
BETWEEN THE YEARS 1938-1980 HISTORICAL DEVELOPMENT OF EDUCATION GUIDANCE SERVICES IN TURKEY

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Introduction

People have been in contact since they existed on earth, and human relations have long been a source of problems (Özgüven, 2016). However, this problem has never reached its current critical dimensions. The main reason for this is that the rapid progression of physical sciences into technology with the Industrial Revolution has led to radical developments in our traditional society (Kararmak & Siviş, 2016). These developments brought material welfare to daily life. First, the wealth and comfort that came to the countries that had experienced the Industrial Revolution earlier, is spreading rapidly to other countries of the world today (Smith, 2012). The development of public transport makes it possible to make a journey that lasted for months in a few hours today (Özgüven, 2016). The rapid development of telecommunications technology in recent years has been described as a new revolution in itself (Deniz, & Erözkan, 2018). Computers, various electronic communication devices are rapidly growing in industrial centers, banks, various workplaces, schools, even homes (Kararmak & Siviş, 2016). Thus, the transfer of information, news and news from one end of the world to another increases productivity in every area of life and accelerates development in an unprecedented manner (Yıldırım & Bilge, 2016). Thus, physical, economic and technological developments such as industrialization, the increase of the division of labor, and automation are rapidly changing contemporary life (Doğan, 2016a). People's spare time is increasing and democratic ideas are becoming widespread in popular communities. With the effect of such developments, events such as the widespread use of internal and external migrations and very rapid urbanization, especially in developing countries, have reached great dimensions (Doğan, 2016b). In fact, all these advances are positive steps that give people great advantages. However, as every blessing is a burden, there are aspects that affect life in the opposite direction (Baymur, 2016). For example, while the acceleration of communication and transportation means benefit from the intensification of cultural exchanges between countries, different beliefs and ideologies from other countries may contribute to the clash of various systems of views and values; thus, in order to shake the order established in a certain country, a number of interpersonal, intercultural (Doğan, 2016a). It causes unrest among groups (Kararmak & Siviş, 2016). For this reason, it becomes difficult to prevent the harmful actions of the underground organizations that pursue dark ambitions that benefit from the facilitated

propaganda. Likewise, in the event of rapid urbanization, the people who migrate from rural areas to cities by benefiting from developing transportation means can gain more, benefit from educational and cultural opportunities, medical services to a greater extent, and gain advantages such as access to more developed municipal services (Doğan, 2016a). However, the same phenomenon also causes crowded schools, narrow and unhealthy housing and environmental pollution problems in cities (Smith, 2012).

One of the most negative consequences of these developments is that it affects human relationships in the opposite direction (Özgülven, 2016). As a result of the industrialization, the establishment of big cities caused people to live together in a crowded and intense way. Although this physical intimacy between people seems to be a contradiction, it has led them to psychologically move away from each other (Doğan, 2016b). This is also natural. It is possible for people who have to live in tight spaces, restricting each other's freedom and narrowing their living spaces (Doğan, 2016c). The necessity of living together in the crowd necessitates more rules and more social pressures. These rules require one to adopt certain forms of behavior (Deniz, & Erözkan, 2018). Thus, one is inevitably pushed towards the same stereotypical behaviors and foreign external values are imposed on him (Baymur, 2016). People forced to these foreign values and behaviors feel lonely in the society; they are alienated from each other, their culture, and most importantly their own self. For all these reasons, we are witnessing that human relations in our age have deteriorated to some extent and in some parts (Yıldırım & Bilge, 2016; Akman, 2016). The conditions in which people live are of a nature that may harm mental health. Today, the increase in crime rates and the increase in mental illnesses prove this. Today, conflicts and frictions between young adults, women and men, employers, various ideology groups, various ethnic, racial and national groups are increasing rapidly (Doğan, 2016c). These groups claim that they pursue human rights and want to achieve democratic and fair living conditions (Doğan, 2016b). They're right. However, their struggle with non-humanistic primitive methods and their attempted acts of violence cause social crises. In this case, human relations appear as a problem threatening the future of humanity both at the personal and social level (Doğan, 2016a). To this day, the world crisis; hunger, disease outbreaks, wars were more related to physical life problems (Kararımak & Siviş, 2016). Today, they appear in the field of human relations, which is equally important but more complex (Yıldırım & Bilge, 2016; Akman, 2017). The disruption of human relations lies at the root of many of the disruptions seen in social life today. As has been suggested, although people have made great progress in material and economic fields, they are helpless in the face of psychosocial problems such as disturbances in interpersonal relations, races and international disagreements, guilt and mental illnesses, increasing aimlessness and alienation among young people (Smith,

2012).

Behavioral science is a branch of science that is greatly influenced by the development of historical events and current philosophical trends. Philosophical science, which adopted modernist thought in the early twentieth century, was deeply influenced by behavioral science, psychological counseling theories and research methods (Doğan, 2016a). The theories of behavioral sciences and psychological services fed by these theories were shaped according to the modernist approach. Traditional psychology has brought experimentalism and rationalism to the forefront in accordance with the modernist approach (Karairmak & Siviş, 2016).

Postmodernism is a philosophical concept representing a certain period and its features can be observed in social sciences such as philosophy, sociology, education and psychology of the twentieth century (Lowenthal, 1996). Historically, the beginning of the postmodern period was marked by World War I in Europe and II. It corresponds to the time following World War II. A change has been observed from the principle of logical empiricism, where the basic source of postmodern thought and objective knowledge is logic-based thought, to subjective knowledge where the individual's personal life experience comes to the fore (Özgüven, 2016).

As a result of philosophical, cultural and scientific developments in the postmodern period, postmodernist practices such as network therapy, solution-oriented approaches, narrative therapy, feminist therapy and positive psychology have emerged (Baymur, 2016). Since postmodern thought emerges as a reaction to modernism, it is possible to see it as an oppositional thesis of modernism (Doğan, 2016c). For this reason, opposing concepts and ideas are encountered in two approaches (Deniz, & Erözkan, 2018). Contemporary approaches in the field of psychological counseling and psychology focus on the positive and strong aspects of more people, rather than focusing on negative and weak aspects (eg, irrational thoughts or mental distortions) (Doğan, 2016b). This approach is called positive psychology because of its positive approach to human nature (Smith, 2012).

Since the 1970s, pioneers in the field of school guidance and counseling in the United States have proposed a solid and feasible approach called the "Comprehensive, Developmental Guidance and Counseling Program Model" (Vanzandt & Buchan, 1997). In this study, comprehensive and developmental guidance program model and basic elements of this model are given. In recent years, it is known that program-oriented developmental guidance and psychological counseling approach has been revived in the field of school guidance and counseling (Baymur, 2016). The program has been continuing efforts to develop school guidance and counseling programs (Snyder and Daly, 1993). Two important books have been published in the late 1980s in order to meet

the need and assist school psychological counselors. These; The book “Developmental Guidance and Counseling: A Practical A Program” written by Robert D. Myrick in 1987 and the “Guidance Program for Developing and Managing Your School” written by Morinan C \ Gysbers in 1988 (Smith, 2012).

School psychological counselor, usually student personality services; or in the context of a managerial structure called student services. These organizational models are:

1. service model,
2. process model and
3. tasks model. In fact, in an important part of schools, an organizational model consisting of the combination of these three models is applied (Deniz, & Erözkan, 2018).

There are a number of assumptions on which the comprehensive guidance program model is based. These assumptions provide the basis for organizing and conducting guidance and counseling services in schools. It is possible to list these premises as follows:

1. *Guidance and Psychological Counseling is a Program:* Guidance and Counseling Program has the same features as other education programs. These are: a) student competences, b) processes and activities necessary for students to acquire these competencies, c) professional staff, d) materials and resources, and e) evaluation (Yıldırım & Bilge, 2016).
2. *Guidance and Counseling Program is Developmental and Comprehensive:* In crisis situations, intervention of students is a must. However, the main purpose of the comprehensive and developmental program is to help students develop by enabling them to gain some experience (Poyraz, 2006). Guidance and counseling program is a comprehensive program that includes all activities and services such as getting to know the individual, providing information, consultation, counseling, referral, placement and monitoring (Doğan, 2016b).
3. *Guidance and Counseling Program envisages teamwork:* A comprehensive, developmental guidance and counseling program envisages the participation of all staff in the school. The school counselor not only serves the students directly but also provides consultation and collaboration with other psychological counseling and guidance staff, school staff, parents and some public or private keys providing mental health services (Doğan, 2016c).
4. *Historical Development of the Guidance Program Model:* It is seen that the psychological counseling clinical services approach dominated professional

theory, education and practice between 1950-1970. According to Gysbers (1992), during this period, guidance and psychological counseling were considered as administrative aspects: Student personality: in the scope of services: and as a dimension of it: Guidance and psychological: the psychological counselor's position and psychological counseling (process) were more important than counseling program (guidance) (Poyraz, 2006). However, when I examine the history of guidance and psychological counseling, it is seen that guidance and psychological counseling does not begin with this approach but rather as a process of choosing and placing a profession. However, a more clinically oriented approach has emerged since the 1920s, emphasizing psychological counseling. Thus, the period of adaptation guidance and counseling began (Doğan, 2016a).

The end of the 1920s and early 1930s; It is seen that service model has emerged in order to organize guidance and psychological counseling services in schools. Again, in this period, it is observed that guidance and psychological counseling area becomes an aid service that includes vocational, educational and personal-social dimensions. It is known that between 1950 and 1960, the field of guidance and psychological counseling was organized within the scope of student personality services with an understanding centered on psychological counseling and psychological counseling (Kararmak & Siviş, 2016).

The first original comprehensive guidance program model developed in 1974 was based on three interrelated functions (Gysbers, 1992). These functions are:

1. curriculum-based functions,
2. individual help-based functions and
3. intervention functions.

The program was revised in 1978 and turned into a developmental guidance program. The elements of this program are:

1. definition,
2. justification,
3. assumptions,
4. content-model and
5. process model.

Between 1978 and 1981, other arrangements were made in the model. During this

period, it was seen that the model was adopted nationwide in the United States and applied in many schools (Özgüven, 2016). As a result of these applications, the program has been further refined: Thus, by creating the basic structure of the model, the concepts of ‘content model’ and ‘process model’ have been removed from the program (Gysbers and Heulerson, 1997). As it is known, after the Republic Turkish Education System has been influenced by different education systems in terms of objectives and content (Deniz, & Erözkan, 2018). II. In the period that started after World War II, it is observed that the Turkish Education System is under the influence of the United States Education System (Özoğlu, 1982, p. 52). In this period, the aid initiated in the fields of military, economic and education with the United States of America has led to the reflection of the principles and practices in America in these areas (Kuzgun, 1988, p. 17). Turkey - on the one hand, American educators and psychologists in American aid and cooperation of inviting Turkey to make investigations in our education system on the other hand, some Turkish educators were sent to the United States to specialize in the field of guidance. As Baynur (1980) points out, the widespread interest in the concept and understanding of guidance in our education system has played a major role in the education of foreign countries and the experts brought from America. Although the rapid studies and developments in guidance in our country in the 1950s, due to lack of trained personnel, lack of belief and information in the authorities, and lack of financial support, guidance ideas and concepts continue to spread at the country level and show the effect of the newly prepared programs and regulations (Baymur, 2016). It is observed. Parallel to these developments, we see that guidance is first discussed in a National Education Council (T.C. Ministry of National Education, 7th National Education Council Documents, 1961). In the following sections of the study, the purpose and content of the decisions taken in the main Councils of National Education, which deals with the issue of guidance, the extent to which it is reflected in the educational practices and the problems it creates will be briefly discussed within the framework of contemporary guidance understanding (Doğan, 2016b). Psychological Counseling and Guidance services started in our country in the 1950s on a conceptual level (Doğan, 2016c). It has a history of nearly forty years. Although guidance has not been explicitly mentioned in previous years. In the educational programs, individuality is mentioned as a principle and it is emphasized that the students will be guided to the development of their own abilities (Smith, 2012).

U.S. with Turkey In the framework of the cooperation and mutual aid agreement between Turkey and Turkey in 1947, experts from the United States were invited for the efforts to reform the Turkish National Education and students were sent to the United States to train specialist personnel in various branches of education (Yıldırım & Bilge, 2016). At the beginning of the fifties (1951-1953) educational experts and faculty members such as John Ruffi, Ellsworth Tompkins, Mills and Lester were invited to our country. These

experts examined the education system of our country and prepared a report (Karairmak & Siviş, 2016).

In their reports, it is pointed out that the educational programs of our country are very heavy in terms of the development level of the individuals and the content is not very important and individual differences are not given importance (Doğan, 2016c). In this context, they suggested the establishment of student guidance services in schools, the evaluation and inspection system and the establishment of a new structure of the school and central organization, and the schools being multi-purpose (Poyraz, 2006).

Among the invited experts, Biliş and Mills conducted studies on understanding and organizing the necessity of guidance activities, and gave lectures and seminars to teachers, school administrators and senior staff in the central organization in order to understand the concept of guidance. As there is no staff trained in guidance, first of all, teachers were tried to be trained in guidance (Özgüven, 2016). Multi-purpose schools were opened in three places, which were put into practice as an innovation in education, 6 provinces were selected as pilot regions and guidance studies were initiated in these 11 male secondary schools, guidance boards were established to guide these activities and personnel were tried to be trained through seminars (Yıldırım & Bilge, 2016). Then, in 1954, the results of these studies were discussed and evaluated at the seminar 'Factors Affecting Guidance in the Education System' conducted by another advisor, Otto Mathiasen. In this seminar, the problems raised in the field of personnel training, organization, necessary laws and directives and school-family relations were mentioned. In these efforts for innovation, the individual differences, individual interests and abilities of the students gain importance and new initiatives start and the institutionalization movement comes alive. For the first time, since the 1952-53 school year, the Gazi Education Institute opens a Special Education Department to train staff for children in need of special education. A Test and Research Bureau was established in 1953 under the Ministry of National Education for the purpose of preparing psychological tests and measurement tools for personnel selection and guidance (Smith, 2012).

Turkish students who went to America to study Psychological Counseling and Guidance started to return home in 1953. Between 1953-54, the first field in the first direct lessons in Turkey, Guidance and Counseling Techniques classes, Gazi Education Institute of Pedagogy and Special Education Department is beginning to be taught in the course. As a result of these lessons, they are published in some books and brochures, and these written sources make important contributions to the dissemination and clarification of concepts related to guidance. Until the first independent programs were opened in 1967 in order to train personnel in the fields of Psychological Counseling and Guidance, these provincial courses, which are included in the higher education education programs, carry out an important process in terms of recognition, dissemination and settlement of

concepts in the initial period (Kararmak & Siviş, 2016).

It is seen that the planned development period entered into by our country in the 1960s started to make some new ideas and implementations effective in our education system (Özoğlu, 1982, p. 53). Since development plans see education as institutions producing manpower, they have demonstrated the place and importance of guidance in education in a new way. According to this new situation, guidance has to take part in educational practices in the extent of its contribution to manpower planning (Özoğlu, 1982, p. 53). Collected in 1962 VII. In the report of the Secondary Education Committee prepared for the National Education Council, a separate section was designated as Rehber Guidance in Secondary Education ve and in this section, the need for guidance, group hours in secondary schools, group teachers and the operation of group hours were discussed (Turkish Ministry of National Education, VII. 1962, pp. 89-91). VII. At the National Education Council, some suggestions were made to help students in schools:

The ability of each student to study in accordance with his or her interests, abilities and needs; directing them to an appropriate branch of study and occupation,

1. Addressing the need for specially trained personnel for guidance services and the training of these personnel,
2. Preparing the measurement tools required by the guidance studies as soon as possible,
3. Including guidance lessons in all teacher schools,
4. Systematic recording of the information to be collected about the abilities, interests and development of the students in the guidance work.
5. Training of teachers who are still working in schools with summer courses,
6. Reorganization of the primary school teaching institution in accordance with the guidance approach,
7. Giving a new order and importance to extracurricular activities such as student branches,
8. Establishing a close relationship with other institutions and activities that can help these aims in the environment while the guidance services are carried out in the school (T.C. Ministry of National Education, VII. National Education Council Documents, 1962, pp. 37-38).

Decisions taken in this Council, VIII. Until 1970, when the National Council of Education was convened, it was implemented by being partially reflected in the programs,

regulations and by-laws; however, some of them could not find application because of the necessity of changing the law and limited opportunities (Poyraz, 2006).

Collected in 1970, VIII. The agenda of the National Education Council was the reorganization of the education system in a way that would contribute to the economic and social development. Guidance against VII. National Education Council began with the interest VIII. We observe that it has made even greater progress with the Council. In terms of the initiation of guidance practices in schools in our country, VIII. It is common that the National Council of Education is an important turning point (Ozoglu, 1982).

The problems created by the masses of students brought by secondary education to the gates of higher education in the 1960s became one of the most important problems of the country VIII. The Council of National Education has taken a series of decisions regulating the transition to higher education through the secondary education system. Orientation of students according to their abilities, interests, success, desires and needs; specifying the first year of high school as the orientation class; The use of objective measurement tools in the orientation process and guidance activities and the idea of supporting this orientation can be considered as important developments brought by this Council. As Özoğlu (1982) states, in this Council, it is accepted that the education system and practices should be centered on the individual according to his / her talent, interest, success and desires. VIII. It is observed that the idea of solving the problems encountered in horizontal and vertical transitions in education and especially the problem of students stacked in front of universities and colleges in the direction of guidance within the framework of guidance is dominant (Baymur, 2016). Most of the decisions taken in this Council were adopted by the Ministry of National Education and put into practice in the 1970 -1971 academic year. In this school year, the Ministry of National Education officially launched the guidance program in 24 schools (Kararmak & Siviş, 2016).

Collected in 1974 IX. The agenda of the National Education Council was set up in accordance with the system introduced by the Basic Law of National Education No. 1739. IX. Orientation is the essence of the innovations brought in the National Education Council. These innovations are particularly effective in increasing the efficiency in secondary education through the second level of basic education, which is the main focus of our education system (Özgüven, 2016).

Thus, instead of the secondary education system which consists of closed vertical institutions on the secondary school, piling up students in front of higher education and eliminating the students who are deemed unsuccessful, the programs are directed to various fields of higher education or working life according to their interests, desires and abilities, and community needs and keep the horizontal and vertical transition paths open

between them. an attempt was made to introduce an established system. The guiding system consists of joint courses, private lessons and elective courses, and guidance services that are available to help students in all respects (Poyraz, 2006). IX. The decisions taken at the National Education Council have brought new and important dimensions to the guidance practices in schools. IX. The purpose of guidance in the Secondary School Guidance Studies section of the National Education Council document, the obligation to participate in guidance work, guidance advisory board and duties, advisor guidance and duties, class teacher and tasks, year-end activity report, group guide and tasks, classroom teachers meeting, guidance and educational work combining clocks; The student's personal dossier, referral advice, additional course fees, guidance program, guidance techniques, guidance programs that can be applied are given in a very wide and detailed explanations (Özgüven, 2016). In order to carry out the mentioned tasks and activities, it was decided to allocate two hours of guidance in school programs. This decision can be considered as an important step in solving the problem of time required for guidance studies (Kepoglu, 1985).

IX. The decisions taken at the National Education Council were envisaged to be arranged and carried out in a circular issued in the Journal of Communiqués dated September 16, 1974 and numbered 1805, within the scope of the principles specified in all official and private secondary schools, all high school and equivalent educational dunes since the 1974-1975 academic year (Poyraz, 2006). However, IX. In accordance with the decisions of the Council of National Education, the time allocated for guidance practices in the school program, two hours a week under the name of the Guidance Hour, was left to the responsibility of the classroom teachers (Smith, 2012).

Result

In the light of the information summarized so far, it can be said that the concept of guidance has improved rapidly in the National Education Councils in our country. However, the guidance activities have not reached a consistent and effective level in the contemporary sense in the educational institutions since the guidance applications have been made without sufficient and necessary preparation in line with the decisions taken in the Councils. The concept of guidance VII. Although it has been handled intensively since the National Council of Education, we see that some problems still remain current within the contemporary meaning of the guidance approach. These problems can be listed as follows:

1. It is still common that the Ministry of National Education does not believe in the importance of guidance as much as it believes in the importance of history, physics and mathematics courses.
2. The place of guidance practices in terms of organization, function and staff in schools

has not been determined.

3. Guidance is considered as an orientation process in the education system and is seen as an activity that regulates the manpower planning of the country.

4. Guidance does not seem to be sufficiently adopted as a separate and important aspect of the educational process as well as the management and teaching dimensions.

5. The tools and budget issues that are vital for guidance practices seem to have never been addressed.

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