



**Title:** Opinions of Classroom Teachers Working in Primary Schools Without School Counselors on the Conduct of Counseling Services

**Participation Category:** Oral Presentation

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 **Abstract:**The purpose of this research is to try to reveal how classroom teachers working in primary schools without school counselors (SC) conduct counseling services, what kind of difficulties they encounter and in which situations they need the support of SC. In this direction, semi-structured interviews were conducted with eight classroom teachers working in three public schools without SC. The interviews were analyzed by content analysis. As a result of the analyzes made, it was concluded that classroom teachers are significantly aware of their duties and responsibilities, but they have difficulties in fulfilling these duties and responsibilities. In addition, they found the undergraduate education insufficient in terms of the lack of practice in fulfilling their duties and responsibilities. Therefore, it is another result that they have difficulty in fulfilling some of their duties and responsibilities -especially in identifying student behavior disorders and developing an action plan- and they need the support of the SC. Some suggestions have been developed in line with the opinions and suggestions of the teachers who participated in the research for primary school teachers to provide an effective counseling service. One of the most important results of the research is that non-practical trainings in pre-service and in-service training create the basis of the failures of classroom teachers in conducting counseling services. Depending on this result, the transformation of these educational services into a practical structure emerged as one of the most important suggestions.

**Biography:** The researcher continues to work as a research assistant at Gaziantep University, Faculty of Education, Department of Primary School Education. He is also continuing his PhD education at the Çukurova University.

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