.46) is for the response “once in a month”. According to this result, it is possible to say that workplace visits were not carried out as planned.

Table 8. *The effectiveness of the module in terms of the frequency of the professionals' visits*

Frequency of the professionals' visits	n	M	SD	df	F	p	Significance (Tukey)
1. Once in a month	848	27,25	6,20	4-7295	79,88	.00	5-1, 5-2, 5-3, 5-4, 4-1, 4-2, 4-3,
2. Once in two months	606	27,91	5,75				
3. Once in a term	792	27,68	6,13				
4. Once in a year	658	25,31	6,75				
5. Never	4396	24,50	7,97				

The findings assert a significant difference [F (4–7295) = 79.88; p < .05] when the professionals' visits are taken into account. This result shows that the professionals' visits to schools are not at the desirable level.

Discussion and Conclusion

Career choice is one of the most important decisions in a person's life. Guidance has been widely discussed in the Turkish Education system. Unfortunately, there are no apparent solutions to this problem. MoNE in Turkey tries to solve the problem in order to effectively guide the students after primary education.

The most striking result of this research is that the students at the 9th grade did not change their schools at the 10th grade. With the guidance orientation module it was aimed to direct students into vocational education schools. As Yeşilyaprak (2000) pointed out during the guidance process, students must be informed about the professional and their work conditions. By doing this, students' awareness on the specific career choice will raise and they will give trustworthy decisions. They will also be able to make comparisons between their characteristics and the conditions they will be working in.

In career choice, students have different influences around them. Golden *et al.* (2004, p. 40) asserts that parental influence is deemed important as students discuss the options with their parents before coming to a conclusion. If parents are seen as an effective way in shaping teenager's choices then it would be wise to keep parents well informed and well aware of the facts of guiding their children. In his study Turner (2003) says that parents are a way to influence their children's choice but their 'outdated knowledge' must be taken into account. As Ültanir (2003), and Yildirim (2006) stated, parents should be aware of their child's physical, cognitive and emotional development together with the health status, abilities, interests, personality characteristics and their objectives. In addition as Ödülmüţ (2001) and Bilen (2004) are expressed, parents should know about the personal and social skills of their children in which one he/she is weak or strong

(Cojocaru, 2011). Thus, they may become more successful families in terms of supporting their children in accordance with their ability and interest towards the professions. It is understood by the researchers that choice making at a certain stage has a profound impact on further studies and occupation. However, even in schools where there is a highly effective practice, students do not always make connections between the career education and the decisions they make about their future (Condliffe Lagemann, 2000). To put in other words, students' awareness on the importance of the issue is not clear and they can not make successful connections with the aims in mind and the aim of the program. Therefore, they need further support from the teachers, parents and community.

All teachers are essential to the effective delivery of the guidance and career education program. The research findings indicate that teachers who give this course are from different branches. It is subject to discussion that most teachers give this course as supplementary to their own branches. If the effectiveness is not at the expected level, this is most importantly because many teachers have either work loads or not supplemented with enough equipment or knowledge and students at the general high schools do not care about the important consequences of such education. It might be a good idea to equip teachers from different branches so as to serve for the aims of this lesson. Moreover, teachers should be voluntary so that both students and the teacher himself can make advantages out of this process. Teachers having a non-biased attitude toward a subject would have a healthy reflection on the student side.

One of the common characteristics of the career development theories is that, they are developed in different country context and practices are made on the culture of the country. Therefore for during the analysis and implementation of any of the theories strengths and weaknesses of the theories should be considered and treated carefully.

In conclusion, for their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. A carefully planned guidance and career education program, beginning in the elementary grades and continuing through secondary school, will help students acquire these skills. Well organized information and guidance is essential for the students, because these programs not only offer information about career choices and but they also focus on students' individualized attention so that young people can make decide on educational and career paths in a better way. In a school all teachers should be responsible for the effective delivery of the programme and administrative tasks closely linked to the guidance and career education are shared between the teaching and non-teaching staff. Therefore teachers should be well educated on this serious case as stressed by MEGEP. Although Guidance and Orientation Course program prepared by the

Ministry of Education; school headteachers are responsible for the effective implementation of it. Therefore, every school, under the direction of their head-teachers, will develop their own guidance and career education programs and make students, parents, teachers, and community aware of them.

References

Adey, K. (2001). The influence of pupil perceptions on subject choice at 14+ in geography and history. *Educational Studies*, *27*(4), 439-450.

Adnett, N. C. (2003, September 12). *Investigating the possible benefits of greater choice within secondary schools.*' Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt Univers. Retrieved from http://www.staffs.ac.uk/schools/iepr/docs/working-paper6.doc: www.ankara.edu.tr in April 2009.

Ashworth, J., & Evans, J. (2001). Modeling student subject choice at secondary and tertiary level: a cross-section study. *Journal of Economic Education*, *32*(4), 311-312.

Bilen, M. (2004). Saglikli insan ilişkileri.[Healty human relationships] Ankara: . Ankara: Ani Yayincilik.

Borgen, W.A. (2001). Working with adults in transition: Developing chaos competence. Vancouver: UBC.

Condliffe Lagemann, E. (2000). *An Elusive Science: The Troubling History of Educational Research*. Chicago: University of Chicago Press.

Cojocaru, D. (2011). Attending parenting education programmes in Romania. The case of the Holt Romania Iasi programme. *Revista de Cercetare si Interventie Sociala*, *32*, 140-154.

Davies, P.T. (2004). The myth of the bog standard secondary school: a school level analysis of students' choice of optional subjects. Manchester: *British Educational Research Asssociation Annual Conference*,UMIS.

DPT. (1995). *Beţinci Kalkınma Planı (Fifth Development Plan, 1996-2000)*. Ankara: T.C. Prime Ministry State Planning Organization.

Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology* , *43*(4), 510-526.

Germeijs, V. &. (2006). High school students' career decision-making process: Development and validation of the Study Choice Task Inventory. *Journal of Career Assessment* , *14*(4), 449-471.

Golden, S. N. (2004). . Implementing the increased flexibility for 14 to 16 year olds programme: The experience of partnerships and students. London: DfES Research Report: 562.

Herr, E. &. (1996). Career guidance and counseling through the lifespan: Systematic approaches. New York: Harper Collins.

Hiebert, B., & Borgen, W. (2002). Technical and vocational education in the 21st century: New roles and challenges for guidance and counselling. Paris: UNESCO.

Hintea, C.E. (2013). Public Administration Schools in Romania: Strategic Choices for the Future. *Revista de Cercetare si Interventie Sociala* ,42, 294-309.

Hirschi A., & Läge, D. (2007). The relation of secondary students' career-choice readiness to a six-phase model of career decision making. *Journal of Career Development*, 34(2), 164-191.

Kuzgun, Y. (2003). *Meslek Danişmanligina Giriş.* [Introduction to carieer counseling] Ankara: Nobel Yayınları.

Lord, P., & Harland, J. (2000). *Pupils experiences and perspectives of the national curriculum: Research review (online)*. Available: http://www.qca.org.uk/254_1956 .html. UK.

Lord, P.A. (2000). *Pupils experiences and perspectives of the national curriculum*: Research review (online). Retrieved from http://www.qca.org.uk/254_1956.html: www.ankara.edu.tr, in May, 2009

MEB. (1970). *Eight National Education Council*. Ankara: Ministry of National Education.

MEB. (1973). *National Education Basic Law No. 1739* . Ankara: Ministry of National Education.

MEB. (1999). *16th National Education Council* . Ankara: Ministry of National Edıucation.

MEB. (2006). *Seventeenth National Education Council*. Ankara: Ministry of National Education.

MEB. (2006). Tanitim ve Yönlendirme Dersi Yönetmeligi. [Guidance and orientation module *regulations]*Ankara: Talim ve Terbiye Kurulu (Board of Education).

MOET. (1999). *Choices into action. Guıdance and career educatıon program polıcy for ontarıo elementary and secondary schools*. Ontario: Ministry of Education and Training.

Moon, S.L. (2004). A systematic review of recent research (1988-2003) into the impact of careers education and guidance on transitions from key stage 3 to key stage 4. . Derby: In: Research Evidence in Education. Centre for Guidance Studies (CeGS), University of Derby.

Niles, S. B. (2002). *Career development interventions in the 21st century*. New Jersey: Merrill Prentice Hall.

Niles, S.G., & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st Century*. Columbus: Merrill Prentice Hall.

OECD. (2000). *Initial education to working life: Making transitions work*. Paris: OECD.

OERU. (2005). *A Case studies for professional development for principals*. Castries, St. Lucia: OECS Education Reform Unit.

Ögülmüş, S. (2001). *Kişilerarasi sorun çözme becerileri ve egitimi* [Interpersonel problem solving skills and education]. Ankara: Nobel Yayınları.

Palos, R., Petrovici, M.C. (2014). Perceived Importance of Communication Skills and their Predictive Value for Academic Performance. *Revista de Cercetare si Interventie Sociala,* 46, 85-98.

Power, C.N. (1996). *UNESCO's programme on technical and vocational education for the first decade of the new millennium*. In the Second International Congress on Technical and Vocational Education. Final report. Section for Technical and Vocation. Paris: UNESCO.

Stables, A., & Wikeley, F. (1999). From bad to worse? Pupils' attitudes to modern foreign languages at ages 14 and 15. *Language Learning Journal*, *20*, 27-31.

Turner, A. (2003). *The attitude of high school pupils to technology*. Unpublished Thesis, Huddersfield: University of Huddersfield.

Ültanir, E. (2003). *Ilkögretim I. kademede rehberlik ve danişma* [Guidance and counseling at first degree, elementary school]. Ankara: Nobel Yayınları.

UNESCO. (2002). *Technical and vocational educational training in the 21st century*. Paris: United Nations Educational.

Yeşilyaprak, B. (1995). *Mesleki gelişim kuramlari üzerine bir eleştirel degerlendirme*. [A critical assesment of the major theories of vocational development]. *Journal of Psychological Counseling and Guidance*, 43-49.

Yeşilyaprak, B. (2000). *Egitimde rehberlik hizmetleri* [Guidance servicdes in education]. Ankara: Nobel Yayınları.

Yildirim, I. (2006). *Anne baba destegi ve başari* [Parents support and success]. Ankara: Anı Yayıncılık.