



## Investigation of High School Students' Perceptions of Guidance Service Through Metaphors

Research Article

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**To cite this article:** Aydin, D. (2019). Investigation of High School Students' Perceptions of Guidance Service Through Metaphors, *International Online Journal of Educational Sciences*, 11 (3), 265-278.

### ARTICLE INFO

*Article History:*

Received: 14.12.2018

Available online:  
20.07.2019

### ABSTRACT

The services offered to students are shaped in line with the developing and changing educational approaches and students' needs. One of the services provided to students is guidance services (Halmatov, 2014). In this study, it was aimed to determine the Grade 12 students' metaphoric perceptions about guidance service and to evaluate these perceptions based on gender and frequency of visits to guidance service. In this research, a qualitative research model was used. The study group consists of 71 students in Grade 12 studying in four different high schools in middle of Turkey during the 2017-2018 academic year. These high schools and students were selected by random sample selection method. A total of 72 metaphors were investigated. Based on the analysis, the metaphors were categorized into eleven categories: guidance service as pathfinder, functional guidance service, problem-oriented guidance, guidance service for sharing, informative guidance, guidance service for comfort, supportive guidance, guidance service as an integral part, guidance service for recognition, guidance service for application, and guidance service as sublimation. Each category were discussed with the support of example quotes from the participants. Also, suggestions for future research is provided.

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**Keywords:**

Guidance, high school students, metaphor

### Introduction

The services offered to students are shaped in line with changes in educational approaches and based on students' needs. One of the services provided to students is guidance services (Halmatov, 2014). The quality and efficiency of education might be increased with the support of psychological counseling and guidance services. Guidance and counseling is a movement that started and was developed in the United States as a systematic effort to help the individual to discover himself and solve problems. Kuzgun (1992) defined guidance as a systematic and professional support process for the individual to discover himself, to recognize the opportunities around, and to achieve an optimal level of happiness by making the right decisions. According to Kepçeoglu (1999); psychological counseling and guidance (PCG) is the psychological help provided by the experts to the individual to discover himself, to solve his problems, to make realistic decisions,

to advance his capacity, to make a balanced and healthy adaptation to his environment and, as a result, to reach self-actualization.

Psychological counseling and guidance services is defined as a systematic and professional psychological support process for one to discover himself and his environment, to make the most effective choices, to solve his problems, to adapt society in a balanced and healthy way and thus to realize himself (Kepçeoğlu, 1999; Kuzgun, 2009; Tan, 2000; Yesilyaprak, 2003). Guidance services allow individuals to better understand themselves and the physical and social environment they live in, their general and special abilities, interests, strengths and weaknesses through basic services including individual assessments, psychological counseling and informational support (Kepçeoğlu, 1999). In other words, psychological counseling and guidance services can be defined as the face-to-face psychological help that aims to help individuals maintain their development and harmony by meeting their decision-making and problem-solving needs (Yeşilyaprak, 2013).

PCG carried out by experts have been taken part in our educational programs and schools as a separate aid and specialization activity. It is based on psychological, social, philosophical, and economical foundations. It is critical to create both individual and social happiness by providing each individual educational, psychological and personal guidance (Tatlıoğlu, 2010). The aims and principles of guidance and the way of life in society, and, therefore, the understanding of education have to be in integrity (Bakırcıoğlu, 1994). Nowadays, in schools, the guidance services are responsible for identification of students and their skills, directing them to appropriate college and trade schools, providing them with personal, academic, and career aspirations, helping them to solve personal problems, introducing schools and universities, and so on (Talim ve Terbiye Kurulu Başkanlığı, 1982). In short, based on the definitions discussed above, PCG has a critical role on school- age children's education.

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

The guidance service for student may vary according to the school level. In this study, Grade 12 students' perceptions about PCG were investigated through metaphors. The rationale for participant selection is that students need help at the highest level from PCG services in Grade 12 due to university entrance exam. Also, since this year is the start year of adolescence abstract thinking is also intense. Moreover, during adolescence, it is critical for adolescents to accomplish their personal, social, educational, and career development tasks, which increase the need for PCG services (İlgar, 2004). Therefore, the students' perception of trust in guidance services is of great importance. Understanding their perception towards PCG services is one of the ways improving PCG services in schools. When students' perceptions is taken into consideration while shaping the guidance services, the effectiveness of the service may increase. Students' perceptions of the guidance service and the role and capabilities of the counselors are formed through their knowledge and experience in various ways. As Kuzgun (2000: 185) stated, the most effective one is the impressions the students have acquired as a result of their interactions. In other words, the type and quality of the guidance the student receives is effective in the formation of these perceptions (Meşeci, Dinçer & Çırakoğlu 2006). Within these perceptions, students' metaphoric perceptions have an important role since metaphors explains an object, action or thought with a word, phrase or other representations (Cerit, 2008; Forcenville, 2002; Geçit & Gençer, 2011; Gültekin, 2013; Mutlu, 1998; Şengül, Katrancı and Cantimer (2014). Metaphors are also used when words are inadequate or to put more emphasis on what is meant to be said. According to Lakoff and Johnson (2005), metaphors explain unknown ones through known experiences (cited by Ünal and Ünal, 2010). In addition, metaphors are expressed as a powerful mental tool in which an individual can work in understanding and explaining a highly abstract, complex or theoretical phenomenon (Senemoğlu, 2005; Yob, 2003). In accordance with the definitions of metaphor, it makes easier to understand and interpret abstract concepts. Metaphors have the power to reveal the precise information and, as a result, it is widely used in

education to reflect thoughts about teaching and learning (Gültekin, 2013). By using metaphors, this study aims to make students' perceptions about guidance services more understandable. Taking students' needs into account, a requirement of the developmental guidance model adopted by guidance services, may help counselors and PCG services to reach their goals. This study aimed to determine metaphoric perceptions of Grade 12 students about guidance services and to examine these perceptions based on gender and frequency of visits to guidance service. For this purpose, the main question to be answered is "What are the metaphorical perceptions of Grade 12 students about guidance services?" The sub-problems are as following:

1. What are the metaphoric perceptions of Grade 12 students regarding guidance services based on gender?
2. What are the metaphoric perceptions of Grade 12 students according to the frequency of visits to guidance service?

## **Method**

In this section, the research method, participants, data collection process, and data analysis are discussed.

### **Research Model**

For this particular study, a qualitative research model was employed. Qualitative research is a method that uses qualitative data collection methods including observations, interviews, and document analysis and that follows a qualitative process to present perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2000).

### **Participants**

Drawn in accordance with the convenience sampling procedures, the participants of the study consisted of 71 Grade 12 students (38 female and 33 male) registered in high schools located in the middle of Turkey.

### **Data collection tools**

The participants' perceptions about guidance service were determined by using metaphor analysis method. To this end, an interview form was prepared to determine participants' perceptions about guidance service. The first part of the form includes personal information related to gender and frequency of visits to guidance service. The second part includes the completion of the sentence "*guidance service is like .... because...*"

### **Data analysis and Interpretation**

Content analysis was used in the analysis and interpretation of the data. Content analysis is one of the most important techniques frequently used in social studies and can be defined as a systematic application in which text is summarized in smaller content categories with coding based on certain rules (Büyüköztürk, 2011). Briefly, qualitative data are described as identifying, counting, and interpreting repetitive subjects, problems, and concepts (Miles & Huberman, 1994). Content analysis is also beneficial because it covers both qualitative and quantitative subjects. In the quantitative part of the research, descriptive survey, one of the most common quantitative research methods in education, was used (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2009).

After the introduction of the study, the interview form was distributed to 93 students. Data analysis was completed in three stages. In the first stage, a temporary list of the metaphors produced by the participants was gathered together. Among the metaphors examined, the metaphors produced by 21 students were eliminated because they were incomplete or they included more than one metaphor, which left 72 students' data for analysis. The metaphors were examined by two researchers individually for clarity purpose. The researchers aimed to present as many categories as they could find in their first sweep based on the metaphors

provided by participants. These categories were then discussed and agreed to give similar theme names to the same phenomenon. A total of 71 metaphors were categorized into eleven categories. In the second stage, the researchers reviewed the data for the second time individually in order to identify metaphors suitable for each category. In the third stage, the categories were given codes and researchers, in the third and last read, coded metaphors based on the category codes. Miles and Huberman's (1994) formula was used for the reliability calculation between researchers. The reliability coefficient was calculated as 0.84. The findings of the study are based on the consensus between the researchers.

## Findings

In this section, the findings based on participants' perceptions about guidance service is discussed. Accordingly, a metaphor table consisting of 59 metaphors out of the data belonging to 72 students was formed as follows.

**Table 1.** Metaphors table based on participants' perceptions

No	Metaphor	f	%
1	Compass	4	5,55
2	Buddy	3	4,16
3	Parent	3	4,16
4	Friend	2	2,77
5	Best friend	2	2,77
6	Sun	2	2,77
7	Oxygen	2	2,77
8	Pathfinder	2	2,77
9	Therapy	2	2,77
10	Flashlight	1	1,39
11	Light	1	1,39
12	Lens	1	1,39
13	Book	1	1,39
14	Navigation	1	1,39
15	Lifeguard	1	1,39
16	Paper and pen	1	1,39
17	Gateway	1	1,39
18	Galaxy	1	1,39
19	Summit of a mountain	1	1,39
20	Peace room	1	1,39
21	Home of love	1	1,39
22	Help home	1	1,39
23	Café	1	1,39
24	Soul	1	1,39
25	Ship	1	1,39
26	Ocean	1	1,39
27	Water	1	1,39
28	Wind rose	1	1,39
29	Fountain pan	1	1,39
30	Teacher	1	1,39
31	School	1	1,39
32	Love	1	1,39
33	Emptiness	1	1,39
34	Teddy bear	1	1,39
35	Signal hoods	1	1,39

36	Second entrance of a market	1	1,39
37	Non-usable pen	1	1,39
38	A simple machine that has lost its function	1	1,39
39	Sachet with a hole	1	1,39
40	Depleted battery	1	1,39
41	Sky	1	1,39
42	Moon	1	1,39
43	Couch grass	1	1,39
44	Illumination of the dark room	1	1,39
45	Mirage	1	1,39
46	Fatih Terim	1	1,39
47	Aziz Yıldırım	1	1,39
48	Lady Gaga	1	1,39
49	Doctor	1	1,39
50	Decoration	1	1,39
51	Home accessory	1	1,39
52	Plastic Fruit	1	1,39
53	Vitamin pill	1	1,39
54	Sunrise	1	1,39
55	Appendicitis	1	1,39
56	Tavşanlı Linyit spor	1	1,39
57	Addiction	1	1,39
58	Rear quintet of displacement bus	1	1,39
59	Earth without oxygen	1	1,39

It is seen that the compass is the most preferred metaphor. The metaphors buddy and parents come just after the metaphor compass. In addition, the friend, best friend, sun, oxygen, pathfinder and therapy metaphors were produced in duplicate. The remaining 50 metaphors were produced once. Table 2 is designed to show categories and metaphors with frequencies and percentages.

**Table 2.** Categories and metaphors

Categories	Metaphors	f	%
Guidance service as pathfinder	Compass(4), pathfinder(2), best friend(2), friend(2), gateway(1), navigation (1), parents (1), flashlight(1), buddy (1), moon (1), signal hoods(1), illumination of the dark room (1), lifeguard(1)	19	24,67
Functional guidance service	Depleted battery(1), sachet with hole(1), A simple machine that has lost its function (1), Non-usable pen (1), Couch grass (1), Mirage (1), Tavşanlı Linyit Spor(1), Appendicitis (1), home accessory(1), Aziz Yıldırım(1), Fatih Terim(1), plastic fruit(1), decoration(1).	13	16,89
Problem-oriented guidance	Galaxy(1), home of love(1), therapy(1), water(1), parents(1), lifeguard(1), sunrise(1).	7	9,1
Guidance service for sharing	Friend(2), best friend(2), buddy(2), paper and pen(1), parents(1)	7	9,1
Informative guidance	Book (1), Fountain pan (1), love(1), light(1), teacher(1), school(1).	6	7,8
Guidance service for comfort	Sun(2), peace room(1), ship(1), sky(1), Lady Gaga(1)	6	7,8

Supportive guidance	Ocean (1), teddy bear (1), sky(1), buddy(1), parents(1)	5	6,5
Guidance service for benefit	Help home(1), Wind rose (1), Second entrance of a market (1),vitamin pills(1), doctor(1).	5	6,5
Guidance service as an integral part	Oxygen (1), cafe(1), soul(1), earth without oxygen (1)	4	5,2
Guidance service for recognition	lens(1), summit of a mountain (1)	2	2,6
Guidance service for application	addiction(1), emptiness(1)	2	2,6
Guidance service as Sublimation	Rear quintet of displacement bus (1)	1	1,3

In the following section, each category is explained with sample quotations from the participants.

### Guidance service as pathfinder

Out of 50 metaphors, 19 metaphors (24.67%) identified guidance service as pathfinder. In addition, students consider it as directing, showing the right path, problem solver, and light holder. The metaphors in this category and their frequencies are compass (4), pathfinder (2), best friend (2), friend (2), gateway (1), navigation (1), parents (1), flashlight (1), buddy (1), moon (1), signal hoods (1), illumination of the dark room (1), and lifeguard (1). Below are the sample quotes from the participants:

*Guidance service is like a gateway to our future; because it is a way of showing us how to get through that door and what we will encounter.*

*Guidance service is like navigation; because it will take us to the nearest destination on the shortest route, even if we take the wrong path, then it will lead us to the right path.*

*Guidance service is like moon; because no matter how dark it is, it sheds light on me, telling me that when I lose hope, the light doesn't go out and it's always on for me.*

### Functional guidance service

In this category, 13 metaphors (16.89%) were about functional features of guidance service. The students stated that the guidance service was not helpful and that it only provides a single solution to them. In addition, students complained about its old-fashioned look. Moreover, some stated that they did not know what the guidance service is responsible for. The mentioned metaphors are depleted battery (1), sachet with a hole (1), a simple machine that has lost its function (1), non-usable pen (1), couch grass (1), mirage (1), Tavşanlı Linyit Spor (1), appendicitis (1), home accessory (1), Aziz Yıldırım (1), Fatih Terim (1), plastic fruit (1), and decoration (1). Example quotes are given below.

*The guidance service is like a mirage; because when we see the sign of guidance service, we believe it is the place to help us, but when we approach the mirage, we see that there is nothing, and when we get closer we see that there is nothing to give us.*

*The guidance service is like Tavşanlı Likit Spor; because his name is known but actually it does not exist.*

### Problem-oriented guidance

In this category, only seven (9.1%) metaphors were related to the problem-oriented guidance service category. More specifically, students considered guidance service as a place where the problems are solved and a place where people reach their goals and get rid of their problems. The mentioned metaphors are galaxy

(1), home of love (1), therapy (1), water (1), parents (1), lifeguard (1), and sunrise (1). Example of quotes are as follows:

*Guidance service is like a home of love; because once you get in there, you can't leave without solving your problems.*

*Guidance service is like water; because it clears off people from their troubles.*

### **Guidance service for sharing**

Only seven metaphors (9.1%) were associated the guidance service with sharing category. In other words, they considered guidance service as a place where students discuss their problems as getting advice from a second mind. The mentioned metaphors are friend (2), best friend (2), buddy (2), paper and pen (1), and parents (1).

*The guidance service is like buddy; because when you get bored and depressed, it is like a partner who corrects the problems.*

*Guidance service is like a paper-pen; because we tell everything we want and we can thoroughly share how we feel.*

### **Informative guidance**

Among the metaphors, six of them (7.8%) were about informative feature of guidance service. According to the participants, students may gain new knowledge as they visit guidance service. The metaphors in this category are teacher (1), book (1), love (1), light (1), fountain pen (1), and school (1). Example quotes are given below:

*The guidance service is like a fountain pen; because it gives wisdom and knowledge as we benefit from it.*

*Guidance service is like a book; because every student who goes there finds something and becomes enlightened.*

### **Guidance service for comfort**

Only six metaphors (7.8%) were related to comfort. The students stated that the guidance service was a relaxing, hopeful, peaceful, and calming place. The metaphors in this category are sun (2), peace room (1), ship (1), sky (1), and Lady Gaga (1). Example quotes are follows:

*Guidance service is like Lady Gaga, because when I listen to the guidance service, I can find the peace and energy that occurs when I listen to Lady Gaga songs.*

*Guidance service is like a peace room, because it enhances one's hopes, it gives comfort.*

### **Supportive guidance**

Among the metaphors, five (6.5%) provided metaphors related to its supportive feature. According to the participants, as it is supportive, it also seeks students' benefits and is a good listener. The metaphors in this category are ocean (1), teddy bear (1), sky (1), buddy (1), and parents (1). Example quotes are given below:

*The guidance service is like a child's teddy bear, because they are a good listener like a human's plush toy when we need to explain a specific problem or need support.*

*Guidance service is like an ocean, because if teachers are water, guidance service is a community of information in abundant waters, I mean the ocean.*

### **Guidance service for benefit**

Out of 50 metaphors, five of them (6.5%) were related to benefits of guidance service. The metaphors of this category are help home (1), wind rose (1), second entrance of a market (1), vitamin pills (1), and doctor (1). Example quotes are provided below.

*The guidance service is like a doctor because the guidance service will cover your mental wounds, just as the doctor does.*

*Guidance service is like vitamin pills because it provides immediate benefits but doesn't have much effect in the long run.*

### **Guidance service as an integral part**

Total of four metaphors (5.2%) were categorized under the guidance service as an integral part of education as well as life. The metaphors are oxygen (1), café (1), soul (1), and earth without oxygen (1). Example quote is given below.

*Guidance service is like earth without oxygen, because a school without guidance is unthinkable.*

### **Guidance service for recognition**

There are two metaphors (2.6%) that were about guidance service with its recognition feature. The students stated that the guidance service serve teachers to know their students better and students for self-awareness. The metaphors in this category are lens (1) and summit of a mountain (1).

*The guidance service is like a lens, because if the lens is an object that allows for a more detailed examination of objects, guidance is also an aid that helps the person to get to know him / herself better and shows what they can do.*

*Guidance service is like the summit of the mountain, because when the teacher reaches the summit, he sees all students.*

### **Guidance for application**

Among the metaphors, two (2.6%) were considered related to guidance service as a place where students seek help. The metaphors related to this category are addiction (1) and emptiness (1). A quote from a student is given below.

*"Guidance service is addictive, because once you go, you can't give up, and if you go once, you can't just simply leave or simply say I quit"*

### **Guidance Service as Sublimation**

Only one metaphor (1.3%) was related to guidance service as a place of sublimation. In other words, he called guidance service as kingdom room. One metaphor in this category is rear quintet of displacement bus (1). The quote related to this metaphor is given below:

*"The guidance service is like the back quintet of the displacement bus, because it is the seat of the king and you go to the kingdom room from there.*

The analysis was also conducted based on the frequency of students' visits to guidance service. The participants were categorized into three groups: never visited, 1-3 times visited, and 4-6 times visited during a semester. The findings are given in Table 3.



**Table 3.** metaphor categories based on frequency of visits to guidance service

Categories	Never visited	1-3 times visited	4-6 times visited
Guidance service as pathfinder	6	9	1
Functional guidance service	8	5	-
Problem-oriented guidance	3	4	1
Guidance service for sharing	5	3	-
Informative guidance	1	4	1
Guidance service for comfort	2	4	1
Supportive guidance	2	1	1
Guidance service for benefit	3	2	-
Guidance service as an integral part	1	1	2
Guidance service for recognition	-	2	-
Guidance service for application	1	-	1
Guidance service as Sublimation	1	-	-

According to the table, among the students who never visited guidance service, their metaphors were mostly in the functional guidance service category (24.24%), the guidance service as pathfinder category (18.18%), and the guidance service for sharing category (15.15%). In terms of students who visited guidance service 1-3 times in a semester, their metaphors were mostly in the guidance service as pathfinder category (38.89 %), the functional guidance service category (14.28%), the problem-oriented guidance category (11.42%), the informative guidance (11.42%), and the guidance service for comfort (11.42%). On the other hand, for the students who visited guidance service 4-6 times in a semester, their metaphors were not concentrated in a certain category.

On the other hand, 33 female students and 38 male students were included in the study. The analysis was also conducted based on gender and the findings are given in Table 4.

**Table 4.** Categories based on gender

categories	Female (f)	Male (f)
Guidance service as pathfinder	10	6
Functional guidance service	6	7
Problem-oriented guidance	3	5
Guidance service for sharing	4	3
Informative guidance	1	5
Guidance service for comfort	2	4
Supportive guidance	3	2
Guidance service for benefit	1	4
Guidance service as an integral part	3	1
Guidance service for recognition	2	-
Guidance service for application	-	2
Guidance service as Sublimation	-	1

Based on the findings, the metaphors that belong to female participants were categorized mainly in the guidance service as pathfinder (28.57%), the functional guidance service (17.14%), and the guidance service for sharing (11.43%). For male participants, they were mainly gathered together in the functional guidance service (17.95%), the guidance service as pathfinder (12.82%), the problem-oriented guidance (12.82%), the informative guidance (12.82%), the guidance service for comfort (10.26%), and the guidance service for benefit (10.26%) categories.

## Discussion

Metaphor, which has been used as a therapeutic tool by psychological counselors for many years, is useful for transmitting thoughts and emotions and revealing development and change (Amundson, 1988; Martin et al. 1992). In this study, which aims to reveal the high school students' perceptions about the guidance service by means of metaphors, it is found that the students perceived guidance service as pathfinder. Also, their metaphors were mainly around its functions. In their studies, Ünal and Ünal (2010) concluded that the counselors in schools should have a guiding role. In this study, it is revealed that Grade 12 students consider the counselors in their schools as a person who shows a number of alternatives and directs them to various fields (Uzbaşı & Topçu Kabasakal, 2009).

In the category of functional guidance services, metaphors including a depleted battery, a sachet with a hole, a simple machine that has lost its function, and a non-usable pen were produced. Although, as Akbaş (2001) stated, that the performance of the guidance teachers is critical for students, the counselors were unable to provide sufficient psychological counseling and guidance for their students since they devote much more time to managerial duties (Korkut-Owen & Owen, 2008). This study also prove that students were aware of this situation and considered their counselors insufficient. In other words, they considered the counselors' performance in helping them was unsatisfactory.

When the problem-oriented guidance service category is examined; it is observed that participants produced metaphors including galaxy, home of love, therapy, water, parents, lifeguard, and sunrise. Stephenson (2003) concluded that some metaphors put emphasis on the concepts of trust and confidentiality that are a foundation of an intense interaction between the client and psychological counselor. As a result, such interaction encourage students to seek help to solve their problems and to gain problem-solving skills with the help of guidance service. On the other hand, when the guidance service category in terms of sharing was examined; it is seen that they produced metaphors such as friend, buddy, best friend, paper-pen, and parents. In his study, Carmichael (2000) also found that through metaphors, the clients saw an intimate environment and could easily talk about problems without harming their self-perception. Those metaphors show that client-counselor interaction is developed in the light of the confidentiality principle of guidance services. In the category of informative guidance, the provided metaphors are books, fountain pen, love, light, teacher and school. The use of these metaphors may imply that students benefits from guidance counselors to obtain information. Although counselors generally consider themselves sufficient in the field of psychological counseling, students perceive them as a source of information about their educational and professional opportunities (Kuzgun, 2000; Meşeci, Dinçer & Çırakoğlu, 2006), which is parallel to the findings of this study.

In terms of comfort, participants produced metaphors including sun, peace room, ship, and sky. In a study, participants used gardener as a metaphor for teachers and stated that like gardeners, teachers take care of their students, which gives satisfaction to students (Saban, 2004). Wickman and colleagues (1999) stated that the psychological counselor's perception of the metaphor as a structure of the client's conceptual world and the way to reflect it to their clients would make it easier for the client to feel better. For this particular study, it is concluded that the metaphors produced related to comfort is due to their satisfactory visits to guidance service. In the supportive guidance category ocean, teddy bear, sky, buddy, and parents were used as metaphors, which might be related to counselors' listening skills and unconditional acceptance. For the guidance service for benefits category, the following metaphors were created: help house, wind rose, second entrance of a market, vitamin pills, and doctor. Robert and Kelly (2010) stated that metaphors will improve the therapeutic working harmony between the client and the counselor in a psychological counseling environment and strengthen the relationship between them. The possible reason for selection of those metaphors might be that guidance services can help students solve problems, provides a relaxing environment for students to share their problems/thoughts with their teachers.

In terms of guidance service as an integral part of education, metaphors including oxygen, cafe, soul and earth without oxygen were produced. In his study, Aydın (2010) stated that the subject studied had an important place in education. Wickman, Daniels, White and Feminine (1999) stated that the metaphors used by students in psychological counseling is an important tool in terms of therapeutic value. It might be concluded that the metaphors might be produced since students determine guidance service as a part of both life and education.

While the metaphors in terms of recognition might be due to the techniques used to know students better, the metaphors used in the guidance service category in terms of application and the metaphors in the Guidance service for application category might be chosen based on students' preference to benefit from guidance service. Also, the metaphor used in the guidance service category in terms of sublimation may be due to the given value by students to guidance service. In the study conducted by Saban et al. (2006), it was found that metaphors can be used as a powerful research tool in revealing, understanding and explaining the personal perceptions of pre-service teachers about learning and teaching. Ivey and Ivey (1999) stated that use of metaphors chosen by clients is a strong strategy that enables clients for self-disclosure.

When the categories mentioned above are considered in terms of gender, 28.57% of the metaphors of female students and 15.38% of the metaphors of male students are in the guidance service as pathfinder category. When these rates are taken into consideration, it is seen that the guidance service as pathfinder category is preferred by the 12th grade students who are in the process of college decision making as mentioned above. However, there is a difference between these ratios according to gender. More specifically, females have more decision-making difficulties comparing with males, which supports the findings of Öztemel's study (2013). In the category of functional guidance service, no significant difference was observed between females and males.

The third most preferred category for female students is the guidance service for sharing category, which might be due to females' needs for closeness. Sullivan's perspective developed in line with his studies also supports this view. On the other hand, Erikson (1963) argues the opposite by purposing that males need closeness in earlier age comparing with females. The third most preferred category for male students is problem-oriented guidance service category. It is thought that these male adolescents receive more help from the guidance service to solve problems because they show more risk taking behaviors than female adolescents, which is supported by Uludağlı-Pekel and Sayıl (2009). Sürücü, Unal and Yildirim (2018) found that students' assessment related to PCG services did not change according to their gender. No significant difference was found in other categories in terms of gender.

When the categories were evaluated in terms of the frequency of seeking help from guidance services, it was observed that there were no significant differences, but there were categories mostly concentrated among the students who never visited and who sought help between 1-3 times in a semester. Accordingly, students who did not visit at all often developed metaphors in the functional guidance service category, which might be due to students' lack of information or negative perceptions about guidance service. Students who visited guidance service 1-3 times in a semester mainly preferred to develop metaphors about the guidance service as pathfinder category. Considering the professional decision-making process, students who choose to receive help should visit the guidance service at least once. Therefore, it is thought that students who made visits 1-3 times in a semester produced more metaphors in this category. While there was no significant difference in the other findings in terms frequency of visits, there were also no studies on this subject in the literature.

In the light of the results obtained from the study, future studies must clarify whether the metaphors that students have developed in relation to guidance services emerged from their experiences with guidance service or their perception about the ideal guidance service in their mind. In regard to the negative metaphors

in terms of guidance services' functionality, more research needs to be conducted to evaluate effectiveness of guidance services and counselors. Similar studies need to be conducted with different student groups and comparison of research results must be done in order to increase the effectiveness of guidance services. Also, future research must include more variables (e.g., grade level, type of school, and so on) to examine students' perceptions about guidance service. When the categories were examined in terms of being guiding, relaxing, being an inseparable part of education, supporting, providing information, exalting, sharing, solving and recognizing the problems, it was seen that the students' metaphoric perceptions about the guidance service were positive and it was suggested that guidance services continue to work in this direction.

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