

**Perceptions and Experiences of Finnish Upper-Secondary  
School Students Regarding Guidance and Counselling  
Services**

Yaşar Kavlak

Master's Thesis in Education  
Spring Term 2018  
Department of Education  
University of Jyväskylä

## **ABSTRACT**

**Kavlak, Yaşar. 2018. Perceptions and Experiences of Finnish General Upper-Secondary School Students Regarding Guidance and Counselling Services. Master's Thesis in Education. The University of Jyväskylä. Department of Education.**

The primary aim of this research is to comprehend the perceptions and experiences of Finnish general upper-secondary school students towards the guidance and counseling services.

The study utilized the evaluation of educational outcomes model and efficacy of guidance and counseling services design to analyze the students' perspectives on the guidance and counseling services. The data was gathered from two urban schools which are located in the central region of Finland, and there were 238 participants.

The results showed that the students rated the provided guidance and counseling services between moderate and poor. Furthermore, the research found that there was a statistically significant difference between gender in the perceptions of students. Also, the outcomes of the study proved that there was a statistically significant difference between the grade levels in the perceptions of the students regarding the guidance and counseling services. Lastly, the research results showed that there was a correlation between the goals of the students and the perceptions of the students regarding the guidance and counseling services.

Keywords: Guidance and counseling services, perceptions of students, Upper-secondary school students,

## ACKNOWLEDGEMENTS

I would first like to thank to my thesis advisors Hannu Savolainen and Sauli Puukari. The door to my advisors was always open whenever I ran into a trouble spot or had a question about my research or writing. They consistently allowed this paper to be my own work, however steered me in the right direction whenever they thought I needed it.

I would also like to thank to the counsellor teachers Liisa Lamminsivu-Risku and Satu Syyrakki who were involved in the data collection for this research project. Without their passionate participation and input, the data which is required for this research project could not be collected.

Nevertheless, I am also grateful to my dear friends Berat Sencer Akarlan, Ersoy Çarkit, and Paschal Safeh for motivating me and always being there whenever I ran into a technical issue.

Last but not the least, I would like to thank my family: my parents and to my beloved sisters for supporting me spiritually throughout writing this thesis and my life in general.

# CONTENTS

<b>1</b>	<b>INTRODUCTION.....</b>	<b>6</b>
<b>2</b>	<b>GUIDANCE AND COUNSELING.....</b>	<b>7</b>
2.1	Main Ideologies of Guidance and Counselling .....	9
2.1.1	The Psychodynamic School of Counselling .....	10
2.1.2	The Humanistic-Existential School of Counseling.....	11
2.1.3	The Cognitive-Behavioral School of Guidance and Counseling	12
2.1.4	Cognitive-Behavioral Counseling Approach in Education .....	15
2.1.5	Constructivist Guidance and Counseling Approach.....	16
2.1.6	Constructivist Counseling Approach in Education .....	20
2.2	Guidance and Counselling in Finland .....	20
2.2.1	Quality of Guidance and Counselling in Finland .....	20
2.2.2	Guidance and Counselling in General Upper-Secondary School	22
2.3	Guidance and Counselling Services in Upper General Secondary Schools .....	23
2.3.1	Cooperation Between Home and School .....	23
2.3.2	Guidance.....	24
2.3.3	Support for Learning and Studying .....	27
2.3.4	Student Welfare .....	29
<b>3</b>	<b>PREVIOUS RESEARCH.....</b>	<b>30</b>
3.1	Similar Research on the Perceptions of the Students Regarding the Guidance and Counseling Services .....	30
3.2	Similar Research on the Perceptions of the Students regarding the Guidance and Counseling Services from Finland.....	32

<b>4</b>	<b>RESEARCH QUESTIONS.....</b>	<b>37</b>
<b>5</b>	<b>THE IMPLEMENTATION OF THE STUDY.....</b>	<b>37</b>
5.1	The Purpose and Importance of the Study.....	37
5.2	The Participants and the Research Process .....	38
5.3	Data Analysis.....	39
5.3.1	Validity .....	39
5.3.2	Reliability.....	43
5.4	Ethical Solutions.....	47
<b>6</b>	<b>RESULTS .....</b>	<b>48</b>
6.1	Research Question 1.....	48
6.2	Research Question 2.....	50
6.3	Research Question 3.....	51
6.4	Research Question 4.....	54
<b>7</b>	<b>DISCUSSION .....</b>	<b>56</b>
7.1	Generalizability and Limitations .....	58
7.2	Conclusion and Possible Further Research .....	58
	<b>REFERENCES.....</b>	<b>59</b>
	<b>APPENDICES.....</b>	<b>64</b>

# 1 INTRODUCTION

Throughout the history, people have been looking for ways to have the best outcome for their hard-work and the life itself. Mostly, we get along with life, but sometimes we are stopped by an event or circumstance that we do not, at that point, have the resources to sort out (Mcleod, 2013). In those times, when asking help from the family, neighbor or friends is not an option, guidance and counseling may help the individual by showing other ways which are available and increase the realization of the individual.

Guidance and counseling services are used vastly in education as well. The primary purpose of these services is to erase the hurdles which prevent the students from reaching their real potential, aiding them in finding their talents, and guiding them into higher education programs where they can continue to improve themselves. However, achieving these goals is not an easy task. The relationship between the counselor and client who seeks guidance takes place at a physical, corporeal level, and through communication, and in the thoughts, feelings and memories of each participant, thus making the process so complicated (Mcleod, 2013). Furthermore, counseling is an interdisciplinary activity, which contains different understandings, schools of thought, and outstretches itself across the frameworks of theory, research and practice (Mcleod, 2013).

Apart from its theories and practices, understanding and increasing the utilization of the guidance and counseling requires the realization of its importance. Because, counseling is an activity that can only happen if the person seeking help, the client, wants it to take place (Mcleod, 2013). As it is one of the leading principles of guidance of counseling, researchers and educators should know about students' perceptions and attitudes towards these services. Raising students' awareness and knowing about their attitudes may enable counselors to take the required actions, thus encouraging the students to use guidance and counseling more often and willingly. Due to these reasons, knowing students'

perceptions and attitudes related to guidance and counseling carries great importance.

The purpose of this research is to analyze and understand the perceptions and experiences of general upper secondary school students towards the guidance and counseling services. Understanding these experiences and perceptions will aid the school counselors in comprehending the needs of students and assist them to use guidance and counseling services more efficiently. Results will be giving information related to what can be improved and what works efficiently in the guidance and counseling services from the eyes of students. This research may also contribute to policy changes, modification, or the formulation and formation of new policies regarding the guidance and counseling services. Also, this study will contribute to the limited research literature on Finnish general upper secondary school students' experiences and perceptions of senior upper secondary school counselors and services.

The following parts will be defining, introducing guidance and counseling, locate it in its both social and educational context, discuss the main theoretical and practical perspectives, and inform the reader especially in constructivist and cognitive guidance and counseling practices since these approaches are mainly used in Finnish context. The key terms have been explained and defined to increase and ease the understanding of the reader. Additionally, significant attention has been shown for the gender equality in writing. Lastly, references and appendices are included.

## **2 GUIDANCE AND COUNSELING**

According to Mcleod (2013) counseling is a multi-purposeful, private conversation arising from the intention of one person (a couple or families) to reflect on and transcend a problem in living, and the willingness of another person to assist in that endeavor. In our concept clients are individuals who seek

help from the counselor to cope with their problems or to reach their goals (Mcleod, 2013).

Since guidance and counseling is a sociological, educational and psychological science field, there are many different definitions which are made by the researchers and associations. Also, as these definitions of guidance and counseling focus on different aspects and traits, it is crucial to look at different definitions to rise a comprehension. For instance, Burks & Steffle (1979) describes counseling as a professional relationship between a trained counselor and client. Moreover, Burks & Steffle (1979) mentions that counseling is designed to help clients to comprehend and reveal their opinions of their life space and to learn to attain their self-determined goals through meaningful, well-thought choices and resolution of problems of an emotional or interpersonal nature. To interpret, guidance and counseling should have a professional relationship between the counselor and the client, meaning that the client should be aware of what to expect from the counselor and the counselor should inform client on what she is capable of helping. Moreover, according to this definition, one of the primary duties of the counseling profession is to raise awareness of the client's related to possible choices which are there for the client's development and goals. Furthermore, according to Feltham & Dryden (1993), guidance and counseling is principled intercourse formed by the implementation of one or more psychological theories and along with a set of communication skills, supported by experience, perception, and other interpersonal factors, to clients' sincere concerns, issues or aims. This definition of the guidance and counseling focuses and informs the reader of skills which are required for the counselor to develop good relationships during the counseling process. Counselors have to be trained in psychological theories, have good communication skills, have great knowledge related to non-verbal communication and have to be an expert in different counseling theories and practices. Also, according to the British Association for Counselling and Psychotherapy website (2013), counseling and psychotherapy are intertwined terms that cover a range of spoken therapies. They are delivered by expert practitioners who work with clients over a short or



long term to help them bring about significant change or improve their wellbeing. This definition of the guidance and counseling notes that counseling processing time can differ in diverse situations. Counseling is a process of helping the client in reaching her goals and aims. However, this process can continue as long as the client wants or as the client reaches her goals and fulfill her expectations. In another concept, guidance and counseling is a professional relationship that empowers diverse individuals, families, and groups to reach mental health, wellness, education and career goals (American Counseling Association website, 2013). According to this definition, some diverse individuals and groups may seek help from the counselor. These clients may be applying from different cultures, communities, and societies. Furthermore, the goals and aims of these individuals may show diversity due to their cultural background as well. Moreover, improving mental wellbeing and health of these individuals also would require different practices. For these situations, the counselor should have the basic knowledge related to different cultures and have the skills to adapt in answering to diverse individuals' needs and goals. This diversity and differences are important points to have because counseling uses cultural hypotheses (Peavy, 1998). Additionally, humans are social beings who have cultures with both similarities and differences. Therefore similarities and differences should be taken into consideration in guidance and counseling (Launikari & Puukari, 2005).

Lastly, the counseling is a readily accessible activity. It is placed in the society where the individuals can find and access plausibly. There is an only minimal preliminary requirement which is necessary to see a counselor.

## **2.1 Main Ideologies of Guidance and Counselling**

As this study will be focusing on the perceptions and expectations of upper-secondary school students, it is crucial to understand the main ideologies and approaches that are used in the guidance and counseling. This part will be briefly explaining the most known approaches however, will be describing the

cognitive-behavioral and constructivist approaches more detailly as these are the most used in Finnish context.

According to the Richard Nelson-Jones (2001), there is a well-known distinction between the forms of counseling and therapy and theoretical approaches to counseling and therapy. These forms can also be named as schools of counseling and therapy. A theoretical approach only focuses on a single position which is related to theory and practice of counseling and therapy. On the other hand, a school of counseling and therapy integrates different theoretical approaches which are similar to each other and utilizes them.

According to the Richard Nelson-Jones (2001), there are three central counseling and therapy schools. These schools are named as the psychodynamic school, the humanistic-existential school and lastly the cognitive-behavioral school.

### **2.1.1 The Psychodynamic School of Counselling**

The origin of the word "dynamic" derives from the Greek language. It means force and power. Therefore, psychodynamic means psychological forces and capability (Elzer et al., 2014). Psychodynamic approaches focus on the importance of unconscious influences and how these influences affect people's functionality. Therapy of this school has an aim of increasing clients' abilities to exercise greater conscious control over their lives. Analysis and interpretation of dreams can be a part of therapy.

*Classical Psychoanalysis Therapy Approach:* The originator of this therapy approach is Sigmund Freud. This therapy approach mainly focuses on the unconscious determinants that are related to infantile sexuality in the development of neurosis. Psychoanalysis may last for many years. Furthermore, during the utilization of this therapy, the clients perceive their therapists as reincarnations of essential figures from their childhoods. Lastly, this therapy approach also consists of interpretation of clients' dreams (Nelson-Jones, 2001).

*Analytical Therapy Approach:* The originator of this therapy approach is Carl Jung. This therapy approach mainly focuses on the unconsciousness of the mind

and how it can be analyzed. Therefore, this approach divides the unconsciousness of the mind into two different types. These are called the personal unconscious and the collective unconscious. The collective unconscious stores universal archetypes and primordial images. Moreover, this therapy approach consists analysis of the transference, active imagination and dream analysis. It is also known that Jung was particularly interested in working with clients who were in the second half of their life (Nelson-Jones, 2001).

### **2.1.2 The Humanistic-Existential School of Counseling**

The humanistic school of counseling is based on humanism. Humanism is known as a system of values and beliefs that highlights the better features of humankind and people's skills to develop their human potential. Humanistic therapists stress enhancing clients' skills to experience their feelings and contemplate and act in harmony with their tendencies to become aware of themselves as unique individuals. Existential approaches to therapy emphasize people's capacity to choose how they form their existences (Nelson-Jones, 2001).

*Person-Centered Therapy Approach:* This approach is mainly originated by Carl Rogers. According to the Richard Nelson-Jones (2001), person-centered therapy approach emphasizes the importance of subjective experience and how clients can become aware of others' thoughts and evaluations and not treat them as if these were their own. Therapy stresses a relationship which includes accurate empathy, respect, and non-possessive warmth.

*Gestalt Therapy Approach:* The originator of this therapy approach is Fritz Perls. According to the Richard Nelson-Jones (2001), in therapy approach, individuals become depressed and begin to possess mental issues due to losing touch with their senses and abilities to interfere with their capacity to make firm contact with their environments. Therapy utilizes awareness techniques, experiments, sympathy and frustration, and dream work to aid the clients.

*Transactional Analysis Therapy Approach:* The originator of this therapy approach is Eric Berne. This approach focuses on the ego states of Parent, Adult and Child and the transactions between. Therapy utilizes analysis of ego states,

analysis of transactions and analysis of games. These games possess hidden motives to understand and analyze the clients' life (Nelson-Jones, 2001).

*Reality Therapy Approach:* The originator of this therapy approach is William Glasser. In this therapy approach, it is assumed that clients choose to maintain their misery. They also maintain this situation via inappropriate ways to control the world and satisfy their needs. This therapy approach consists of identification of clients' desires and needs, teaching choice theory, planning and training clients in behaviors (Nelson-Jones, 2001).

*Existential Therapy Approach:* The originators of this therapy approach are Irvin Yalom and Rollo May. This therapy approach constructs its techniques on the work of existential philosophers. It tries to relieve the clients from the four main concerns of human existence: death, freedom, isolation, and meaninglessness. Therapy utilizes techniques with different interventions depending on the clients' fears and focuses on clients' current situations (Nelson-Jones, 2001).

*Logotherapy Approach:* The founder of this therapy approach is Viktor Frankl. This therapy approach believes the clients become neurotic and depressed due to not finding any answers and meaning to their lives. Therefore, logotherapists utilize techniques which focus on the importance of gaining responsibility for finding meaning to the life, Socratic questioning and analyzing dreams (Nelson-Jones, 2001).

### **2.1.3 The Cognitive-Behavioral School of Guidance and Counseling**

Although cognitive therapies were developed in 1950 and 1960's, the main principles of cognitive therapies derive from the human's perception, rationalizing and cognitive response which is defined as "Humans are not disturbed by a thing but from the impression of the thing that creates" by the philosopher Epictetus in the first century of AC (Beck, 2008, p.13; Corey, 2008, p.298; Burns, 2012, p.16; Türkçapar, 2012, p. 6; Köroğlu, 2012, p.3; Sharf,2014).

In cognitive and behavioral therapies, there are three concepts of functionality. These are named as thoughts, emotions, and behaviors. These three areas are intertwined with each other, and if one thing is changed in one area, it

also affects the other two areas. As a consequence, if human beings change their way of thinking related to one object, their concepts, approaches, sensations and behavioral responses also change. Cognitive-behavioral approaches mostly focus on the change of thoughts content, cognitive and emotional interactions and the reasons for emotions which individuals experience (Köroğlu, 2012a; Köroğlu, 2012b, Corey, 2008).

Cognitions are the most important determinatives of the human emotions. Therefore, individuals feel whatever they think. Even though it cannot be realized as a conscious action, the scenarios are written by the individuals. The individuals' evaluations are related to perceptions that are responsible for the exhibited emotional responses (Köroğlu, 2012a; Köroğlu, 2012b; Türkçapar, 2012). In other words, the emotions of individuals are created by their thoughts (Burns, 2012, p.16).

In cognitive-behavioral therapies, the focus is on the individuals' cognitive structures. The individuals' self, future, and life carry great importance in forming the cognitive structures (Stackert and Bursik, 2003). Therefore, the following text will be informing the reader related to Beck's cognitive therapy model which is focused on the creation of human's cognitive structures.

*Beck's Cognitive Therapy Model:* Cognitive therapy is structured for the treatment of depression; it emphasizes on the current timeline, has got short termed practices, and an approach which tries to solve the actual issues and change the thoughts and behaviors which are not functional (Corsini and Wedding, 2008; Beck, J.S., 2014, p.1). This model focuses on two main principles: How the cognitions of individuals can determine of their emotions and behaviors, and how these cognitions can create a massive impact on the behaviors, thoughts, and emotions of individuals (Wright, Basco, and Thanse, 2006, p.1).

Cognitive therapy, which is improved and developed by Aaron T. Beck, emphasizes the importance of thinking and belief systems at the determination of feelings and behaviors. The focus point of cognitive therapy is understanding

the twisted beliefs, using emotional, behavioral and other techniques to change the incompatible thoughts (Beck, 2008, p.13; Sharf, 2014, p. 329).

Aaron Beck's cognitive model defends the idea of looking at the core of cognitive content of response to understand the emotional disturbance or the nature of age. Therefore, the active role of the individuals' self, information related to individuals' world knowledge, and the development of beliefs carries excellent importance (DeRubeis & Beck, 1988).

According to this view, misconceptions, making assumptions out of insufficient or wrong information and not being able to differentiate reality from imaginary thoughts results in disturbing emotions and problematic behaviors.

Even though cognitive therapy is a practice which exhibits changes in the needs of the individual; it has got main principles which are required and used by counselors. These principles can be summarized like this (Beck, 2014; Beck and Emery, 2011; Beck, 2008; Türkçapar, 2012):

- Cognitive therapy, according to the counselee and her problems, is constructed by cognitive terms and relies on a developing formulation.
- It requires a healthy therapeutic relationship.
- It takes place via limited, timed and constructed seances
- Emphasizes the collaboration and requires the active contribution of the counselee.
- It is an approach which focuses on the education of counselee. It teaches the counselee to become the counselor of herself and tries to prevent the problem from occurring again.
- It teaches to counselee to delineate, evaluate and change the beliefs and thoughts which are not functional.
- In the therapy, to change the feelings and behaviors, Socrates Style Questioning and Directed Discovery and same styles are used.

According to this model, the human beings are showing biased negative comments and thoughts related to particular life events, and this leads to cognitive disturbances (Dattilio & Bevilacqua, 2000). In other words, humans'

false perspective may have an unfunctional and discordant effect on the comprehending, evaluating and interpreting the evidence and outcomes which the individual has (Beck, J. S., 2014; Türkçapar, 2012 p.93; Corsini & Wedding, 2008, p.269).

Humans perceive situation discretely and form different responses. For instance, a student may interpret the situation of having a low grade at a lesson as not will be successful ever again but, another student may comprehend this as trying harder to be successful. The main reason which lies between these differences is that individuals' cognitive structures are different from each other.

#### **2.1.4 Cognitive-Behavioral Counseling Approach in Education**

A school environment is a place for academic teaching and learning. Students are held responsible for learning basic academic subjects with high aims and obtaining skills for future career choices. However, many children and youth face hardships during their academic experiences. These hardships also include mental disorders. Recent studies show that one in every four to five children experience a mental disorder which is serious enough to have an impact on her development (Brauner & Stephens, 2006; Costello, Egger, & Angold, 2005; Merikangas et al.; 2010). The mental disorders include anxiety, mood, and eating disorders.

Cognitive behavioral therapy is a short-term treatment which lasts 10-12 structured weekly one-hour lessons. During and after the treatment the student is not expected to be free of all the symptoms. However, the student is expected to become her own therapist, continuing the therapeutic work after sessions are complete. Cognitive behavioral therapy is known to be effective both individual and group formats for children and youth (Kendall, Hudson, Gosch, Flannery-Schroeder, & Suveg, 2008; Miller, 2008; Sheffield et al., 2006; Stewart, Christner, & Freeman, 2007).

One of the mainly used techniques in the CBT is psychoeducation. The main aim of psychoeducation is to instruct students about the causes of their specific problem and to familiarize them with the CBT model (Lee, & Edgen,

2012). The format of this method can be different depending on the age group. For instance, pictures and stories may be used to explain the anxiety disorder to young children (Friedberg & McClure, 2002).

Another used method is skill-building exercises. Skill building exercises teach children to identify adverse self-talk or cognitions that aggravate and keep their worry. These exercises enable students to make more precise and constructive predictions about their everyday experiences (Miller, Short, Garland, & Clark, 2010).

Relaxation training is also used as a method in CBT. Youth are taught to breathe deeply while relaxing particular muscles in their body. The primary aim of this exercise is to support the students with a quick, portable strategy to keep control over their anxiety signs (Barrett, Lowry-Webster, & Turner, 2000).

Lastly, the vivo exposure is a method which challenges students to face the situations or objects that cause anxiety or discomfort to them. The primary goal of this exercise is not to acquire instantaneous symptom decrease, but to grant students the opportunity to comprehend that they can survive with their anxiety or discomfort (Craske & Barlow, 2007).

### **2.1.5 Constructivist Guidance and Counseling Approach**

Today, many psychotherapists and counselors are using constructivist approaches no matter what kind psychotherapy theory they focus on (Sharf, 2012). Constructivist approaches are considered to be new, and these possess two therapy theories. These therapy theories are called as solution-focused therapy and narrative therapy. These therapies focus on the client's way of perceiving issues and situations (Sharf, 2012). These therapies do not bring in any of their theory of development to the client's issues. However, the client's issues shape the therapists' approach to aid the clients. As solution-focused therapy concentrates on new solutions rather than the origin of the issue, narrative therapy examines clients' stories to learn how they view their way of living.

According to the Peavy (1998), the constructivist approach requires different thinking and vocabulary when compared to other approaches. This is



mainly because, questions and the way of stories told, are more crucial than the answers since these questions and depictions are the main way of opening new paths and increasing realization (Peavy, 1998).

- The constructivist way of thinking is not only psychological; it is also philosophical, sociological and literary.
- Constructivist thinking should be immersed in thoughts. Since, poetic expressions, metaphors, and depictions carry much importance.
- Constructivist thinking does not try to reach final answers or absolute, proven facts. It stays open to creativeness and leads to comprehending and making differences.
- Constructivist thinking focuses more on making changes rather than figuring out fixed categories; which are more concerned with describing rather than clarifying, and more troubled with always re-defining to find paths of re-making ourselves in ever more purposeful and more malleable forms.
- Lastly, constructivist theorists, are prone toward vocabularies which are influenced by metaphors of "making" rather than "finding" (for instance, creating meaning rather than finding out meaning), of diversification and innovation rather than assemblage to the already known. The constructivist thinker is prone to perceive useful vocabularies as poetic achievements rather than conformity of universal standards.

As these are the main differences and features of constructivist therapists, there are also main principles of this approach. According to Peavy (1998), this approach along with its principles has been inspirational and pragmatically useful. The principles are not structured as categories or as obligations for constructivist therapists, however, has been used or shared by many constructivists (Peavy, 1998). Furthermore, as R. Vance Peavy is a counselor who has worked in both Canada and Scandinavia for a long time these principles also carry regional importance in the context.

- A constructivist counselor presumes that there are multiple realities, rather than only one correct, impartial reality.
- A constructivist counselor comprehends that people live in a communal world which is “established” through interplay, communication, and inter-relating. From the elemental unit of a ‘social relation’ outward to family and group patterns, community attitudes, cultural customs, institutions, policies, and laws – all such human phenomena are established – more precisely, co-constructed by societal representatives. The “decrees we live by” are the consequence of human negotiations. Sometimes the consequences of these negotiations are named as laws, constitutions, and policies and linger in place over centuries. More often they are in effect much more concisely, as in a marriage agreement, a companionship, a business arrangement and a great dimension of other agreements which make up our social life.
- A constructivist counselor presumes that language is the essential part of the “meaning-construction” tool.
- A constructivist counselor presumes that on-going life-experience, as it materializes through performance, and as it is expressed as personal meaning, is the medium in which counseling is entrenched. What and how a person “means” combined with what and how a person “acts” should be and always be the main focal point of counseling.
- A constructivist counselor presumes that there is ample value in using the metaphor of “self” as a focal point of the counseling process. The metaphorical self is improving, defined by memory and language, and is multi-voiced. A self is not a “thing” but is a complicated composition of meaning and a metaphorical way of referring to the subjective sense of who we are.
- A constructivist counselor presumes that individual beings are always placed, or are always socially situated, in a definitive context

and thus will speak out their concerns from that particular perspective.

- Lastly, constructivist counseling is a culture-centered event.

*Solution-Focused Therapy:* A postmodern, social constructivist approach, solution-focused concise therapy is focused on how individuals (or a family) perceive solutions to problems (Sharf, 2012). This therapeutic technique is less concerned with why or how problem derived than in possible solutions. De Shazer (1985, 1991, 1994) uses the metaphor of a lock and key to describe this therapeutic technique. Client complaints and issues are like locks on doors that are yet to open. De Shazer and Berg (Sharf, 2012; Berg, 1994; De Jong & Berg, 2008; Metcalf, 2001) do not wish to focus on why the lock is the way it is or why the door will not budge; instead, they wish to aid the family search for the key to the problem. Not wishing to get drowned in reasons or excuses for the problem, they want to figure out ways to decrease current discontent and unhappiness. Thus, they target the solution. Although they hear the client's complaint, they handle particularly the expectations that individual beings have possible alterations and solutions. Limiting the number of meetings to about five to ten, they form an expectation of change. Compared to other concise therapies 160 clients reported that the moderate number of sessions for solution-focused therapy was two and the average for cognitive therapy was five (Sharf, 2012; Rothwell, 2005).

Solution-focused therapists perceive clients as desiring to change, and therapists do their best to aid bring about change (Sharf, 2012; De Jong & Berg, 2008). This is because solutions are diverse for each client, it is particularly crucial to include clients in the process of developing solutions. It is beneficial to target the solution rather than the issue. In this way, individual beings can figure out exceptions to the problem, which then leads to solutions. Clients do not bog down in adverse thinking about the issue. By taking one step at a time and making minor changes, more significant changes can be made. Solution-focused therapists do not pinpoint or search for adverse aspects of the client; instead, they search for what is working. Solution-focused therapy takes advantage of client

fortitude and gives a positive outcome of the future and paths to find solutions to a variety of issues (Kelly, Kim & Franklin, 2008).

Solution-focused therapy is known to be practical. The therapist scans whether a problem needs alterations. If there is a solution to the issue, the therapist classifies the solution the client is using and compliments the client for practicing it (Sharf, 2012; de Shazer, 1985). If the approach that the therapist is using does not seem to be useful, then the therapist can be flexible and try a different approach. When clients have a problem, they are prone to react to it by doing more of what they are doing. Cautiously, getting clients to cease what they are doing or to do something else can be useful in bringing change (de Shazer, 2005).

### **2.1.6 Constructivist Counseling Approach in Education**

In education, constructivist counseling may aid the students in becoming reflexive thinkers as well as authors of their new personal belief systems (Vinson & Griffin, 1999). Students create meaning in their lives through arranging critical events into stories that they incorporate into their life narrative (Vinson & Griffin, 1999). Furthermore, with the constructivist approach students' flexible, viable beliefs and actions are co-created through the interaction with the counselor (Vinson & Griffin, 1999). Counselors aid the students in their efforts to recognize exceptions to their problem-saturated personal narratives and to create new, more optimistic, and empowering narratives for themselves. The constructivist counseling in education mainly uses, noting exceptions, externalizing the problem, mapping the influences on the problem, scaling questions, and plotting alternatives to undermine the old, problem-saturated, narratives (Hoyt, 1994).

## **2.2 Guidance and Counselling in Finland**

### **2.2.1 Quality of Guidance and Counselling in Finland**

Many experts and practitioners of guidance and counseling, who are from abroad, often find guidance and counseling services impressive and fascinating.

There are several numbers of factors and reasons for this good outcome (Finnish National Board of Education, 2009).

One is the talent and level of education and training of guidance and counseling professionals. First of all, it requires a master's degree for teachers to provide education in schools. Guidance practitioners who work at schools are also required to have teacher's qualification; this provides a firm theoretical and professional fundamental for the essence of the job. Second of all, there are both fieldwork and theory combined with the guidance counselor's education and training (Finnish National Board of Education, 2009).

The second reason for Finland's guidance and counseling to be impressive is that it is often improved by foreign experts and practitioners at the research base in the Finnish guidance services, which often proved to ensure high quality. For instance, reports from the researches which are done on the guidance and counseling make strong recommendations which are also feasible to implement and to be improved in general work (Finnish National Board of Education, 2009).

The third reason is that policy-makers support the implementation of guidance and counseling at every level. It is considered as essential for the goal of successful guidance policies and services. Moreover, since Finland is a small country, there are significant connections between the policy-makers and practitioners. This cooperation, the infrastructure between different sectors, and with the people who are committed to improving guidance services to a higher-level forms Finland's guidance and counseling. Furthermore, Finland has got remarkable connections with the international guidance community. This broad perspective plays a crucial role in developing the Finnish guidance services since they are "*colleagues from abroad*".

The fourth reason is that there are also guidance and counseling services which are provided at the public employment services apart from schools. These services are considered as complements of the schools' guidance and counseling services. Furthermore, they are vastly used by young people and adults alike.

Lastly, hopefully, this study will prove that all of these terms are correct in the perceptions of students as well.

### **2.2.2 Guidance and Counselling in General Upper-Secondary School**

Guidance and counseling services during this period of education focus on future study, careers and other life plans along with their current studies, choice of subject, exploring study skills and plans (Finnish National Board of Education, 2009).

As it is mentioned and stated in the national curriculum, upper secondary schools provide one compulsory class, based on guidance and counseling which is thirty-eight hours. Also, an optional advanced-level course is provided to students which are also thirty-eight hours long. These lessons are related to crucial topics like planning the study programme, learning and studying techniques, self-knowledge, further education, occupations, and work. Additionally, new students are provided with techniques and approaches in their new schools on how to set up a study plan and form necessary study skills (Finnish National Board of Education, 2009).

Students who graduate from secondary school have an opportunity for educational and occupational options. To inform the students related to these matters, all students are provided with careers guidance and life-path counseling. This enables students to understand their abilities and make the right choices regarding their plans. Also, guidance counselors provide the required information on how to find the educational tracks and necessary information related to their life-path. Students are also taught about guidance and counseling services which are available at the Employment and Economic Development Offices (Finnish National Board of Education, 2009).

The guidance counselor focuses on the students' study programs and discusses how their subject choices may affect their study path after upper secondary school. Therefore, the student knows about the curricula and syllabi which are provided in other educational institutions (Finnish National Board of Education, 2009).

Lastly, students who have similar thoughts related to their future and study plans form groups. These groups are tutored by group advisers; however, the guidance counselor is in charge of the upper secondary school. Furthermore,

all the teachers train and educate their students related to study skills. The upper secondary counselors are teachers who complete 60-credit additional training in guidance and counseling.

## **2.3 Guidance and Counselling Services in Upper General Secondary Schools**

There are many different guidance and counseling services which are provided to the students in every step of education in Finland. Upper general secondary schools' education and guidance and counseling services are no different. Each one of these services is different from each other to ensure they are meeting students all needs in education. As this study mainly focuses on the perceptions and experiences of students regarding these services, this section consists information about these services. Finnish National Board of Education (2016), has published information via its curriculum, defining these services.

### **2.3.1 Cooperation Between Home and School**

Senior secondary schools have to cooperate with the students' homes in the provision of senior upper secondary education (Part 2 of the General Upper Secondary Schools Act 629/1998) (Finnish National Board of Education, 2016). Mainly, this cooperation is visible to anyone and also consists equal interaction and mutual respect. The cooperation is meant to support students' all needs for learning, healthy development and well-being. Its main goal is to also improve the participation of students, parents/guardians, and homes along with togetherness, well-being, and safety in the school society. Cooperation with parents/guardians and homes is a crucial element of the school community culture of an upper secondary school and meant to continue throughout the student's whole senior secondary school education (Finnish National Board of Education, 2016).

The cooperation is always changing, and its implementation methods are being improved systematically, Parents/guardians are given information about

the senior secondary school as a structure of education and the practices used. They are encouraged to take part in the development of the school affairs as well as the cooperation (Finnish National Board of Education, 2016). The student's successes and progress are monitored together with the student, and the parent/guardian is given information about the work and progress. Students guardians are also aware of guidance, student welfare, and support for learning and studying (Finnish National Board of Education, 2016).

The student's individual skills and needs show a path for the cooperation. The cooperation also considers the independence and personal responsibility of the pupil/student approaching adulthood and the students who have come of age. The cooperation also focuses on the diversity and individuality of the families. By utilizing the knowledge and skills of the parents/guardians in the cooperation enhances the school culture (Finnish National Board of Education, 2016). Cooperation is encouraged at the transition points of education, in the developing and planning of studies, and when providing aid for a student who requires support.

The education provider or the teacher takes responsibility for developing and creating preconditions along with the techniques for the cooperation. The central and last decisions on the organizational practices of cooperation which occurs between home and school are given by the educational provider in the local curriculum (Finnish National Board of Education, 2016). The education provider also monitors the views of students and their parents/guardians on the events of the school and the education provider (Section 27 of the General Upper Secondary Schools Act 629/1998). Lastly, the sections of the curriculum which are concerned with the cooperation between home and school are readied together with the social and healthcare authorities.

### **2.3.2 Guidance**

In the affair of an upper secondary school, guidance structures an integrated aiming to support students at diverse stages of their senior secondary school studies to develop their capabilities to make choices and figure out solutions



concerning education, training and the future (Finnish National Board of Education, 2016). Guidance aids the well-being, growth, and development of the pupils/students and offers material for reinforcing self-knowledge and self-regulation, and advocates students towards active citizenship. The students'/pupils' sense of society, participation, and agency is developed and maintained over the entire period of upper secondary school studies. The guidance assists in promoting equity and equality in education meanwhile preventing exclusion (Finnish National Board of Education, 2016). The students'/pupils' progress in their studies is followed and supported in cooperation with parents/guardians and student welfare staff.

Guidance task is divided by the general upper secondary education staff with goal-oriented aim. The guidance counselor is mainly responsible for the practical affairs of guidance counseling and for constructing and implementation of guidance as a whole. The group supervisor monitors the studies of the students/pupils in his/her group. Each subject teacher also guides the students in the study skills regarding the subject he/she teaches, therefore, alleviates the students develop their learning-to-learn skills, and assists the students to prepare for further studies and the world of occupation concerning that subject. The student also has got an active and participatory motive in the guidance (Finnish National Board of Education, 2016). Each student is respected as an individual who has the right to receive guidance. The guidance can be delivered in the shape of instruction in a course, as individual and small group guidance, peer guidance, and a combination of these methods.

The student is permitted to receive guidance to assist his or her studying and choice during his/her studies at the senior secondary school. The guidance assists the student to comprehend the impacts of different choices made during senior secondary school education on his/her occupation career and upcoming study opportunities (Finnish National Board of Education, 2016). The student establishes his/her study skills and ability to appraise his/her abilities. The student is also assisted in identifying his/her strengths and development requirements as a learner as well as in practicing study methods best suited for

him/her. Furthermore, the student/pupil is guided in developing and preparing his/her own choices and taking responsibility for them. The goal is that the student/pupil understands the importance of lifelong learning. Diverse options about further studies and career planning are discussed open-mindedly and build different points of view to assist the student's plans and choices, and the student/pupil is assisted with guidance in related information and data acquisition (Finnish National Board of Education, 2016). To improve the progress of his/her senior secondary school studies as well as the transition to further studies and the world of occupation, the student forms an individual plan for herself, including a study plan, a matriculation examination along with a plan for further studies and career. The student modernizes his/her plans with the assistance of the staff of the school who are responsible for the guidance and counseling.

The cruciality of guidance is demonstrated at the transition points and stages of the education. The educational institution gives information about senior upper secondary education to primary education pupils/students, their parents/guardians, guidance counselors, and teachers along with offering opportunities for them to get comfortable with senior secondary school education. Moreover, at the beginning of senior secondary school studies, students/pupils are familiarized with the school's events as well as the practices which are related to senior upper secondary school studies. During their senior secondary school studies, the students are told of opportunities to get familiarized with both the world of occupation as well as studying in further education (Finnish National Board of Education, 2016). Furthermore, precise attention is given to the transition to further studies during the final phase of senior secondary school studies.

The student is supposed to be informed about the duties of different actors in guidance as a whole, the problems in which the student can receive aid in this context, and the practices for having support. A guidance plan operates as a tool for building guidance in the whole school. The plan is included, considered in the local curriculum. The guidance plan is meant to show the guidance measures

and their aims, the classification of tasks, and work about guidance among the whole senior secondary school staff, guidance at the transition phases of education. It consists a definition of cooperation about guidance between critical partners, such as further education institutions, corporations, and other associations outside the school. The guidance plan consists information about collaboration related to guidance which is cultivated with guardians/parents as well.

### **2.3.3 Support for Learning and Studying**

Assistance for learning and studying aims to prepare the student/pupil in finishing senior secondary school studies (Finnish National Board of Education, 2016). The assistance and support are developed in a way that considers the students'/pupils' different backgrounds, strengths, and improvement requirements. Support for learning and studying creates a communal learning environment which is connected to solutions as well as carrying out the students' individual needs (Finnish National Board of Education, 2016). Accessibility of learning, and the avoidance and early realization of learning difficulties are important. Based on her individual starting points, each student meant to have an opportunity to succeed in learning, improve as a learner as well as grow into her full strength as an individual. Furthermore, certain attention is given to the student's learning skills, development of learning-to-learn skills, and skills for taking responsibility for her studying path along with the planning, finishing, and evaluation of studies (Finnish National Board of Education, 2016). The students and parents/guardians are given information regarding the possibilities for having support. Moreover, these parents/guardians are encouraged to assist the student's goal-oriented learning.

Of course, as it happens in every section of education, there may be a student who has temporarily fallen behind in her studies and may require support to get back on track. This may happen due to a linguistic, mathematical, motor, or attentive disorder. It can happen due to social difficulties, mental disorder or a difficult life situation as well. The realization of the need for

assistance can be based on information which is gathered from primary education by virtue of Section 40 of the Basic Education Act (628/1998, amended by Act 1288/2013), observations by the student herself, teachers, or other education providers, or different assessments (Finnish National Board of Education, 2016). The formation of assistance is based on the available information about the student's need for assistance and potential support given to her previously. The planning and implementation of assistance methods are launched immediately.

The running methods, teaching preparations, and learning environments of the senior secondary school, as well as their propriety to the student, are analyzed, and the goal is to find solutions that assist the student in studying. The teacher forms the assistance measures together with the student and in harmony with other possible experts in this field. Each education provider has the responsibility to give encouraging feedback and guidance to the student who is in need of assistance, to improve her self-confidence, self-assessment skills, and learning-to-learn skills along with the ability to make plans for the future. The student's need for making special preparations for the tests are a piece of the matriculation examination and evaluated based on the assistance she has needed and received during the senior secondary school education (Finnish National Board of Education, 2016).

The assistance measures may consist differentiation of instruction and other pedagogical solutions. This also includes utilization of the opportunities for selecting courses, individualized guidance and counseling, and the support of the group counselor. According to the Finnish National Board of Education (2016), learning circumstances and tests should be delivered in such a way that the student's individual needs and requirements are considered well. Compatible with Section 13 of the General Upper Secondary Schools Act (628/1998, amended by Act 478/200), confirms that the studies of students may be delivered partly in a different and diverse way from the provisions of the General Upper Secondary Schools Act and Decree and the upper secondary school's curriculum (Finnish National Board of Education, 2016). An

arrangement may be made documenting the fundamental support measures in the student's study plan. If required, the student is shown a path to the services referred to in Section 29(2) of the General Upper Secondary Schools Act (Finnish National Board of Education, 2016). The student also has the chance to receive individual student welfare along with the assistance for learning and studying. For more information, local curriculums describe how the students' need for support measures is assessed and how the support is planned and developed (Finnish National Board of Education, 2016).

#### **2.3.4 Student Welfare**

According to the Finnish National Board of Education (2016), the National Core Curriculum for General Upper Secondary Schools utilizes the term 'student welfare' in accordance both with the Pupil and Student Welfare Act.

The goal of student welfare in upper secondary school is to improve the students' learning, health, and well-being. It also tends to the well-being of the school community together with the health and safety of the learning environment as an aim. Student welfare is utilized as both communal and individual student welfare (Sections 2 and 3 of the Pupil and Student Welfare Act (1287/2013)).

The system of student welfare in senior secondary school consists of student welfare which works together with the curriculum approved by the education providers, psychologists, school social worker's services and student health care services. As a well-known rule, the municipality in which the school is placed is responsible for the formation of student welfare services. A private education provider or the institution as the education provider may decide to form these services partially or as a whole. The way of doing this includes preparing their activities at their own expense, however, it is an obligation to have student welfare services. The student can benefit from the student welfare services for participating in education. However, she is excluded from the medical care services if she is over eighteen years old. The students and their parents/guardians are provided with the information of available student

welfare options in those concepts and are guided in accessing and obtaining services they need (Section 3, 9 (amended by Act 1409/2014) and 11 of the Pupil and Student Welfare Act).

Student welfare is formed in cross-sectoral cooperation with educational and social welfare and health administration (Finnish National Board of Education, 2016). This enables that the student welfare creates an effective and a coherent form. Furthermore, student welfare is carried out in collaboration with the students and their parents/guardians and, when mandatory, other partners. Encouraging benefiting from the student welfare and improving it is a duty of all employees working in the school community. This also includes experts responsible for student welfare services (Finnish National Board of Education, 2016). Fundamental responsibility for the welfare of the learning community resides with the school staff (Sections 3 and 4 of the Pupil and Student Welfare Act, Section 27 of the General Upper Secondary Schools Act 629/1998 (1268/2013)). Lastly, critical principles of student welfare are based on communal student welfare, individual student welfare, cross-sectoral cooperation and student welfare plans

### **3 PREVIOUS RESEARCH**

#### **3.1 Similar Research on the Perceptions of the Students Regarding the Guidance and Counseling Services**

The following text will be informing the reader related to the similar research. However, as there are plenty of research conducted regarding the perceptions and experiences of counselors and parents related to guidance and counseling services, the research is quite limited when it comes to students' perceptions and experiences.

Fulya Sahin-Yuksel (2008), conducted research on the evaluation of guidance and counseling services based on the views of high school students. The study involved 235 students. According to the results, students perceived the

services from the most important to the least important as consultation, placement, follow-up, public and family relations, orientation, research and evaluation, information gathering and outreach, appraisal and counseling services. Furthermore, the results showed that there was not any significant difference between the gender and the academic achievement.

Zeynep Karataş and Hülya Şahin-Baltacı (2013), researched the perceptions of secondary school students regarding the guidance and counseling services. The research was utilizing the qualitative methods and had twenty-three students as participants. The results showed that the students perceived the guidance and counseling services as problem-solving, guiding and helping. Furthermore, the students also stated that they perceive the guidance and counseling services as a unit of function as well.

Laura A. Kuln (2004), researched the high school students to understand students' perceptions regarding the roles of school counselors and functions associated with those roles. The research was conducted in two urban high schools from the same region. According to the results, students found the counselor/coordinator role of the counselors most important. Secondly, students believed that the functions regarding the career development were the most important. Lastly, there was a significant difference between the grade levels in rating these roles and functions. According to the analysis of variance and Tukey test, eleventh and tenth graders found functions regarding the discipline in school, more important than the twelfth graders. Furthermore, tenth graders found functions regarding the career development more important than the twelfth graders.

Catherine J. Stower (2003), researched the perceptions of post-secondary school students regarding the guidance and counseling functions. One hundred seventy-three students from a community college participated in the study. According to the perceptions of students, the results showed that the most important functions were graduation requirements, post-high school options and exploring career information. The least essential functions were substance abuse

issues, standardized tests, and relationship issues. In general, there was not a significant difference between gender.

### **3.2 Similar Research on the Perceptions of the Students regarding the Guidance and Counseling Services from Finland**

The following part will be informing the reader about research which is conducted on the evaluations of the students regarding the guidance and counseling services. This research carries great importance for this current study since it uses the same model, design and, an altered version of its questionnaire. Moreover, the results of this current research will be compared to this research since these researches share many common points. However, there isn't any other similar research included in this research from the Finnish research area since they are written in Finnish and cannot be utilized by the researcher.

By Ulla Numminen and Helena Kasurinen via Finnish National Board of Education, the student guidance and counseling were evaluated in Finland in the years of 2001-2002 (Numminen & Kasurinen, 2003). In the study, comprehensive school, senior secondary schools and vocational education institutions were included. Also, specific attention was given to pupil/student counseling in transitional phases such as when advancing from the sixth to the seventh grade of comprehensive school, from comprehensive school to upper secondary school or vocational education and from senior secondary education to work or higher education.

The study was mainly based on the model of evaluation of educational conclusions of the Finnish National Board of Education. The foundation of the evaluation is the aim that concern student counseling in national curriculum directions, educational regulations and other education-related target documents. In the study of Numminen & Kasurinen (2003), the main perspectives of student guidance and counselling were personal counselling, educational counselling, career growth and placement to higher education and



work, request and availability of pupil/student guidance and counselling, pupil/student counselling in shifting stages of education and avoidance of dropping out of education and social exclusion.

As the Finnish National Board of Education evaluated educational guidance and counseling plan in 2001-2002 and publishing the outcomes in the report *Opinto-ohjauksen tila 2002*, so much information regarding the system of the evaluation of educational guidance and counseling was shared (Numminen et al. 2002). Educational guidance and counseling evaluation system which was used both in the report and the study was based on the Model of Evaluating Educational Outcomes (Koulutuksen tuloksellisuuden arviointimalli, 1998). The evaluation system was dividing the components of the services and teachings of education in three areas:

*Effectiveness:* This component was mainly analyzing how expertly the person's understanding and skills along with the knowledge were produced. Encouraging individual learning along with the improvement of working life and their overall impact on the rest of the society were included as well.

*Efficiency:* This component was focusing on how adequately and functionally teaching aim has been formed and how adjustable the education system and its various components operate.

*Financial Accountability:* This component calculates how ideally the funds allocated to education and its institutions.

To utilize this approach and method, a particular efficacy of educational guidance and counseling model was constructed by the Finnish National Board of Education. The evaluation of the *efficiency of educational guidance and counseling* included and focused on how sufficiently guidance goals meet the needs of various students; how up to date they are and how susceptible it is to the students and changes in education and the world of work. Also, its pedagogic arrangements and techniques; how contemporary they are and how well they work; the guidance operatives and the management culture of the educational creation; and external circumstances such as the physical resources were placed in the model as well (Numminen & Kasurinen, 2003).

The *effectiveness of educational guidance and counseling* possesses two main perspectives, which belong to individuals and the school systems. Appraisal targets correspondence between the requirement for and the goals of guidance along with how well educational guidance and counseling can improve the development of - learning - to learn - skills and learning skills which last throughout the whole life. Evaluations of each type of school also assessed the overall smoothness of the study path and paid certain attention to how susceptible it prepared the students making choices about further studies and about entering working life. Lastly, how smoothly educational transitions take place was involved in the model as well (Numminen & Kasurinen, 2003).

The evaluation questionnaires were handed out and completed mainly in September 2001. The evaluation focused on the educational guidance and counseling which are provided in the school years of 2000-2001. The evaluation participators were provincial administrative boards (N=5), education providers (N=138), principals/subject area directors of schools (N=460), study counselors (N=502), pupils/students (N=8,147) and parents (N=4,050). According to the results:

*There are serious and significant issues regarding access to educational guidance and counselling:* As the questionnaire focused on determining the number of students who were under the charge of an individual study counsellor, examining the pupils'/students' evaluations on the easy available access to educational guidance and learning how much educational guidance and counselling the students had received, they found out that there were some severe issues in the accessibility. In general-upper secondary schools, full-time study counselors were responsible for an average of 288 students, and part-time study counselors were responsible of 182 students. The evaluation result showed that when the study counselor had more than 300 students, at least some of the students had a difficult time to receive individual guidance and counseling. Little less than a third of the general upper secondary schools were belonging to this category.

*Sufficient assistance for studies and personal development is not available to all students:* Deriving from the Finnish school legislation (Acts 628/98, 629/98, 630/98), a student has the right to get sufficient provision of personal and other types of guidance and counseling. However, the evaluation results showed that this achievement was not earned. The general upper secondary school students' appraisal of access to educational guidance and counseling ranged between rather poor and moderate (average value 2.7). While a good third (36%) of the students were thinking that they had received a sufficient or reasonably sufficient amount of individual guidance and counseling, two fifths (39%) of the students thought they had not been provided with anything that is close to guidance and counseling.

*Guidance and counseling on further studies were considered successful. However, lowest standards were found in guidance and counseling regarding study skills, and there were also problems with guidance and counseling on vocational orientation:* On this part, the students were asked how successfully the primary duties of educational guidance and counseling deriving from the curriculum guidelines were fulfilled. In order, guidance and counseling on personal development and growth, guidance and counseling on study skills and studying, guidance and counseling on vocational orientation and lastly, guidance and counseling on further studies were assessed. The students rated guidance and counseling regarding personal growth and development between rather poor and moderate (the appraisals ranged from 2.5 to 3.5). However, there was no distinction between the grade and school levels in this section. The students rated the provision of guidance and counseling on study skills as being rather poor and moderate. The general upper secondary school students appraised guidance and counseling on study skills and studying at 2.2. Regarding vocational orientation and information, most general upper secondary school students thought they had not been given enough information and knowledge on working life occupations. Furthermore, two-thirds of students had had no working life orientation periods. Lastly, guidance and counseling on further studies are considered high by all student

groups (average value 3,3-4,1). However, no unique information regarding upper general secondary school students was given.

*Monitoring and feedback systems have issues. The principals and study counselors evaluate the delivery of educational guidance and counseling higher than the students:* Less than half the general upper secondary schools had a system for monitoring students who had left the school to take up further studies elsewhere or who had dropped out. However, as the principals and counselors suggest that monitoring is not systematic, no specific information is given regarding upper secondary school students.

*As the new methods that increase the flexibility of the school system take place, demand and requirement for educational guidance and counseling arise. Also, individual study programmes are still an option that exists for the minority:* According to the study, in the 1980s and 1990s, the Finnish school system was turned into a more flexible system by increasing student choice in curricula and by introducing course-form and non-graded teaching. However, these new flexibility arrangements required students to know more related to lesson index and other available lessons. Furthermore, the students were able to take these lessons from other educational institutions if they were not available in their school. The educational guidance and counseling services and practices are meant to show a path to students regarding these choices. Therefore, this section was included in the research. More than one out of ten students (%13 in general upper secondary school), reported that it was not possible to take courses which were offered in other educational establishments. Furthermore, a personal study programme had been prepared for an average of half the general upper secondary school students only.

*Little provision of the skills required for lifelong learning:* According to the study lifelong learning skills which cover the student self-directedness was moderately good (average value 3.4-3.6). However, about the independent studies, a little less than half the general upper second school students had finished independent studies of this extent. Moreover, only 1.4 percent of the general upper secondary school students had completed network-based studies.

*Educational transitions – how much do students know about the further career or study choices?* According to the study, the transition from general upper secondary school to higher education or working life is an important plan which requires skills to make the right choice. The evaluation study found that less than half the students both from general upper secondary school and the vocational school had been well informed about the various higher education opportunities.

## **4 RESEARCH QUESTIONS**

The research questions of this study are:

1. What are the perceptions and experiences of Finnish general upper-secondary school students related to guidance and counseling services?
2. Do students' perceptions and experiences of guidance and counseling services differ by grade level?
3. Are there any differences between students' perceptions and experiences related to guidance and counseling services regarding gender variety?
4. How do the goals of the students' correlate with their perceptions and experiences regarding the guidance and counseling services?

## **5 THE IMPLEMENTATION OF THE STUDY**

### **5.1 The Purpose and Importance of the Study**

The purpose of this research is to analyze and understand the perceptions and experiences of general upper secondary school students towards the guidance and counseling services. Understanding these experiences and perceptions will aid the school counselors in comprehending the needs of students and assist them to use guidance and counseling services more efficiently. Results will be giving information related to what can be improved and what works efficiently in the guidance and counseling services from the eyes of students. This research

may also contribute to policy changes, modification, or the formulation and formation of new policies regarding the guidance and counseling services. Also, this study will contribute to the limited research literature on Finnish general upper secondary school students' experiences and perceptions of senior upper secondary school counselors and services.

## **5.2 The Participants and the Research Process**

In Finland, from two urban schools which are located in central Finland (keski-Suomi) region 217 students participated in this study. The participants were 81 male and 133 female, and 3 of the participants did not want to share their gender. Furthermore, 84 students of the participants were attending to first grade, 97 of the students were attending to second grade. Lastly, 36 of the students were attending to the third grade.

As mentioned before, this study utilized an altered version of the questionnaire which evaluated the student guidance and counseling in the years of 2001-2002 by Ulla Numminen and Helena Kasurinen via Finnish National Board of Education. With the aid of the two professors from the University of Jyvaskyla, the questionnaire of the 2001-2002 research was found. As the questionnaire was in Finnish, the raw translated version of the questionnaire was asked from the researchers of 2001-2002. After having both of the questionnaires, alterations and editings were made to meet this current study's requirements. The required changes and additions were completed on the 2001-2002 questionnaire in three months of examination and evaluation with the aid of two professors from the University of Jyvaskyla.

After completing the questionnaire, two counselors from the urban upper-general secondary schools of Jyvaskyla were contacted. After arranging a suitable time, the questionnaires were handed out to the counselor teachers of the upper-general secondary schools. The counselors finished gathering the data from the students in one month.

After having the collected data, the researcher answered the research questions through the IBM SPSS program. The data entry to the SPSS program and finding out the answers to the research questions lasted around two months. More information, regarding these processes, can be found in the sections below.

### **5.3 Data Analysis**

The following section will be providing information regarding the main approaches to the quantitative research and the analysis used in this study. This current study used a quantitative approach to both gathering the data and analyzing the process. According to Daniel Muijs (2011), quantitative research is mainly explaining phenomena by gathering numerical that are analyzed using mathematically based techniques. As this type of analysis works with the numerical data only, the data which is collected should be numerical or to be turned into numerical through instruments (Muijs, 2011).

There are three central concepts in quantitative methods which are related to the measurement. While analyzing and doing quantitative research, the primary focus is on the measurement (Muijs, 2011). Therefore, while doing research, it is crucial to focus on the phenomena that are related to analysis only and avoid the unnecessary information. The concepts of validity and reliability focus on this part. As studies and researches cannot involve all of the target population, mostly a part of the target population will be included in the research. Therefore, generalization can be named as an aim which can clarify whether the sample would give any information regarding the whole target population. The following parts, after defining and explaining these quantitative measurement requirements, will be giving information related to the research's instruments and measurements.

#### **5.3.1 Validity**

Validity is the question which asks "*is this research and analysis measuring what it focuses on?*". In many cases, it would be apparent to come up with and answer to

this question, however, in educational studies, it may be quite difficult (Muijs, 2011). For instance, in this study's case, the perception of the students regarding the guidance and counseling is an abstract concept that cannot be measured without the help of any instrument, especially numerically. Therefore, some instruments should be developed to analyze these type of variable (latent variable). An example of these instruments, also which is used in this research, is questionnaires. These questionnaires turn these unmeasurable variables (latent variables) into measurable variables (manifest variables) (Muijs, 2011). Due to these reasons, it is crucial to creating the right measurement instrument, with the right manifest measures of the latent phenomena, According to the researchers and Daniel Muijs (2011), validity is the most critical aspect of the measurement in educational research.

*Content Validity:* Content is related to whether the content of the manifest variables (e.g., questions that are asked in the questionnaire) is right to measure the latent phenomena or not. For instance, to understand the experiences and perceptions of students regarding guidance and counseling services, the questions related to guidance and counseling services and the feelings of students related to these services were asked. To be more precise, instead of including the "Do you know about the working life?" item, "I would like to take a working life course" item was utilized in the questionnaire, since it would be difficult to understand the students' perception towards the guidance and counseling services from this kind of a question.

According to Daniel Muijs (2011), the way of maintaining a good content validity is through knowing the subject and how the concepts are theoretically defined. Therefore, in the literature review, and theoretical framework all of the information which was mentioned was related to guidance and counseling services and how it was taking place in Finnish upper-general secondary schools.

Furthermore, asking respondents about the instrument or test and whether it looks valid to them is also crucial (Muijs, 2011). Preparing a panel of users and hearing their comments on the instrument while developing it, is an excellent way to raise the validity of the test or questionnaire. This action is called face



validity. According to Daniel Muijs (2011), these respondents, however, will not be aware of the theoretical background or subtlety of the concept, therefore face validity cannot confirm the validity of the questionnaire on its own. Thus, using a panel of experts in the field who judge the instrument can be another way to increase the validity of the questionnaire.

Due to the time limitations of this research, the face validity could not be used in this research. However, to make sure that this study is valid, the same questionnaire which was initially developed and used by Ulla Numminen and Helena Kasurinen with the assistance of Finnish National Board of Education in the year of 2002 was used. As described in the previous chapters, the study had more than twelve thousand participants and had a profound research model and a design pattern. The 2002 research had so many common research purposes with this study such as understanding the students' perceptions toward the provided guidance and counseling services and students' evaluations toward the guidance and counseling services. Furthermore, dividing the questionnaire into dimensions in a theoretically supported way and enabling students to include their experiences in this questionnaire of 2002 research and lastly, being validated and confirmed by the Finnish National Board of Education, encouraged this study to take this questionnaire as a basis and utilize it as an instrument.

*Criterion Validity:* Just like the content validity, criterion validity is related to theory as well. When a researcher develops a measure, she would expect it to be related to other measures to predict results (Muijs, 2011). In this study's case, the students were asked about their opinions and knowledge regarding the provided guidance and counseling. Therefore, the students' answers can give the researcher a hint about the evaluation of guidance and counseling from the perspective of students.

*Construct Validity:* According to the Daniel Muijs (2011), construct validity is slightly more complicated than the other two types of validity. This type of validity is related to theoretical knowledge of the concept that is wanted to be measured as well (Muijs, 2011). The researcher who is going to measure some terms (e.g., shape, number, and space) may hypothesize that the concept or

achievement measure has some different dimensions. If theory and concepts have got more than one dimensions then construct validity should be taken into consideration and each dimension should be checked for its validity (Muijs, 2011).

In this research's concept, according to the provided guidance and counseling services, and skills that are supposed to be taught to students through these services were forming the dimensions of the research. Firstly, the 2001-2002 research which is conducted by the Finnish National Board of Education was taken as a basis to form dimensions. These dimensions were including most of the guidance and counseling services and skills that are taught through these services. The dimensions were formed as these:

1. Perceived Necessity and Access for Guidance.
2. Study Skills.
3. Knowledge on the Labour Market.
4. Further Studies and Plans
5. Client Satisfaction and Success

However, as the 2001-2002 research was mainly focusing on the evaluation of the guidance and counseling services, including many different types of participants (parents, education providers, students, counselors) and all regions of Finland, lastly being somewhat an old study some alterations to the formation of dimensions were required to be made. Therefore, with the research on the local guidance and counseling services, information from the curriculum of the general-upper secondary schools and the aid of two professors from the University of Jyvaskyla a new dimension set up was designed. The first dimension was focusing on the perceived necessity for guidance only. The knowledge on the labor market dimension was changed into the knowledge on working life in the upper secondary school. Furthermore, client satisfaction and success were changed into satisfaction with guidance and counseling in upper secondary school. Lastly, a new dimension of study perception and choices were included to understand students' perceptions regarding the provided lesson

grades and choices which are to be made by students regarding their future. The final version of the dimensions was named like this:

1. Perceived Necessity for Guidance
2. Study Skills
3. Knowledge on Working Life in the Upper Secondary School
4. Further Studies and Plans
5. Satisfaction with Guidance and Counselling in Upper Secondary School
6. Study Perception and Choices

### **5.3.2 Reliability**

The second participant which determines the quality of measurement instruments is reliability (Muijs, 2011). While measuring something, there is some element of error, named as measurement error. Reliability mainly focuses on the score/result of the measurement which is an integration of true score, systematic error, and random error. The true score is what the researcher would like to know and measure (Muijs, 2011). This type of score does not have any error. Systematic error is an error type that can be known and calculated. Therefore, this type of error just can be removed from the total thus, leaving the researcher with the random error and the true score. However, the random error cannot be found quickly and unpredictable (Muijs, 2011). That is why reliability focuses on this random error element. This type of error is generally quite limited in scientific measurement instruments, however, can be quite significant in educational research (Muijs, 2011). For instance, in this study, the items which are asked to students may not be understood well by the students or may not be asked right to get the predicted outcome from the students. This confusion may lead to an error in measurements and calculations afterward. Due to this reason, the construction of the items carries great importance. Apart from these, the mood of the respondents may play a key role in random errors as well (Muijs, 2011). Some of the respondents may feel upset during the test and do not give correct answers.

In this current, to increase the reliability, many alterations were made, and cautions were taken. The 2001-2002 research questionnaire used the 5 level

Likert-type scale to understand the students' perceptions and evaluations. As the study was reliable and valid according to the Finnish National Board Education, this Likert-type scale was used in this current research as well. However, the 2001-2002 research questionnaire was initially been prepared and used in Finnish. Therefore, the questionnaire had to be translated into English to be utilized by the researcher. The questionnaire had a translation into the English language. However, it was named as raw translation, and most of the translations were not right on point. Therefore, with the help of two professors from the University of Jyvaskyla, the 2001-2002 research questionnaire was translated into English without any errors. The corrections were:

1. The Finnish questionnaire items were put in the correct order.
2. The grammatical errors were corrected.
3. Increased the validity and reliability of the items by changing the sentences and sentences' formation.

Furthermore, as the 2001-2002 has got many advantages regarding the reliability, due to having more than twelve thousand participants and diverse respondents, the questions were a bit more generalized than it should be. The 2001-2002 research also used the same questionnaire for both upper secondary school and vocational school students as well. This action, decreased the reliability of the instrument since the guidance and counseling services were showing diversity from one type of school to another. Moreover, the questionnaire was old since it was developed in the years of 2001-2002. Therefore, the questionnaire was required to be updated and include new types of services as well. Lastly, the 2002 research questionnaire was developed in a way to include all Finland regions. As mentioned before, the local curriculum used in the schools consist many different guidance and counseling services. As this study, only covers the central Finland (keski-Suomi) region, unique guidance and counseling services which exist only in the central Finland region were added to the questionnaire. These alterations can be named as these:

1. New items were added to all dimensions to cover all and also the local guidance and counseling services.

2. All of the knowledge on the labor market items and this dimension was removed from the questionnaire since these items were used mainly in vocational schools.
3. Knowledge on working life in the upper secondary school dimension was added, and all items were related to career guidance and working life services.
4. Items were examined and re-written to increase the understanding with the help of two professors from the University of Jyväskylä. Such as changing the phrase *“career guidance”* to *“school guidance and counseling”* in the satisfaction with guidance and counseling in upper secondary school dimension.
5. Age and lesson grades were added to personal background information.
6. Study perception and choices dimension were added to the questionnaire to get more information regarding whether students agree with the given grades on the lesson or not. Also, to figure out what they would like to do after the graduation.
7. The *“How would you rate the guidance and counseling services overall”* item was added to the questionnaire with the scale of 10 (the same scale which is used in grading lessons in Finnish system), to understand the overall perception of students regarding the guidance and counseling services.
8. Lastly, *“If there is any notion or improvement suggestion regarding guidance and counseling services please feel free to share below”* item was added to the questionnaire as an open question and a discovery for possible future research.

More information regarding these improvements and alterations which are made to increase the reliability of this current study can be found by comparing the appendices C and D. Also, to increase the motivation of participants, a motivation speech in Finnish was given to the students.

*Internal Consistency Reliability:* This type of reliability is only usable to instruments that have more than one item (Muijs, 2011). It focuses on how homogenous the items of a test are or how well a single construct is measured

(Muijs, 2011). In this current paper, the reliability analysis of Cronbach's Alpha is used. According to the results:

- The perceived necessity for guidance dimension's Cronbach's Alpha is: ,868
- The study skills of the student's dimension's Cronbach's Alpha is: ,862
- The knowledge on working life in the upper secondary school dimension's Cronbach's Alpha is: ,833
- The further studies and plans dimension's Cronbach's Alpha is: ,898
- The satisfaction with guidance and counseling in upper secondary school dimension's Cronbach's Alpha is: ,934
- The study perception and choices dimension's Cronbach's Alpha is: ,526

As the study perception and choices dimension's Cronbach's Alpha value is low, it did not measure the study perception and choices of the students. Therefore, a factor analysis with principal axis factoring along with the oblimin rotation method was utilized. According to the results, four different dimensions could be created from this dimension, and their items would be used on their own since they were negatively correlated with each other items. These items were mainly focusing on the choices of the students after the graduation; therefore if a student would like to go to a university after her studies, then she would give poor opinions on the vocational school choice or polytechnic university choice. Thus, these three items were decided not to be included in any dimension, however still be used on their own. After analyzing the items with the professors from the University of Jyvaskyla, it was also decided that this dimension was mainly focusing on the goals of the students rather than their perceptions regarding the guidance and counseling services. In the end, it was concluded that rather than including these new dimensions in the analysis, it would be better to see how these goals of the students correlate with their perceptions regarding the guidance and counseling services. Therefore, newly created dimensions and three items' correlations were measured with the other

dimensions. Also, the new dimensions' reliability test results and explanations are shared below:

- The perceptions regarding the provided grades dimension's Cronbach's Alpha is: ,733
- The choices regarding the further studies dimension's Cronbach's Alpha is: ,713
- The perceptions regarding the further studies dimension's Cronbach's Alpha is: ,863
- The amount of time the students would like to have after graduation dimension's Cronbach's Alpha value is: ,644

Lastly, as the amount of time, the students would like to have after graduation dimension only includes two of items, the Cronbach's Alpha level was low. However, after discussing this situation with the professors from the University of Jyvaskyla, it was decided as an acceptable dimension.

## **5.4 Ethical Solutions**

Although this study is quantitative research, it has got some ethical solutions as well. The ethical solutions which were made in this research were:

1. The participant's identity was not asked in the questionnaire, to raise the reliability and sincerity of the answers.
2. The name of the schools was not mentioned in the questionnaire and the study.
3. The gathered data was kept private in the researcher's personal computer, only open to the researcher and his two supervisors.
4. In the questionnaire, the personal background information was including only gender, age, and lesson grades.
5. The gathered data had been destroyed when the research was complete and was not shared with anyone.

With these approaches and cautions the research made to be as ethical as possible.

## 6 RESULTS

According to the results, the perceptions of the students, including their experiences, were ranging from poor to high. Furthermore, a statistically significant difference was found between the gender grouping variable in two dimensions. Lastly, in four dimensions there was a statistically significant difference between the grade grouping variable.

### 6.1 Research Question 1

The demographics of the participants are shared below.

Table 1. Distribution of the participants regarding the age grouping variance

N		Mean	Median	Mode	Std. Deviation
Valid	Missing				
217	1	17,06	17,00	17	,823

From this table, it can be understood that the minimum age of the participants was 16 and the maximum age was 19. Also, one of the participants in this research did not want to share her age.

Table 2. The frequency and percentage of the gender grouping variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	37,6	38,1	38,1
	Female	133	61,0	61,9	100,0
	Total	215	98,6	100,0	
Missing	System	3	1,4		
Total		218	100,0		

In this research, there was a total of 218 participants. 82 of these participants were male, and 133 of these participants were female. 3 of the participants did not want to share their gender.



Table 3. The frequency and percentage of the grade grouping variance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Grade	84	38,5	38,5	38,5
	Second Grade	97	44,5	44,5	83,0
	Third Grade	37	17,0	17,0	100,0
	Total	218	100,0	100,0	

In this study, the participants were asked to share their grade level as it was going to be used in one of the research questions. 84 of the participants were first graders, 97 of the participants were second graders, and 37 of the participants were third graders.

Model of Evaluating Educational Outcomes (Koulutuksen tuloksellisuuden arviointimalli, 1998) and the evaluation of the *efficiency of educational guidance and counseling* design was used to find the perceptions of the students towards the guidance and counseling in dimensions. The Likert of five scales was used by being minimum one and maximum five to comprehend the opinions of the students. The results showed that the students' perceptions were ranging from poor to high.

The perceived necessity for guidance dimension was rated a little bit higher than moderate ( $M=3.60$ ,  $SD=0,52$ ) by the students. Study skills dimension was rated a little bit higher than moderate ( $M=3.53$ ,  $SD=0.70$ ) as well. Further studies and plans dimension were rated moderate ( $M=3.14$ ,  $SD=0.64$ ) by the students. Satisfaction with guidance and counseling in upper secondary school dimension was rated moderate ( $M=3.02$ ,  $SD=0.74$ ) by the students. The overall evaluation of the guidance and counseling services item was introduced to the students as one question which replicates the Finnish grading system. Therefore, it had a range between one being minimum, and ten being maximum. The results showed that the students found the guidance and counseling quite well ( $M=7.70$ ,  $SD=1.33$ ). Lastly, knowledge on working life in the upper secondary school was rated lowest ( $M=2.57$ ,  $SD=0.63$ ) from the perspective of the students.

## 6.2 Research Question 2

To find whether there is a difference between the male and female students' perceptions towards the guidance and counseling services, an independent samples t-test was utilized. The results showed there was a statistically significant difference between the perceived necessity for guidance and Finnish lesson grade dimensions. The results of the independent t-test are shared below.

Table 4. Results of independent t-test for Dimensions of Perceptions and Experiences by Grade

	Gender				t	df	Sig.
	Female		Male				
	(N=122-133)		(N=71-82)				
	M	SD	M	SD			
Perceived Necessity	69,56	9,692	65,71	10,237	-2,774	213	,006
Study Skills	32,32	6,085	30,63	6,597	-1,914	213	,057
Working Life	35,98	8,170	35,38	9,572	-,484	212	,629
Further Studies	34,89	8,902	34,02	8,187	-,713	211	,477
Satisfaction	54,45	13,477	53,88	13,224	-,293	206	,770
Finnish Grade	8,41	,700	8,01	,905	-3,501	202	,001
Mathematics Grade	7,83	1,176	7,67	1,237	-,911	201	,364
English Grade	7,95	1,198	8,29	1,207	-1,944	202	,053
Overall Achievement	24,13	2,438	23,97	2,598	-,431	202	,667
Study Perception	40,41	6,792	39,69	6,392	-,724	192	,470
Overall Evaluation	7,74	1,311	7,66	1,393	-,389	192	,497

The results showed that the female students (M=69.56, SD=9.70) perceive guidance services more necessary than the male students (M=65.71, SD=10,24) at the time of the survey. The difference between the female and male student groups was statistically significant ( $t(213) = -2.78, p = .006, d = 0.42$ ).

Furthermore, the results showed that the female students (M=8.41, SD=0.70) are more successful than the male students (M=8.01, SD=0.91) in the Finnish lessons at the time of the survey. The difference between the female and male student groups was statistically significant ( $t(202) = -3.50, p < .001, d = 0,04$ ).

Table 5. Results of the independent t-test for Perceived Necessity and Finnish Grade dimensions

	Gender						t	df	p	d
	Female			Male						
	N	M	SD	N	M	SD				
Perceived Necessity	133	69,56	9,692	82	65,71	10,237	-2,774	213	,006	0,42
Finnish Grade	131	8,41	,700	73	8,01	,905	-3,501	202	,001	0,04

### 6.3 Research Question 3

To find whether there is a difference between the grade levels in the perceptions and experiences of students towards the guidance and counseling services, one-way variance analysis (ANOVA) test was utilized. However, there were some assumptions and tests which had to be conducted beforehand.

Since there were only 37 participants from the third-grade level. The normality test was utilized. The kurtosis and skewness values of the normality test showed that the research was normally distributed. Furthermore, the test of homogeneity of variances was conducted to find whether the dimensions are homogeneous or not. The p values of the test of homogeneity were above of .05 therefore, all of the dimensions were homogeneous.

Table 6. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	p
Perceived Necessity	,774	2	215	,462
Study Skills	,395	2	215	,674
Working Life	,036	2	214	,964
Further Studies	,549	2	213	,578
Satisfaction	1,490	2	208	,228
Overall Achievement	1,174	2	204	,311
Finnish Grade	,902	2	204	,408
Mathematics Grade	,019	2	202	,982
English Grade	,184	2	204	,832
Overall Evaluation	,235	2	194	,791

The results of the One Way Variance Analysis (ANOVA) test showed that there was a statistically significant difference in the further studies and plans, satisfaction with guidance and counseling in upper secondary school, and overall evaluation of the guidance and counseling services. However, there was not any statistically significant difference in other dimensions regarding the grade grouping variable. The descriptive statistics of these three dimensions and grade grouping variable is shared below.

Table 7. Descriptive statistics of the satisfaction, further studies and overall evaluation dimensions regarding the grade grouping variable

Group	Further Studies		Overall Evaluation		Satisfaction	
	n	M (SD)	n	M (SD)	n	M (SD)
1. 1st Grade	83	31,36 (7,61)	74	7,38 (1,32)	82	50,95 (12,86)
2. 2nd Grade	97	35,35 (8,44)	88	7,81 (1,31)	94	55,04 (12,06)
3. 3rd Grade	36	39,69 (8,60)	35	8,11 (1,30)	35	59,29 (15,66)
Total	216	34,54 (8,63)	197	7,70 (1,33)	211	54,16 (13,29)

The results of the One Way Analysis of Variances (ANOVA) test showed that there is a statistically significant difference in the further studies and plans dimensions between the grade levels  $F(2,213) = 13,963, p=.000$ . The difference's effect size was calculated eta squared and was found 0.115 showing that the effect size was moderate. Therefore, Tukey's HSD test was utilized to find where these differences were. The results showed that there is a statistically significant difference between the first graders ( $M=31.36, SD=7.61$ ) and second graders ( $M=35.35, SD=8.44$ ) at the  $p=004$  level. When means are compared, it can be interpreted that second graders perceive further studies and plans services of guidance and counseling more critical than the first graders. Also, there was a statistically significant difference between the first graders and third graders ( $p=000$ ). When means are compared, it can be interpreted that first graders ( $M=31.36, SD=7.61$ ) are perceiving further studies and plans services of guidance and counseling less important than third graders ( $M=39.69, SD=8.59$ ). Lastly, there was a statistically significant difference between the second graders and third graders at the  $p=0,19$  level. When means are compared, it can be interpreted that third graders ( $M=39.69, SD=8.59$ ) are perceiving the further studies and plans services of guidance and counseling more crucial than the second graders ( $M=35.35, SD=8.44$ ).

The results of the ANOVA test also showed that there was a statistically significant difference in the satisfaction with the guidance and counseling services in upper general secondary school dimension between the grade levels  $F(2,208) = 5,415, p=.005$ . When the effect size was calculated through eta squared it was found as 0.049 therefore, it was a small effect. When the Tukey's HSD test was utilized in order to find the location of the difference, it was found that there was a statistical difference between the first graders and third graders ( $p=.005$ ) According to the results, the third graders ( $M=59.29, SD=15.66$ ) found guidance and counseling services more satisfactory than the first graders ( $M=50.29, SD=12.86$ ). However, there was not any significant difference between first graders and second graders and between second graders and third graders.

Lastly, the results of the ANOVA test showed that there is a statistically significant difference in the overall evaluations of the students between grade grouping variables  $F(2,194) = 4,251, p=.016$ . When the effect size was calculated through eta squared it was found as 0.040 therefore, it was a small effect. When the Tukey's HSD test was utilized to find where the difference, it was found that there was a statistically difference between the first graders and third graders ( $p=.019$ ). When means were compared, it was comprehended that the third graders ( $M=8.11, SD=1.31$ ) were perceiving the guidance and counseling services working better overall than the first graders ( $M=7.38, SD=1.32$ ). However, there was not any significant difference between first graders and second graders and between second graders and third graders.

#### 6.4 Research Question 4

Lastly, the correlation between the goals of the students and perception and experiences of the students regarding the guidance and counseling was examined. Since the research is normally distributed Pearson's correlation coefficient was utilized. The results of the correlation is shared below.

Table 8. Correlations between the goals of the students and perceptions and experiences of students regarding the guidance and counselling services

	Perceived Necessity	Study Skills	Overall Evaluations	Knowledge on Working Life	Further Studies and Plans	Satisfaction
Grade Perception	,044	,392***	,108	,024	,158*	,119
Further Study Choices	-,061	-,020	,001	,154*	-,041	,128
Further Study Perception	,062*	,339***	,076	,141*	-,002	,144*
Students' Possible Break after Graduation	-,008	-,119	,007	,047	-,209**	-,070

The University Choice	,100	,411***	,046	,127	,240**	208**
The Polytechnic University Choice	,042	-,125	,033	,174	,034	,095
The Vocational School Choice	-,178*	-,201**	-,078	-,029	-,156*	-,080

Notes: \* p < .05, \*\* p < .01, \*\*\* p < .000.

The relationship between the goals of students and the perceptions and experiences towards the guidance and counseling services were measured through the Pearson's correlation coefficient.

There was a correlation between the grade perception and further studies (r=0.158, N=199, p<.026) and the grade perception and study skills (r=0.392, N=198, p<.000)

There was also a correlation between the further study choices and knowledge on working life (r=0.154, N=196, p<0.31).

There was a negative correlation between the possible break after graduation and further studies and plans (r=-0.209, N=196, p<.003)

There was a correlation between the university choice and study skills (r=.411, N=198, p<.000) and the university choice and further studies and plans (r=.240, N=198, p<.001) and lastly, the university choice and satisfaction (r=.208, N=194, p<.004)

There was a negative correlation between the vocational school choice and the perceived necessity of guidance (r=-.178, N=197, p<.012), also there was a negative correlation between the vocational school choice and the study skills dimension (r=-0.201, N=197, p<.005), lastly there was a negative correlation between the vocational school choice and the further studies and plans dimension (r=-0.156, N=197, p<.029)

Additionally, there was a correlation between the further study perception and the perceived necessity for guidance (r=0.062, N=198, p<.023), also there was a correlation between the further study perception and the study skills (r=0.339, N=198, p<.000), and there was correlation between the further study perception

and the knowledge in the working life ( $r=0.141$ ,  $N=198$ ,  $p<.048$ ) and lastly, there was a correlation between the further study perception and the satisfaction with the guidance and counseling services dimension ( $r=0.144$ ,  $N=194$ ,  $p<.046$ ).

However, there was not any correlation between the polytechnic university choice and the perceptions and experiences towards the guidance and counseling services dimensions.

## **7 DISCUSSION**

The primary aim of this study was to comprehend the perceptions of the students, including their experiences, towards the guidance and counseling services. The evaluation of educational outcomes model and the efficacy of guidance and counseling design enabled this study to achieve this aim as valid and reliable as possible. Also, the goals of the students and lesson perceptions were included to understand how these elements were affecting the students' perceptions towards the guidance and counseling services.

According to the results, the students are perceiving the guidance and counseling services efficient and working well except the provided knowledge in the working life. As the students would like to know what they will be doing after the graduation, this dimension of guidance and counseling services carry great importance for the well-being of students. Furthermore, to prevent the students from taking a year break during the transitional times, further studies and plans, and the knowledge about the working life dimensions should be a priority when it comes to improvement and development. Also, when compared with the research which was done in the years of 2001-2002 by Ulla Numminen and Helena Kasurinen, it can be seen that every dimension of the guidance and counseling services has improved from the perspective of students, except the knowledge in the working life dimension. Lastly, when the results are compared detailly, it can be said that the most improved dimension of guidance and counseling services is further studies and plans in the last sixteen years.



Second, from the results, it can be comprehended that the female students perceive the guidance and counseling services more necessary than the male students. As the PISA exam results show that the girls are more successful than the boys in Finland, it can be understood that the female students study more than the male students. The way of female students studying a lot, may leave them in a burnout situation, therefore, perceive the guidance and counseling services more necessary than the male students. Lastly, the success of female students in the Finnish language being higher than the male students, also approves these statements.

Third, when the perceptions of the students are examined through the grade level, it can be seen that the students perceive the guidance and counseling services more satisfactory and better as the grade level gets higher. Also, further studies and plans dimension are seen more critical as the grade level gets higher. The main reason for this can be that the students become more conscious towards the available options as they approach the graduation. Therefore, they would like to have more information about the choices after the upper general secondary school. Furthermore, the students may be using the guidance and counseling services more often as they become closer to the graduation and perceive the services more satisfactory and pleasant. On the other hand, the guidance and counselors may be spending more time and attention on the last grade students and provide them more information, therefore, leaving the last grade students to perceive the services more satisfactory and better than the other graders.

Fourth, there are many correlations between the goals of the students and their perceptions towards the guidance and counseling services. Furthermore, it can be concluded the students would like to utilize the guidance and counseling services in the way of reaching their goals. From these results, it can be comprehended that the individualized guidance and counseling plans and sessions may improve the students' perceptions towards the guidance and counseling services.

## **7.1 Generalizability and Limitations**

As every research has got its limitations, this research also has got some limitations as well. Also, the generalization of the sample to the population is explained.

This study gathered its data from two urban schools which are located in the city of Jyvaskyla, Finland. The participants were accepted to the research with their classes. Therefore, the distribution of female and male students was resembling the schools' population. Furthermore, as the data is gathered from a city which is located in the central Finland region and as the questionnaire is developed in a way to include all unique local curriculum activities and services it can be said that the results can be generalized for the central Finland region only.

The limitations of this research are:

- Only 37 participants were found from the third-grade level since they were getting ready for the matriculation exam.
- The offered time for the research to be completed was quite short for to develop the study perception dimension.
- Only two urban schools were included in this research and only one city from the central Finland region.

## **7.2 Conclusion and Possible Further Research**

The research concludes that the students perceive the guidance and counseling services moderate overall. The grade level of the students and the gender variety also play a key role in the students perspective. Also, the experiences of the students and their goals change the point of view students towards the guidance and counseling services.

As this research only involved the central Finland region and two urban schools in its data collection and analysis, it would be a good idea to conduct the same research in a way which involves all regions. This would require the

researcher to develop a valid and reliable questionnaire which includes all of the diverse local curriculum services. By gathering data from the different regions of Finland and having many participants would provide beneficial results for the development of the guidance and counseling services.

Also, according to the open question which was asked to the students about the improvement suggestions regarding the guidance and counseling services, many students stated that they would like to have closer relationships with their counselor teachers, more information on the further study options and more information on the career options. Therefore, qualitative research can be conducted to discover possible improvements from the eyes of the students as well.

Lastly, as the seventy-five of students out of two-hundred and eighteen stated that they would like to have at least one year break after their studies, research on how to improve the further studies and plans and, knowledge on the working life guidance and counseling services can be conducted.

## REFERENCES

- American Counseling Association (2013) *Counseling Knowledge Centre*. Alexandria, VA: American Counseling Association. Available at <http://www.counseling.org/knowledge-center/counseling-knowledge-center>.
- Barrett, P., Lowry-Webster, H., & Turner, C. (2000). *Friends for children group leader manual*, 2nd Ed. Australia: Academic Press.
- Beck, A.T. (1987). Cognitive Approaches to Panic Disorder: Theory and Therapy. (S. Rachman & J. Maser, Eds.), *Panic: Psychological perspectives* (pp. 91-109). Hillsdale, NJ: Erlbaum.
- Beck, A.T. (2002). Cognitive Models of Depression. In R.L. Leahy ve E.T. Dowd (Eds), *Clinical Advances in Cognitive Psychotherapy: Theory and Application* New York: Springer Publishing Company. pp 29-61.
- Beck, A. (2011). *Love is Never Enough* (1.Edition.). (N. Öztan, Dü., N. H. Şahin, E. Yılmaz, F. Kutlu, A. Aydın, E. Akün, & N. Öztan, Translated.) Ankara: Türk Psikologlar Derneği Yayınları.

- Beck, A. T. (2008). *Cognitive Therapy and Emotional Distortions* (2nd Edition.). (T. Özakkaş, Dü., V. Öztürk, & A. Türkcan, Translated.) İstanbul: Litera Yayıncılık.
- Beck, A. T., & Emery, G. (2011). *Anxiety Disorders and Phobias* (2.Edition). (T. Özakkaş, Dü., & V. Öztürk, Translated.) İstanbul: Litera Yayıncılık.
- Beck, J. (2001). *Bilişsel Terapi Temel İlkeler ve Ötesi*. Ankara: Türk Psikologlar Derneği Yayınları.
- Beck, J. S. (2014). *Bilişsel Davranışçı Terapi Temelleri ve Ötesi* (2.Edition). (M. Şahin, Dü., M. Şahin, & I. T. Cömert, Translated.) Ankara: Nobel Yayıncılık.
- Berg, I. K. (1994). *Family based services: A solution-focused approach*. New York: Norton.
- Brauner, C., & Stephens, C. (2006). *Estimating the prevalence of early childhood serious emotional/behavioural disorders: Challenges and recommendations*. Public Health Reports, 121, 303-310. Retrieved from <http://www.jstor.org/stable/20056962>
- British Association for Counselling and Psychotherapy (2013) *BACP Definition of Counselling*. Lutterworth: BACP. Available at <http://www.bacp.co.uk/>.
- Burks, H. M. & Steffle, B. (1979) *Theories of Counseling*, 3rd edn. New York: McGraw-Hill.
- Corsini, J.R. & Wedding, D. (2008). *Current Psychotherapies* (8th Ed.). Thomson Brooks/Cole. pp. 268-270.
- Costello, E., Egger, H., & Angold, A. (2005). 10-year research update review: The epidemiology of child and adolescent psychiatric disorders: I. Methods and public health burden. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44, 972-986.  
doi:10.1097/01.chi.0000172552.41596.6f
- Craske, M., & Barlow, A. (2007). *Mastery of your anxiety and panic 4th Ed. therapist guide*. New York: Oxford University Press.
- Dattilio, F.M. & Bevilacqua, L.J. (2000). *Comparative Treatments for Relationship Dysfunction*. New York: Springer Publishing Company.
- De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed.). Pacific Grove, CA: Brooks/Cole-Cengage.
- DeRubeis, R.J. ve Beck, A.T. (2010). *Cognitive Therapy*. *Handbook of Cognitive-Behavioral Therapies*. (Ed: Dobson, K.S.) New York: Guilford Press.
- De Shazer, S. (1985). *Keys to solution in brief therapy*. New York: Norton.

- De Shazer, S. (1991). *Putting differences to work*. New York: Norton.
- De Shazer, S. (1994). *Words were originally magic*. New York: Norton.
- De Shazer, S. (2005). *More than Miracles: The State of the Art of Solution-focused Therapy*. Binghamton, NY: Haworth Press.
- Elzer, M. G. A. (2014). *Psychoanalytic Psychotherapy*. London: Karnac Books. Retrieved from <http://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=1647684>. Created from jyvaskyla-ebooks on 2017-05-04 06:32:42.
- Farmer, R. F., & Nelson-Gray, R. O. (2005). The history of behavior therapy. In R. F. Farmer & R. O. Nelson-Gray (Eds.), *Personality-guided behavior therapy* (pp. 33–49). Washington, DC: American Psychological Association.
- Feltham, C. and Dryden, W. (1993) *Dictionary of Counselling*. London: Whurr
- Finnish National Board of Education (2009). *Educational and vocational guidance in Finland*. Retrieved from [http://cimo.fi/instancedata/prime\\_product\\_julkaisu/cimo/embeds/cimowwwstructure/15616\\_guidance\\_in\\_finland\\_2009.pdf](http://cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/15616_guidance_in_finland_2009.pdf)
- Finnish National Board of Education. (2016). *National core curriculum for general upper secondary schools 2015: National core curriculum for general upper secondary education intended for young people*. Helsinki, Finland: Finnish National Board of Education. doi:978-952-13-6266-8
- Frank, J. D. (1974) Psychotherapy: the restoration of morale, *American Journal of Psychiatry*, 131, 271–4.
- Freeman, A. & Dattilio, F.M. (1992). *Comprehensive Casebook of Cognitive Therapy*. New York: Plenum Press.
- Ginn, S. J. (1924). Vocational guidance in Boston Public Schools. *The Vocational Guidance Magazine*, 3, 3-7.
- Friedberg, R., & McClure, J. (2002). Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts. New York: Guilford.
- Gysbers, C. N., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4(4), 246.
- Hoyt, M. F. (1994). Single-session solutions. In M. L. Hoyt (Ed.). *Constructive therapies* (pp. 140-159). New York: Guilford.
- Karataş, Z., & Baltacı H. Ş. (2013). Ortaöğretim kurumlarında yürütülen psikolojik danışma ve rehberlik hizmetlerine yönelik okul müdürü, sınıf rehber öğretmeni, öğrenci ve okul rehber öğretmenin (psikolojik

- danışman) görüşlerinin incelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 14(2).
- Kelly, M. S., Kim, J. S., & Franklin, C. (2008). *Solution-focused brief therapy in schools: A 360-degree view of research and practice*. New York: Oxford.
- Kendall, P., Hudson, J., Gosch, E., Flannery-Schroeder, E., & Suveg, C. (2008). Cognitive-behavioral therapy for anxiety disordered youth: A randomized clinical trial evaluating child and family modalities. *Journal of Consulting and Clinical Psychology*, 76, 282-297. doi:10.1037/0022-006X.76.2.282
- Köroğlu, E. (2012a). *Düşünsel Duygulanımcı Davranış Terapisi* (4.Baskı). Ankara: Hyb Yayıncılık.
- Köroğlu, E. (2012b). *Ruh Sağlığınız İçin Akılcı Düşünme* (3.Baskı). Ankara: Hyb Yayıncılık.
- Köroğlu, E., & Türkçapar, H. (2009). *Psikoterapi Yöntemleri: Kuramlar ve Uygulama Yönergeleri*. Ankara: Hyb Yayıncılık.
- Kuhn, L. A. (2004). *Student perceptions of school counselor roles and functions*. (Master's thesis, University of Maryland)
- Langs, R. (1999). *Psychotherapy and science*. Sage.
- Launikari, M., & Puukari, S. (2005). *Multicultural guidance and counseling theoretical foundations and best practices in Europe*. Retrieved from [http://www.cimo.fi/instancedata/prime\\_product\\_julkaisu/cimo/embeds/cimowwwstructure/15622\\_multicultural\\_guidance\\_and\\_counseling.pdf](http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/15622_multicultural_guidance_and_counseling.pdf).
- Lee, S. A., & Edget, D. M. (2012). *Cognitive Behavioral Therapy : Applications, Methods and Outcomes*. Hauppauge, N.Y.: Nova Science Publishers, Inc.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK).
- McNeill, J. T. (1951) *A History of the Cure of Souls*. New York: Harper and Row.
- Merikangas, K., He, J., Brody, D., Fisher, P., Bourdon, K., & Koretz, D. (2010). Prevalence and treatment of mental disorders among US children in the 2001-2004 NHANES. *Pediatrics*, 125, 75-81. doi:10.1542/peds.2008-2598
- Metcalf, L. (2001). *Solution-focused therapy*. In R. J. Corsini (Ed.), *Handbook of innovative therapy* (2nded.). New York: Wiley.
- Miller, L. D. (2008). Facing fears: The feasibility of anxiety universal prevention efforts with children and adolescents. *Cognitive and Behavioral Practice*, 15, 28-35. doi:10.1016/j.cbpra.2007.05.002

- Miller, L. D., Short, C., Garland, E. J., & Clark, S. (2010). The ABCs of CBT (Cognitive Behavior Therapy): Evidence-based approaches to child anxiety in public school settings. *Journal of Counseling & Development, 88*, 432-439. Retrieved from <http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com.ezproxy.library.ubc.ca/docview/762466878?accountid=14656>
- Muijs, D. (2011). *Doing quantitative research in education with SPSS*. London : SAGE Publications Ltd doi: 10.4135/9781849203241
- Neugebauer, R. (1978) Treatment of the mentally ill in medieval and early modern England: a reappraisal, *Journal of the History of the Behavioral Sciences, 14*, 158–69.
- Neugebauer, R. (1979) Early and modern theories of mental illness, *Archives of General Psychiatry, 36*, 477–83
- Numminen, U., & Kasurinen, H. (2003). *Evaluation of educational guidance and counselling in Finland*. National board of education.
- Peavy, R. V. (1998). *Sociodynamic counselling a constructivist perspective*. Canada: A division of trafford holdings ltd.
- Nelson-Jones, R. (2010). *Theory and practice of counselling and therapy*. Sage.
- Rothwell, N. (2005). *How brief is solution-focused brief therapy? A comparative study*. *Clinical Psychology & Psychotherapy, 12*(5), 402–405.
- Stackert, R.A. & Bursik, K. (2003). Why Am I Unsatisfied? Adult Attachment Style, Gendered Irrational Relationship Beliefs, and Young Adult Romantic Relationship Satisfaction. *Personality and Individual Differences, 34*(8), 1419-1429.
- Stewart, J. L., Christner, R. W., Freeman, A. (2007). An introduction to Cognitive-Behavior Group Therapy with Youth. In R. W. Christner, J. L. Stewart, & A. Freeman (Eds.). *Handbook of Cognitive-Behavior group therapy with children and adolescents*, (pp. 3 – 21). New York: Routledge Publishing.
- Sharf, R. S. (2014). *Psikoterapi ve Psikolojik Danışma Kuramları Kavramlar ve Örenek Olaylar* (5.Baskı b.). (N. V. Acar, Dü.) Ankara: Nobel Yayınları.
- Sharf, R. S. (2012). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.
- Sheffield, J. K., Spence, S. H., Rapee, R. M., Kowalenko, N., Wignall, A., Davis, A., & McLoone, J. (2006). Evaluation of universal, indicated, and combined cognitive-behavioural approaches to the prevention of depression among

adolescents. *Journal of Consulting and Clinical Psychology*, 74, 66 -79.  
doi:10.1037/0022-006X.74.1.66

Stower, C. J. (2003). *Post-Secondary Perceptions Of The Secondary School Counselor And Their Functions At The High School Level* (Doctoral dissertation, Virginia Polytechnic Institute and State University).

Türkçapar, H. (2000). Kognitif Terapi ve Psikanalize Bakışı. *Psikiyatri Psikoloji Psikofarmakoloji (3P) Dergisi*, 8(1), 42-48.

Türkçapar, H. (2012). *Bilişsel Terapi* (6.Baskı b.). Ankara: HYB Yayıncılık.

Vinson, M. L., & Griffin, B. L. (1999). Using a constructivist approach to counseling in the university counseling center. *Journal of College Counseling*, 2(1), 66-75.

Wolpe, J. (1990). *The practice of behavior therapy* (4th ed.). New York: Pergamon.

Wright, J.H., Basco, M.R. & Thanse, M.E. (2006). *Learning Cognitive Behavior Therapy, An Illustrated Guide*. 1st ed. American Psychiatric Publishing.

Yüksel-Şahin, F. (2008). Ortaöğretimdeki öğrenci görüşlerine göre psikolojik danışma ve rehberlik (PDR) hizmetlerinin değerlendirilmesi. *Uluslararası İnsan Bilimleri Dergisi*, 5(2), 1-26.

## APPENDICES

### Appendix 1 The used questionnaire in the research (English)

#### **Student Experiences and Expectations Regarding Guidance and Counseling Services in the Upper Secondary School**

**Background Information:** First, fill in the following background information. What year of upper secondary school studies do you have now? Circle the correct one.

**1<sup>st</sup> Year**                      **2<sup>nd</sup> Year**                      **3<sup>rd</sup> Year**                      **Your Gender:** \_\_\_\_\_ **Age:**  
\_\_\_\_\_ years

Below are a series of guidance and counseling services questions. Please evaluate each function using the scale below. Simply rate each item according to your own experiences. If you have had several counselors during the upper secondary school please include your all experiences while answering the questions.

**A. Perceived Necessity and for Guidance:** How important each function is for you?



1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much				
1. Information on different options after the general upper-secondary school.				1	2	3	4	5
2. Grading the studies.				1	2	3	4	5
3. The importance of the school subject in terms of further studies.				1	2	3	4	5
4. Study skills.				1	2	3	4	5
5. Elective modules, the questions related to the elective modules.				1	2	3	4	5
6. International student exchange.				1	2	3	4	5
7. Self-awareness and personal development.				1	2	3	4	5
8. Getting to know the content and organization of upper secondary school studies at the beginning of studies.				1	2	3	4	5
9. Study problems or difficulties.				1	2	3	4	5
10. Individual personal problems and difficulties.				1	2	3	4	5
11. Information on labor market and jobs.				1	2	3	4	5
12. Occupational information.				1	2	3	4	5
13. Personal guidance and counseling provided by the school counsellor.				1	2	3	4	5
14. Guidance and counseling provided by the personal tutor or the group tutor (teachers who are in charge of the group).				1	2	3	4	5
15. Guidance and counseling by the principal.				1	2	3	4	5
16. Guidance and counseling provided by other teachers.				1	2	3	4	5
17. Familiarization with the Finnish matriculation examination.				1	2	3	4	5
18. I would like to have personality tests which can aid me in choosing future careers.				1	2	3	4	5
19. Vocational studies together with upper secondary school (double degree) studies.				1	2	3	4	5

**B. Study Skills:** How much do you agree with the statements below.

1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much				
1. I am interested in studying.				1	2	3	4	5
2. I feel I am succeeding in my studies.				1	2	3	4	5
3. I am satisfied with my current choices.				1	2	3	4	5
4. I set personal study goals for myself.				1	2	3	4	5

5. I monitor the progress of my studies and academic success.	1	2	3	4	5
6. I can use various different study methods.	1	2	3	4	5
7. I have made the decisions on the study subjects being aware of their impact on my future studies or my future career.	1	2	3	4	5
8. I can assess my personal strengths and weaknesses as a learner.	1	2	3	4	5
9. I can study courses independently.	1	2	3	4	5

**C. Knowledge on working life in the Upper Secondary School:** How much do you agree with the statements below?

1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much	
1. I have taken part in work shadowing during upper secondary school and found it useful for planning my future.	1	2	3	4	5
2. Watching videos which describe different occupations during school hours has been useful for planning my future.	1	2	3	4	5
3. Presentations about occupations at school and reading stories about occupations from the internet has been useful for developing my knowledge on occupations.	1	2	3	4	5
4. Subject teachers have given me useful information regarding working life.	1	2	3	4	5
5. I have received information from school about internet sites which can guide me about getting summer jobs and life after the upper secondary school. (for example: <a href="https://www.kunkoululoppuu.fi/">https://www.kunkoululoppuu.fi/</a> )	1	2	3	4	5
6. Telling and sharing my summer job experiences has encouraged me to look forward to working life.	1	2	3	4	5
7. I would like to take a working life course.	1	2	3	4	5
8. I believe the working life course is beneficial regarding my future choices and occupational knowledge.	1	2	3	4	5
9. I find visits to working life beneficial regarding my occupational knowledge.	1	2	3	4	5
10. I would like to attend to job and education fairs.	1	2	3	4	5
11. I know about the job and education fairs that take place and I can visit there.	1	2	3	4	5
12. I would like to attend to a entrepreneurship course during my upper secondary studies.	1	2	3	4	5
13. I believe entrepreneurship courses are beneficial for my future in working life	1	2	3	4	5

14. I have obtained knowledge in job searching procedures.	1	2	3	4	5
--	---	---	---	---	---

**D. Further Studies and Plans:** How much do you agree with the statements below?

1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much	
1. I know how to apply to higher education according to the national joint application system.	1	2	3	4	5
2. I plan my studies and/or my future career.	1	2	3	4	5
3. I know the pathways from the upper secondary schools to further education.	1	2	3	4	5
4. I know the key features of the university education.	1	2	3	4	5
5. I can search educational information from various networks (e.g. Internet).	1	2	3	4	5
6. I know the public employment services.	1	2	3	4	5
7. I know the key features of the polytechnic education.	1	2	3	4	5
8. I know how to apply for further education.	1	2	3	4	5
9. I know how to apply for a job.	1	2	3	4	5
10. I know where to search information about available jobs.	1	2	3	4	5
11. I know where to obtain information if I go abroad.	1	2	3	4	5

**E. Satisfaction with Guidance and Counselling in Upper Secondary School:** How much do you agree with the statements below?

1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much	
1. School counseling has improved my occupational knowledge.	1	2	3	4	5
2. I know where or from whom I look for help if I have study or personal problems.	1	2	3	4	5
3. School counseling has improved my knowledge on opportunities on further studies.	1	2	3	4	5
4. School counseling has helped me in my learning.	1	2	3	4	5
5. School counseling has helped me in setting educational and career goals.	1	2	3	4	5
6. School counseling has helped me in developing my study skills.	1	2	3	4	5
7. School counseling has instructed me on how to use networks in making future educational and career plans.	1	2	3	4	5
8. School counseling has helped me in getting to know my own upper secondary school.	1	2	3	4	5

9. School counseling has improved my labor market knowledge.	1	2	3	4	5
10. School counseling has increased my self-knowledge.	1	2	3	4	5
11. School counseling has instructed me to monitor my progress.	1	2	3	4	5
12. It was easy to get personal guidance on questions that have puzzled my mind.	1	2	3	4	5
13. School counseling has increased my interest in entrepreneurship.	1	2	3	4	5
14. School counseling has provided me with information on international studies and work opportunities.	1	2	3	4	5
15. School counseling has provided me with information on study grant matters.	1	2	3	4	5
16. School counseling has increased my knowledge on further education opportunities at universities.	1	2	3	4	5
17. School counseling has increased my knowledge on further education opportunities at polytechnics.	1	2	3	4	5
18. School counseling has increased my knowledge on further education opportunities at vocational educational institutions.	1	2	3	4	5

**F.1 What Grades Have You Received on the Courses of the Following Subjects on Average:**

My Finnish grade is: \_\_\_\_\_

My mathematics grade is: \_\_\_\_\_

My English grade is: \_\_\_\_\_

**F.2 Study Perception and Choices:** How much do you agree with the statements below?

1- Not at all	2- A little	3-To some extent	4- Quite much	5- Very much	
1. I believe that my grades are truly representing my skills on the studies.	1	2	3	4	5
2. I would like to apply to a university after having my senior high school studies.	1	2	3	4	5
3. I would like to apply to a polytechnic university after having my senior high school studies.	1	2	3	4	5
4. I would like to apply to a secondary vocational school after having my senior high school studies.	1	2	3	4	5
5. I am not sure about the type of school, that I will be applying to, after having my senior high school studies.	1	2	3	4	5

<b>6.</b> My upper secondary high school grades are important aspects of my future studies and choices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7.</b> I am not thinking about applying to a school after having my degree.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8.</b> I am satisfied with my Finnish grade	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9.</b> I am satisfied with my mathematics grade	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10.</b> I am satisfied with my English grade	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11.</b> I find my upper secondary school grades important for my future studies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12.</b> I would like to apply to an open university after finishing my upper secondary school studies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13.</b> I would like to go to folk high school after finishing my upper secondary studies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14.</b> I would like to be at work before deciding my future studies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15.</b> I would like to have some time off / fill in how long /before applying to a school after finishing my upper secondary school studies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<p>How would you rate the guidance and counseling services overall?  (1 is the lowest and 10 is the highest rating out of the scale of ten)</p>									
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

<p>If there is any notion or improvement suggestion regarding guidance and counseling services please feel free to share below.</p>

## Appendix 2 The used questionnaire in the research (Finnish)

### Opiskelijoiden Kokemukset ja Odotukset Lukion Ohjaus- ja Neuvontapalveluista

**Taustatiedot:** Täytä aluksi seuraavat taustatiedot. Ympyröi Monettako vuotta opiskelet lukiossa nyt?

**1<sup>st</sup> Vuosi**                      **2<sup>nd</sup> Vuosi**                      **3<sup>rd</sup> Vuosi**                      **Sukupuolesi:** \_\_\_\_\_                      **Ikäsi:**  
\_\_\_\_\_ vuotta

Seuraavassa on joukko ohjausta ja neuvontaa koskevia kysymyksiä ja väittämiä. Vastaa niihin

käyttämällä tarjolla olevia vastausvaihtoehtoja. Vastaa kuhunkin kohtaan omien kokemustesi pohjalta.

Jos sinulla on ollut lukion aikana useampia opinto-ohjaajia vastaa kysymyksiin ottaen kaikki kertyneet

kokemuksesi huomioon.

**A. Ohjaajuuden Koettu Tarpeellisuus:** Kuinka tärkeänä pidät ohjauksen roolia seuraavissa asioissa?

<b>1- Ei lainkaan tärkeä</b>	<b>2- Hieman tärkeä</b>	<b>3- Melko tärkeä</b>	<b>4- Hyvin tärkeä</b>	<b>5- Erittäin tärkeä</b>				
1. Jatko-opintomahdollisuudet lukion jälkeen.				1	2	3	4	5
2. Opintosuoritusten arvostelu.				1	2	3	4	5
3. Valinnaisaineitten merkitys jatko-opintojen kannalta.				1	2	3	4	5
4. Opiskelumenetelmät.				1	2	3	4	5
5. Valinnaiset kurssit ja niihin liittyvät kysymykset.				1	2	3	4	5
6. Kansainvälinen vaihto.				1	2	3	4	5
7. Itsetuntemus ja oma kehittyminen.				1	2	3	4	5
8. Lukio-opintojen sisältöön ja järjestelyihin perehtyminen lukion alkuvaiheessa.				1	2	3	4	5
9. Opiskeluongelmat tai oppimisvaikeudet.				1	2	3	4	5
10. Henkilökohtaiset ongelmat tai vaikeudet.				1	2	3	4	5
11. Työelämä ja työpaikat.				1	2	3	4	5

12. Eri ammatit.	1	2	3	4	5
13. Opinto-ohjaajan antama henkilökohtainen ohjaus ja neuvonta.	1	2	3	4	5
14. Ryhmäohjaajan tai luokanvalvojan antama ohjaus ja neuvonta.	1	2	3	4	5
15. Rehtorin tai koulutusalojohtajan antama ohjaus ja neuvonta.	1	2	3	4	5
16. Muiden opettajien antama ohjaus ja neuvonta.	1	2	3	4	5
17. Ylioppilastutkintoon perehtyminen.	1	2	3	4	5
18. Persoonallisuudesta helpottamaan tulevaisuuden uravalintoja.	1	2	3	4	5
19. Ammatilliset opinnot lukion rinnalla eli ns. (kaksoistutkintomahdollisuus).	1	2	3	4	5

**B. Opiskelumenetelmät:** Missä määrin olet samaa mieltä seuraavista väittämistä?

1- En lainkaan	2- Hieman	3- Melko paljon	4- Paljon	5- Täysin				
1. Opiskelu kiinnostaa minua.				1	2	3	4	5
2. Koen onnistuvani opiskelussa.				1	2	3	4	5
3. Olen tyytyväinen tekemiini valintoihin.				1	2	3	4	5
4. Asetan oppimiseen liittyviä tavoitteita itselleni.				1	2	3	4	5
5. Seuraan opintojeni kertymistä ja opintomenestystäni.				1	2	3	4	5
6. Osaan käyttää erilaisia opiskelumenetelmiä.				1	2	3	4	5
7. Olen tehnyt lukiossa ainevalintani tietoisena siitä, mitä ne merkitsevät jatko-opintojen tai tulevan ammattini kannalta.				1	2	3	4	5
8. Osaan arvioida vahvuuksiani ja heikkouksiani oppijana.				1	2	3	4	5
9. Osaan opiskella itsenäisesti kursseja.				1	2	3	4	5

**C. Työelämä tietous:** Missä määrin olet samaa mieltä seuraavista väittämistä?

1- En lainkaan	2- Hieman	3- Melko paljon	4- Paljon	5- Täysin				
1. Olen tutustunut työelämään lukioaikana ja kokenut sen hyödylliseksi tulevaisuuteni suunnittelussa.				1	2	3	4	5
2. Eri ammatteja kuvaavien videoiden katsominen koulussa on ollut avuksi tulevaisuuteni suunnittelussa.				1	2	3	4	5
3. Eri ammatteja koskevat esittelyt koulussa ja ammatteja koskevien kertomusten lukeminen internetistä on auttanut minua kehittämään ammattien tuntemustani.				1	2	3	4	5
4. Eri aineiden opettajat ovat antaneet minulle hyödyllistä tietoa työelämästä.				1	2	3	4	5

5. Olen saanut koulussa tietoa internet -sivustoista, jotka opastavat kesätöiden hankkimisessa ja elämästä lukion jälkeen. (esimerkiksi: <a href="https://www.kunkoululoppuu.fi/">https://www.kunkoululoppuu.fi/</a> )	1	2	3	4	5
6. Kesätöistä puhuminen ja kokemusten jakaminen niistä on rohkaissut minua suhtautumaan myönteisesti työelämään.	1	2	3	4	5
7. Haluaisin tehdä työelämäkurssin.	1	2	3	4	5
8. Uskon työelämäkurssin olevan hyödyllinen tulevien valintojeni ja ammattitietouteni kannalta.	1	2	3	4	5
9. Koen työelämävierailut hyödyllisiksi ammattitietouteni kannalta.	1	2	3	4	5
10. Haluaisin osallistua työ- ja koulutusmessuille.	1	2	3	4	5
11. Minulla on tiedossa tulevia työ- ja koulutusmessuja ja voin osallistua niihin.	1	2	3	4	5
12. Haluaisin osallistua yrittäjyyskurssille lukioaikani.	1	2	3	4	5
13. Uskon, että yrittäjyyskurssi on minulle hyödyllinen tulevaa työelämääni varten.	1	2	3	4	5
14. Olen saanut tietoa työn hakemiseen liittyvistä toimenpiteistä.	1	2	3	4	5

**D. Jatko-opinnot ja –Suunnitelmat:** Missä määrin olet samaa mieltä seuraavista väittämistä?

1- Ei lainkaan	2- Hieman	3- Melko paljon	4- Paljon	5- Täysin				
1. Tiedän kuinka hakea korkeakouluihin yhteishaun kautta.				1	2	3	4	5
2. Suunnittelen opiskeluni ja/tai tulevaa uraani.				1	2	3	4	5
3. Tunnen etenemisväylät lukiosta jatkokoulutukseen.				1	2	3	4	5
4. Tunnen keskeiset piirteet yliopisto- ja tiedekorkeakouluopinnoista.				1	2	3	4	5
5. Osaan hakea koulutustietoja tietoverkoista.				1	2	3	4	5
6. Tunnen työvoimatoimiston palvelut.				1	2	3	4	5
7. Tunnen keskeiset piirteet ammattikorkeakouluopinnoista.				1	2	3	4	5
8. Osaan hakea jatkokoulutuspaikkaa.				1	2	3	4	5
9. Osaan hakea työtä.				1	2	3	4	5
10. Tiedän, mistä haen tietoja työpaikoista.				1	2	3	4	5
11. Tiedän, mistä saan tietoja, jos hakeudun ulkomaille.				1	2	3	4	5



**E. Tyytyväisyys Lukion Ohjaukseen ja Neuvontaan:** Missä määrin olet samaa mieltä seuraavista väittämistä?

1- En lainkaan	2- Hieman	3- Melko paljon	4- Paljon	5- Täysin				
1. Opinto-ohjaus on lisännyt tietojani ammateista.				1	2	3	4	5
2. Tiedän, mistä tai keneltä haen apua, jos minulla on ongelmia opiskelussani tai henkilökohtaisissa asioissani.				1	2	3	4	5
3. Opinto-ohjaus on lisännyt tietojani jatko-opintomahdollisuuksista.				1	2	3	4	5
4. Opinto-ohjaus on auttanut oppimisessäni.				1	2	3	4	5
5. Opinto-ohjaus on auttanut minua koulutus- ja uratavoitteiden asettamisessa.				1	2	3	4	5
6. Opinto-ohjaus on auttanut opiskelumenetelmieni kehittämisessä.				1	2	3	4	5
7. Olen oppinut opinto-ohjauksen avulla, kuinka voin käyttää verkostoja tulevaisuuden koulutus ja urasuunnittelussa.				1	2	3	4	5
8. Opinto-ohjaus on auttanut minua oppilaitokseen tutustumisessa.				1	2	3	4	5
9. Opinto-ohjaus on lisännyt tietojani työelämästä.				1	2	3	4	5
10. Opinto-ohjaus on lisännyt itsetuntemustani.				1	2	3	4	5
11. Opinto-ohjaus on ohjannut seuraamaan kehitystäni.				1	2	3	4	5
12. Oli helppoa saada henkilökohtaista ohjausta minua askarruttaneisiin kysymyksiin.				1	2	3	4	5
13. Opinto-ohjaus on lisännyt kiinnostustani yrittäjyyteen.				1	2	3	4	5
14. Opinto-ohjauksessa olen saanut tietoa kansainvälisestä opiskelusta ja työmahdollisuuksista.				1	2	3	4	5
15. Opinto-ohjauksessa olen saanut tietoa opintotukiasioista.				1	2	3	4	5
16. Opinto-ohjaus on lisännyt tietojani jatkokoulutusmahdollisuuksista yliopistoissa.				1	2	3	4	5
17. Opinto-ohjaus on lisännyt tietojani jatkokoulutusmahdollisuuksista-ammattikorkeakouluissa.				1	2	3	4	5
18. Opinto-ohjaus on lisännyt tietojani jatkokoulutusmahdollisuuksista-ammattillisissa oppilaitoksissa.				1	2	3	4	5

**F.1: Millaisia arvosanoja olet saanut keskimäärin seuraavien aineiden kursseista.**

1. Äidinkieli: \_\_\_\_\_

2. Matematiikka lyhyt / pitkä (rengasta sopiva): \_\_\_\_\_

3. Englannin kieli: \_\_\_\_\_

**F.2: Kokemuksia opinnoista ja valinnoista:** Missä määrin olet samaa mieltä seuraavista väittämistä?

<b>1- En lainkaan</b>	<b>2- Hieman</b>	<b>3- Melko paljon</b>	<b>4- Paljon</b>	<b>5- Täysin</b>					
1. Arvosanani kuvastavat osuvasti tietojani ja taitojani nykyisissä lukio-opinnoissani	1	2	3	4	5				
2. Tahtoisin hakea yliopistoon lukio-opintojeni jälkeen	1	2	3	4	5				
3. Tahtoisin hakea ammattikorkeakouluun lukio-opintojeni jälkeen	1	2	3	4	5				
4. Tahtoisin hakea ammatilliseen oppilaitokseen lukio-opintojeni jälkeen.	1	2	3	4	5				
5. En ole varma millaiseen oppilaitokseen hakisin lukio-opintojeni jälkeen	1	2	3	4	5				
6. Lukioarvosanat ovat tärkeitä tulevien opintojeni ja valintojeni kannalta	1	2	3	4	5				
7. En ole ajatellut hakea mihinkään oppilaitokseen lukio-opintojeni jälkeen	1	2	3	4	5				
8. Olen tyytyväinen suomen kielen arvosanoihini	1	2	3	4	5				
9. Olen tyytyväinen matematiikan arvosanoihini	1	2	3	4	5				
10. Olen tyytyväinen englannin kielen arvosanaani	1	2	3	4	5				
11. Lukion arvosanat ovat tärkeitä tuleville opinnoilleni	1	2	3	4	5				
12. Haluan hakea avoimeen yliopistoon lukion jälkeen	1	2	3	4	5				
13. Haluan mennä johonkin kansanopistoon lukion jälkeen	1	2	3	4	5				
14. Haluan ensin tehdä töitä jonkin aikaa ennen kuin päätän tulevaisuuden opinnoistani.	1	2	3	4	5				
15. Tahtoisin pitää taukoa /kuinka pitkään? _____/ lukio-opintojeni jälkeen ennen kuin haen johonkin oppilaitokseen.	1	2	3	4	5				

Miten arvoisit lukiosi opintoohjauksen laatua kokonaisuutena asteikolla 1/10?									
1	2	3	4	5	6	7	8	9	10

Onko sinulla ehdotuksia kuinka opinto-ohjausta voitaisiin parantaa? Kaikki ehdotukset ovat tervetulleita, käytä vapaasti alla olevaa tilaa.