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SECONDARY TRAUMA EXPERIENCES OF SCHOOL PSYCHOLOGICAL AND GUIDANCE COUNSELORS AND ITS IMPACT ON JOB SATISFACTION

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Acceptance and Approval

This study titled as "Secondary Trauma Experiences of School Psychological and Guidance Counselors and Its Impact on Job Satisfaction / Okul Psikolojik ve Rehber Danışmanların İkincil Travma Deneyimleri ve İş Doyumu Üzerindeki Etkisi" and written by 114630004 Canan Özvanlıgil is examined through online thesis defense platform and is successfully accepted as a Master's Degree Thesis.

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TABLE OF CONTENTS

ABBREVIATION

MoNE: Ministry of National Education

PGC: Psychological Guidance Counselor

PGCS: Psychological and Guidance Counseling Service

PTSD: Post Traumatic Stress Disorder

STS: Secondary Traumatic Stress

ST: Secondary Trauma

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

The main purpose of this quantitative research was to investigate the effect of secondary trauma experiences of psychological and guidance counselors (PGC) on job satisfaction. 164 PGCs working in private and public schools in Istanbul were reached through chain-referral sampling and participated in the study through a web based survey. The scales used in the study were specifically developed psychological cases of the students, secondary trauma, organizational support and the job satisfaction. The general objective of this study was to understand the secondary trauma experiences of PGCs who play key role in the education of children and youngsters to be able to support them in confronting stressful and traumatic cases. The results showed that as the workload (number of students) of PGCs increased, the level of secondary traumatic stress also increased. Additionally, it was found that the students' psychological cases increased the PGCs' level of secondary traumatic stress. The significant increase of organizational support increased the job satisfaction of the PGCs working in schools, whereas it decreased their secondary traumatic stress levels.

Keywords: Secondary traumatic stress, psychological and guidance counselor, job satisfaction, organizational support, psychological and guidance counseling service' responsibilities,

ÖZET

Bu niceliksel araştırmanın temel amacı, psikolojik ve rehber danışmanların (PRD) yaşadıkları ikincil travma deneyimlerinin iş doyumuna etkisini araştırmaktır. İstanbul'daki özel ve devlet okullarında çalışan ve kartopu yöntemi ile ulaşılan toplam 164 PRD, web tabanlı bir anket aracılığıyla çalışmaya katılmıştır. Kullanılan ölçekler, bu çalışma için özel olarak geliştirilen öğrencilerin psikolojik vaka listesi, ikincil travma, örgütsel destek ve son olarak iş memnuniyetidir. Çalışma çocukların ve gençlerin eğitiminde kilit rol alan PRDlerin stresli ve travmatik vakalarla karşılaşması sonucunda onları desteklemek için ikincil travma deneyimlerini anlamayı amaçlamaktadır. Çalışma sonuçları, PRDların iş yükü (öğrenci sayısı) arttıkça, ikincil travmatik stres düzeyi de artığını göstermektedir. Ayrıca öğrencilerin psikolojik vaka türlerine göre PRDlerin ikincil travmatik stres düzeyleri değişiklik göstermektedir. Örgütsel desteğin artmasının okullarda çalışan psikolojik ve rehber danışmanların iş doyumunu anlamlı olarak arttırırken ikincil travmatik stres düzeylerini ise azalttığı görülmüştür.

Anahtar kelimeler: İkincil travmatik stres, psikolojik rehber danışman, iş doyumu, örgütsel destek, psikolojik ve rehber danışmanlık biriminin sorumlulukları,

CHAPTER 1

INTRODUCTION

When talking about psychosocial risks of work life, the first thing understood is production, finance sector or a similar one. With our defense mechanisms, we may be able to continue our lives without any problem despite all these life experiences we confront. However, sometimes some life experiences lead us to get through tough situations just because we are lack of defense mechanisms. These breakdown moments that we confront or experience in our lives are named as traumatic life experiences.

Traumatic experience (event) is defined as death of a close one, death threat, severe injury or threat to the body integrity situations. All this traumatic experiences can be exposed directly or witnessed by an individual (American Psychiatric Association, 2013).

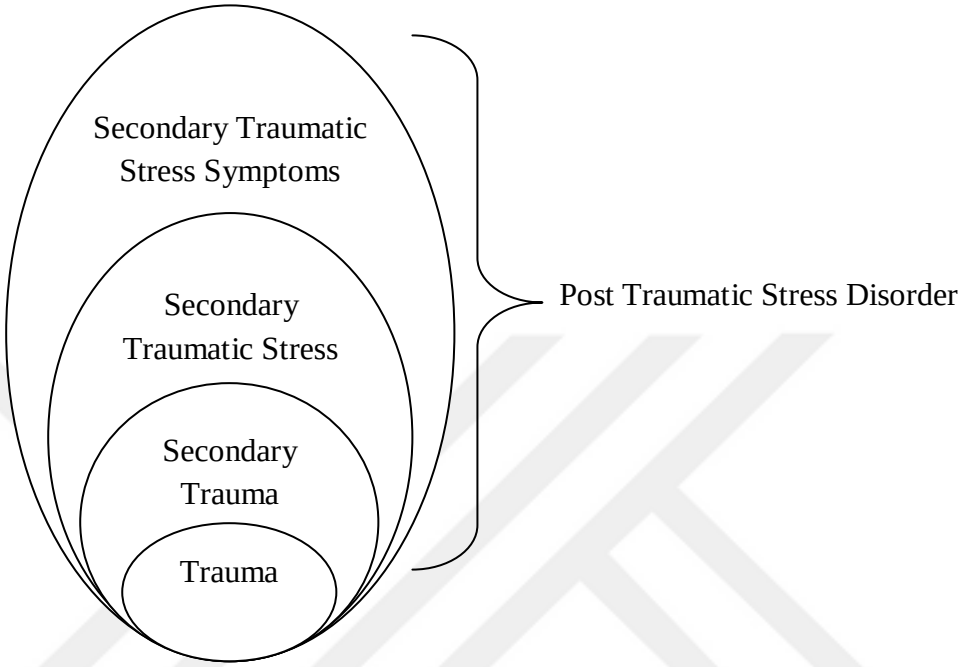
In other words, traumatic experience is a distressing event happening outside of daily life such as "natural disasters, wars, neglect and abuse, accidents, loss of a loved one, bankruptcy or financial losses, witnesses to crime, imprisonment, exposure to torture, hospitalization, sexual violence, physical attack, abortions occurring during pregnancy, having a disabled child, traumatic divorce, poverty" (Büyükbodur & Var, 2017, p. 3679). All traumatic situations are the factors that threat the physical, emotional and behavioral integrity of the person and also lead some difficulties in daily and work life conditions of an individual.

All traumatic experiences are not necessarily experienced directly by the individual to experience negative feelings. Sometimes traumatic experiences of the other people might be witnessed or heard by the individual. For instance, the helping professionals who were involved in fatal natural disasters were exposed to traumatic events in which they witnessed the death of their colleagues and friends.

The trauma/traumatic experience affects both the victim and the helping professional. While the victim gets psycho-social damage after the trauma, helping professionals are also psychologically affected from victim's experience (Figley & Kleber, 1995). In order to examine the effects of this situation on job

satisfaction, the concepts of post traumatic stress disorder, secondary trauma and secondary traumatic stress developed after trauma are summarized.

Figure 1. 1. Conceptual Framework



a) Post Traumatic Stress Disorder (PTSD): PTSD that might be called a public health problem is defined as the lost productivity of work and life. This situation occurs as a result of traumatic experience, but not all traumas result in PTSD. Traumatic events can be either leaded by human hand, such as rape, physical assault, or there can be impersonal traumatic events like natural disasters or accidents. These situations impact negatively many aspects of human functioning, which include behavioral, emotional, affective and cognitive components (APA, 2013 as cited in Delapp, Leins, Metzger, & Williams, 2018). Shortly, PTSD covers both direct and indirect (secondary) forms of trauma events. The stress outcome that affects the individual who was exposed to trauma or the people who helped traumatized individual and get traumatized is named as traumatic stress (APA, 2013). It causes Post-Traumatic Stress Disorder (PTSD) symptoms.

b) Secondary Trauma (ST) - Indirect Trauma: It focuses on the effects of working with victims of trauma, where the victims' painful experience is

spreading and their trauma symptoms contaminate to helping professional (Lombarda & Motta, 2008). The term secondary trauma is used to explain the same situation with indirect trauma but secondary trauma is more highlighted in the literature. While helping professionals are interested in trauma victim, they are indirectly exposed to the effects of trauma. The helping professionals might develop psychological or cognitional distress symptoms. These symptoms are similar to those of trauma victims (Figley, 1986; Rosenheck & Nathan, 1985 as cited in Greene & Lahav, 2014). This situation shows that the helping professionals can develop symptoms similar to posttraumatic stress disorder (PTSD) but helping professionals are unable to regulate their emotional expression in secondary trauma experience so these emotional responses occur as a result of secondary trauma experiences. The difference between the ST and PTSD symptoms is caused by the way traumatic experience occurs on the person (Maˇirean, 2016). Shortly, ST is described as the transmission of specific PTSD-like symptoms, functional problems, depressive, anxiety symptoms etc. (Greene & Lahav, 2014).

c) Secondary Traumatic Stress (STS): STS is observed when the helping professionals are continuously in contact with trauma victims. They might have experiences similar to emotional or behaviors disruption (Post Trauma Stress Disorder Symptoms "PTSD") that results from knowledge about victim's trauma event (Figley, 1995 as cited in Bride et. al., 2009). STS focuses on the stress resulting from helping or wanting to help a trauma victim or a suffering person so the helping professionals become indirect victims of the trauma (Figley, 1999 as cited in Bride et. al., 2009). The helping professionals experience stress led by occupational trauma. After trauma, these stress symptoms can be identical to the victim's symptoms. Thus the term secondary traumatic stress is used in some studies in order to express symptoms which are the cause for secondary trauma.

Secondary trauma mostly appears among the police, lifeguards, fire-fighters, doctors and therapists, health care workers, emergency and community workers and journalists (Bryant & Harvey 1996; Duckworth, 1986; Hodgkinson & Shepherd, 1994; Jones 1985). Those occupations which have a relation with

trauma victims as part of their jobs are profoundly affected by this process. When traumatic experience mostly focuses on trauma effect caused by other people or natural disasters, secondary trauma focuses on someone who witnesses indirectly a traumatic event (Sheen, Spiby, & Slade, 2014). Understandably, secondary trauma cannot be ignored. The destructive influences of traumatic experiences are directly or indirectly surrounds and affect many individuals and environments.

Secondary trauma literature is heavily based on doctors and mental health professionals, police, lifeguards, fire-fighters, doctors and therapists, health care workers, emergency and community workers and journalists. However, it is also possible for other occupations to be exposed to traumatic experiences. In our case, PGCs listen to the problems of many students during the day. They confront some stressful, traumatic cases and understand their trauma experiences, which make PGCs very important in supporting them the students and the key people in education of children and youngsters (Aysan & Bozkurt, 2004). As a result of supporting the youngsters and children having the trauma process, PGCs may undergo the secondary traumatic experience.

Psychotherapy, counselling and PGC take part in mental health services. The professionals in these fields may have to listen to the details of sad stories, empathize to help their clients so they are in risks of indirect exposure to trauma. Research studies show that psychotherapists and psychological guidance counsellors are often exposed to traumatic stories of their students, so secondary trauma effect can be seen depending on trauma (Culver, McKinney & Paradise, 2011 as cited in Gürdil, 2014). They might experience negative feelings like sadness, anger, anxiety, shock and frustration, or secondary trauma effect like PTSD- symptoms. They can complain about physical symptoms and suspect about their own professional qualifications or they might lose optimistic perception and security feelings (Arnold et al., 2005 as cited in Gürdil, 2014). Working with trauma victims might cause to psychological difficulty because bad experience of victim which affects helping professional's work and life quality are essential for organizational psychology research. On the one hand, psychological destructions caused by those situations reduce employee's life quality and on the other hand, it decreases the productivity of work (Nelson-Gardell & Harris, 2003).

The helping professionals have a clean conscious about their victims. Additionally, this emotion can be stressful and compelling. They are constantly exposed to traumatic experiences, they can be disturbed or complain about the problems that make them feel bad (Figley, 1995, as cited in Gürdil, 2014). Therefore they can experience loss of function in personal, social and occupational life. They can lose productivity at work or can tend to change a job (Nelson-Gardell & Harris, 2003). While helping professionals have a spiritual pleasure, they can leave the heavy traces whenever necessary support is not provided. Shortly, secondary trauma badly affects social, physical and psychological wellbeing so it has negative effect on the helping professional, which should not be ignored.

PGCs, having an effective role in the solutions of students' personal, family, school problems and future anxieties, should have a high level of job satisfaction in order to work more useful and productive. PGCs also interact with many groups such as teachers, school administrators, and parents. Factors such as secondary traumatic stress that may develop due to negativities in the work environment and the work load (e.g number of students at school) can lead to job dissatisfaction (Uslu, 1999).

Job satisfaction directly affects individuals' physical and mental health. For this reason, the job satisfaction in the services aimed at supporting and maintaining the academic success and psychological health of the students of PGCs in schools is important in terms of both the health of PGDs and the quality and effect of the support service they provide.

This thesis addresses the secondary traumatic stress symptoms experienced by PGCs and their job satisfaction in relation to their experiences. The first part of the literature review highlights theoretical background of trauma, PTSD (post-traumatic stress disorder) and secondary trauma terms. The second part explains psychological guidance counsellors' role in the school and details of counselling process. The third part focuses on the consequences of secondary trauma on PGCs and the last part focuses on the conceptual framework of job satisfaction, in which the job satisfaction of the psychological and guidance counsellors in the school is also mentioned.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1. TRAUMA

American Psychiatric Association (2013) describes trauma in DSM-5, as a diagnostic and statistical manual of mental disorders such as exposure to death, serious injury, sexual violence or threat, (1) experiencing traumatic events directly, (2) witnessing that traumatic events occur to other persons, (3) learning that a close family member or a close friend has experienced traumatic events, the events that are violent in death or danger of death experienced by a family member or friend like accident. Trauma is a set of situations and experiences that make it difficult to cope and make living conditions difficult.

The limitation of trauma to death, serious injury, sexual violence or danger has been criticized for the fact that many events may be traumatic even if they do not involve death or injury (Anders, Frazier, & Franskfurt, 2011). The previous definition of DSM-3-R trauma encompassed all threats to a person's psychological integrity, but significant losses or breaks in DSM-5, excessive emotional abuse, humiliation and so on. Conditions are not defined as traumatic. The internal resources of those who experience these conditions are insufficient in coping for a short period of time and it is predicted that they may be traumatic by causing long-term psychological symptoms (Briere & Scott, 2016). In short, all situations that endanger a person's mental integrity can be as traumatic as those who are in danger of physical injury or death.

In other words, traumatic events have sudden and unexpected painful sides. Psychological, social identity, security and wellbeing are the conditions that threaten the individual. An example of these situations can be given as natural disasters, fires, sexual, physical assaults, accidents, loss of a loved one, and the diagnosis of fatal illness, etc. (Palabıyıkoğlu, 1999). The individual thinks that all these traumatic situations may happen to other people but it will never happen on its own (Özkan & Armay, 2007). When the traumatic state takes place in one's life, there is a discrepancy between the inner world and the external realities. Because the trauma enters the person's life at an unexpected moment and the

person has difficulty in accepting this situation. The traumatic event causes the individual's existing safe life scheme to be shaken, and thus the person's inability to overcome this situation, perspective on life and events are negatively affected (Bayraktar, 2018).

Perception of negativity about the realities of the external world may occur due to trauma. Traumatic events lead to changes in one's positive beliefs about the world, and the perception that the world is not a fair place begins to strengthen (Martin & Kleiber, 2005).

Some post-traumatic reactions may occur due to biological changes and concussions in trauma. In general hypersensitivity, disturbing thoughts and avoidance are observed. As these reactions may emerge after the traumatic event, the intensity of these reactions varies over time (Yılmaz, 2007). Acute (primary) stress reactions given after traumatic events that threaten the physical integrity and life of the person may vary. The severity and duration of this condition may increase or decrease depending on the mental and environmental dynamics of the person and also it may disappear spontaneously over time (Zara, 2011).

The reactions of traumatized individuals during and after the trauma are unique. Post-traumatic acute stress responses are expressed by the person in physical, behavioral, emotional and cognitive ways. Zara (2011) states that complex internal processes in the mind caused by trauma constitute the infrastructure of observable responses: (Green, 1993; Hacıoğlu, Aker, Kutlar, & Yaman, 2002; Harrowitz, 1976).

a) Physical Reactions: Headaches and dizziness, excited, tense and excessive arousal sensation, nausea and bowel discomfort, decreased or increased appetite, generally worsen health status is shown.
b) Behavioral Reactions: Disruptions and nightmares in sleep patterns, social environments and withdrawal, expectation of something bad will happen constantly, avoiding traumatic event reminders, not being able to express emotions, having conflicts with family and colleagues.
c) Emotional Reactions: Low levels of resentment and tolerance, despair and pessimism, feeling of insecurity, shock and numbness, intense longing, extreme susceptibility, sudden change of emotion and guilt are expressed.

d) Cognitive Reactions: Difficult to focus his attention on something, being busy with forgetfulness and disturbing memories and images, inability to make decisions, experiencing full or partial amnesia (loss of memory), planning for protection from constant danger and questioning spiritual and religious beliefs.

All of these reactions are examples of acute stress symptoms that occur when the person is trying to cope with the traumatic event. All these acute stress responses given by people after the traumatic event are normal, but the longer the responses, the more difficult it is to adapt to one's life.

Herman (1992) states that the traumas experienced by the person cause distress in human relations, family, friendship, business life and social ties, and that the person who supports and shapes relations with other people causes self-perception and distorted images about himself. Trauma affects the person in psycho-social, physical and cognitive dimensions and causes a decrease in quality of daily and work life. The stress factors caused by the trauma in the person and the environment also cause post-traumatic stress disorders. Trauma not only unilaterally affects the victim's life. Helping professionals who help the trauma victim are indirectly exposed to the effects of trauma and get affected by this situation (Bride, Robinson, Yegidis, & Figley, 2003). In this part of the study, the concept of post-traumatic stress disorder and secondary trauma experienced by people affected indirectly by trauma will be discussed.

2.2. POST TRAUMATIC STRESS DISORDER (PTSD)

Post traumatic stress disorder (PTSD) is seen as one of the most common psychiatric disorders on traumatic events. The lifetime experience of traumatic events at least once in the world population ranges from 55% to 90% (World Health Organization, 2013b). Therefore, the incidence of the disorder is high in people. Studies investigating PTSD as a result of natural disasters or traumatic events created by the human hand have been found to be more effective in the emergence of PTSD symptoms before, during and after the event than the quality of the traumatic event (Rosendal, Şalcıoğlu, Andersen, & Mortensen, 2011).

Socio demographic factors, past trauma experience and past psychiatric history are considered as pre-traumatic factors. Being male, having low level education and income at a young age increases the probability of experiencing traumatic events. Being a woman, advanced age, low level education and income, having a past psychiatric history are associated with PTSD (Breslau, Davis, & Andreski, 1995). In addition, one's past trauma experiences increase the likelihood of PTSD by affecting reactions to traumatic events (Mulder, Fergusson, & Horwood, 2013).

During trauma, the severity and duration of exposure to the traumatic event, the way of coping with the traumatic event and the emotional reactions to the traumatic event are important. The first feelings given to the traumatic event (fear, helplessness, etc.) are replaced by secondary feelings such as anger, guilt, and shame (Brewin, 2001). Negative emotions, over arousal, avoidance of evocative stimuli, and re-experiencing that moment through traumatic dreams are important factors in defining PTSD.

When traumatic event enters life unexpectedly, traces of physical, emotional, cognitive and social damages caused by this situation are handled according to PTSD diagnostic criteria. People who are exposed to traumatic experience especially some occupational groups such as police, firefighter, crime scene investigation workers, hospital emergency, school psychological counselors and therapists are affected by the traumatic events while helping individuals or communities who are exposed to natural disasters or terror, sexual abuse, and violent incidents (Nalbantçılar, 2018).

DSM-5 (2013) established a separate category for the disorders related to trauma and triggering factor (stress) and started to take place under this title in PTSD (Pai, Suris, & North, 2017). The diagnostic criteria of post-traumatic stress disorder are clustered under certain headings to be more appropriate to the clinical appearance and reduce comorbidity (Var, 2010). In this section, characteristics of DSM-5 symptom clusters of PTSD in post-traumatic persons and occupational groups are summarized in Table 2.2.1

Table 2.2.1: Post Traumatic Stress Disorder DSM-5 Symptom Sets

Symptom Set	Content	Short Description
Criteria A	Traumatic experience	Serious injury, death threat or violence to the sex; witnessing these incidents, a family member or a learning or traumatic over and over exposure to the disturbing details of the incident
Criteria B	Intrusive Symptoms	Involuntary thoughts, dreams about the traumatic event, difficulty in preventing memories of traumatic events
Criteria C	Avoidance	Avoiding activities, places, people or conversations that remind the traumatic event
Criteria D	Cognitive and Emotion Case Negative Changes	Negative changes in the content of thought (I am bad, unreliable to anyone) and emotion, anger, guilt, shame, horror, etc. that started after the traumatic event. Participation in events significant reduction
Criteria E	Changes in Arousal and Reaction	Significant increase in arousal and responsiveness associated with traumatic event, e.g. excessive arousal, easily startled sleep disturbance, self-injurious behavior, or lack of attention/focus
Criteria F	Duration	Symptoms have been present for more than a month
Criteria G	Functionality	Significant deterioration and distress in functionality related to clinically significant distress or social work related areas, etc
Criteria H	Exclusion	Symptoms do not occur due to drug substance or other disease.

Reference: American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub.

Every situation that creates a traumatic effect on people's lives affects the lives of individuals and threatens the physical and spiritual integrity. This process is not only intended for the individual, but also the relatives of the people who are exposed to the traumatic situation and the occupational groups that help him get affected. Relatives of the victim exposed to the traumatic event or indirectly affected by the trauma and each of the occupational assistants respond differently, while PTSD symptoms may differ in this case (Hacıoğlu, Gönüllü, & Kamberyan, 2002). Avoidance of traumatic stress following the traumatic experience, negative changes in cognitive and emotional state, sudden startles and concentration disorder, sleep problems, etc. lasting more than one month cause the person to be diagnosed with PTSD (APA, 2013).

2.3. SECONDARY TRAUMA

If the individual experiences traumatic situations such as accident, disaster, abuse, violence, confrontation and injury, the situation is defined with the concept of primary trauma, while the situation of the individual who experiences the traumatic experiences of another person (accident, disaster, abuse, violence, confrontation or injury etc.), witnesses, has information about the traumatic event, listens to the details of the story or tries to help the victim and indirectly gets affected by the traumatic situation is expressed with the concept of secondary trauma (McCann & Pearlman, 1999; Lerias & Byrne, 2003).

For example, health care providers providing medical assistance to the wounded, search-and-rescue teams trying to save individuals who have been debris, and therapists or psychological counselors listening to counselors/students with traumatic experiences show that secondary trauma is more intense in some occupational groups.

In DSM-5, secondary trauma was included under the title of Post-Traumatic Stress Disorder. According to DSM-5, individuals experience traumatic stress through indirect means like witnessing or learning about the traumatic situation rather than the primary exposure to traumatic experience.

In Article 4 of Part A of DSM-5, it states as “Explained by the inconvenient, repetitive or excessive confrontation of the traumatic events (e.g.

the first to collect human remains; police officers who re-encounter the details of child exploitation)" (APA, 2014, p.146). The article emphasizes that post-traumatic stress disorder may develop as a result of traumatic life events and occupational necessity. With this article of DSM-5, "it is seen that the negative effects might occur in professionals working with victims and it is not limited to the victim" (Büyükbodur & Var, 2017, p.3681).

Expression of the concept of secondary trauma and research on professionals assisting trauma victims began in the late 1970s and early 1980s. There are some studies conducted on charitable professionals emerged during the Vietnam War. It was observed that the nurses taking part in the war showed startle reactions as a result of witnessing injuries and deaths and these reactions became permanent (Carson, et al., 2000). As a result, it was understood that the individuals who helped them were as traumatized as the victim (Wee & Myers, 2003). As much as trauma victims, it also shows that the professionals who helped them are affected by the psycho-social destructive aspect of trauma.

In many studies, symptoms of secondary trauma are almost identical to those of primary trauma (Bride, et. al., 2003). Relatives of trauma victims, employees who provide psychological support, occupational personnel participating in search and rescue activities and volunteer workers are seen to be exposed to secondary trauma (Yılmaz, 2007). Figley (1998) states that as a result of seeing damaged bodies, encountering life-threatening situations and listening to the lives of people who have experienced trauma, the secondary traumatic stress of the helper increases.

Acute (primary) stress and post trauma stress disorder symptoms in DSM-5 (2013) are similar to those of secondary trauma. Symptoms such as re-experiencing, negative mood, avoidance, increased arousal may be an example of psychological disorders after trauma. The duration of the onset of these symptoms varies (Erdener, 2019).

2.3.1. Secondary Traumatic Stress

Secondary traumatic stress (STS) is “the natural consequent behaviors and emotions resulting from knowledge about a traumatizing event experienced by a significant other- it is the stress resulting from helping or wanting to help a traumatized or suffering person” (Figley, 1999, p.10).

In other words, behavioral or emotional stress is a result of individuals' knowledge about the traumatic event without being physically threatened or harmed. Figley (2002) focuses more on the stress symptoms of this concept. Secondary traumatic stress may be similar to symptoms of post-traumatic stress disorder (PTSD) or acute stress disorder. In post-traumatic stress disorder, the person is directly exposed to traumatic event, while secondary traumatic stress trauma victims are indirectly exposed to the experience.

Gürdil’s (2014) study shows that secondary traumatic stress is manifested by deep feelings of sympathy, compassion and sadness towards the victim arising from helping or wanting to help a person suffering. For example, a therapist, emergency room worker, fireman etc. occupational groups intervene in traumatic situations. Employees told by the victim of the trauma or witnessed the situation of the victim may inadvertently recall or dream in memory of the traumatic situation. With these symptoms, the person may tend to move away from people and places that remind the employee of the trauma may have distractions and sleep problems. On the other hand, general anxiety may occur in situations such as sadness, social withdrawal and fatigue (Nelson-Gardell & Harris, 2003). Excess identification established against the trauma victim is one of the important factors leading to the development of secondary traumatic stress (Miller, 1998).

2.3.2. Secondary Traumatic Stress Symptoms

“Symptoms of secondary traumatic stress usually occur quickly and after a certain event” (Gürkan & Yalçıner, 2017, p. 92). Acute stress symptoms occur as soon as secondary traumatic stress are experienced and lasts for at least 3 days and at most 1 month. Symptoms of post-traumatic stress disorder occur after a certain period of time and occur for more than 1 month (APA, 2013).

Secondary traumatic stress is similar to post-traumatic stress disorder (PTSD) and acute stress symptoms (Figley, 2002). On the other hand, the symptoms of secondary traumatic stress were found to be very similar to the symptoms resulting from the traumatic experience of the victim (Bride, et al., 2003). The trauma victim and the professional assisting him need to be treated for post-traumatic stress symptoms because it may cause psychological disorders such as anxiety disorder and depression in the future. These stress symptoms indicate that the victim and the person assisting the victim are negatively affected psycho-socially from the traumatic experience.

Secondary traumatic stress is expressed by three main symptoms which are re-experiencing, avoidance and increased arousal.

a) Re-experience

As people working with victims of trauma listen to their experiences, they feel as if they are experiencing them. Listening to the victim's trauma leads to the same emotions by empathizing (Steed & Downing, 1998). Suddenly and repeatedly recall the traumatic event, dreams about the traumatic event, nightmares and alienation to others can be observed (Hesse, 2002).

In a study conducted with psychologists, police, social workers and psychological counselors working with child sexual abuse cases in Malaysia, it was found that professionals had questions about their beliefs, shock, fear, disturbing images, and sleep problems. Listening to traumatic experiences has been found to cause changes in cognitive schemas and emotional symptoms. It is important that trauma specialists receive training in secondary trauma and prevention before graduation in order to be less affected by the process (Nen, et. al., 2011).

Listening to traumatic experiences or dealing with these processes increases the tendency to show the same reactions as the trauma victim because the basic assumptions about life in the help professional are negatively affected by their beliefs and expectations from life (Aker, 2006).

b) Avoidance

Helping professionals want to avoid trauma-reminding situations and social situations. This situation starts with alienating himself from the activities and people that the person has enjoyed before. They are more sensitive about their own safety. Communication with family and friends is negatively affected and the person starts to be introvert (Kaya, 2015). On the other hand, relief professionals may not recall details of the traumatic event. For example, after an earthquake, search and rescue workers may not be able to remember how they removed people from the wreckage (Kahil, 2016).

According to Wee and Myers (2003), following the bomb attack at the Murrah Federal Building in 1995, counseling for trauma victims showed signs of avoidance and fear in most mental health workers.

When we look at many studies conducted in this field, it was seen that risky occupational group workers showed more signs of avoidance when exposed to traumatic events. In addition, the more risk workers think that they are in danger during the event, the more they show signs of avoidance after the event (Marmar, et al., 1996).

c) Increased Stimulation

Professionals working with trauma victims may experience irritability and restlessness. Losing control, feeling of loneliness, diminishing hope and plans for the future, outbursts of anger and sleep problems, overreacting when scared, being overly sensitive about the safety of herself and her surroundings, and losing faith in the world as a safe place. Eating problems and loss of function can be seen (Salston & Figley, 2003). Helping professionals may have trouble falling asleep and maintaining sleep when affected by the trauma victim. Affected by what the victim tells, the professional may be startled even by a small sound. The mindset of the professional may become fragile and have difficulty in paying attention (Kahil, 2016). In addition, “somatic symptoms such as increased blood pressure, sweating, acceleration of heart rate, digestive problems, chills and pains can be seen in the help professional” (Kaya, 2015, pp. 34-35). Trainings to deal with

these symptoms seen in professionals working with trauma victims will be less affected by one's mental health.

Baker (2012) investigates the effects of trauma therapists on stress caused by secondary trauma. It was observed that therapists experienced similar symptoms of post-traumatic stress disorder emotionally and physically. Nightmares at night, crying, starting to smoking and suspecting of their own experiences (e.g. something went wrong and should I work in this area, self-questioning) were observed. They often thought of trauma victims. All this shows that secondary traumatic stress symptoms of mental health workers increase.

In the next part, the psychological guidance counseling profession will be examined in order to better understand the secondary trauma experiences.

CHAPTER 3

PSYCHOLOGICAL AND GUIDANCE COUNSELING PROFESSION AT SCHOOLS IN TURKEY

The socio-cultural and economic change in the 20th century society, the developments and inventions in the field of technology, the spread of the value given to human beings and democratic thought have started to change the expectation of people from education. While traditional education attaches importance only to the academic success of individuals, the lack of importance given to mental and emotional development has brought the concept of psychological and guidance counseling service (PGCS) to the importance of education that supports the mental, social, physical and emotional development of individuals. It will not be possible to limit the concept of PGCS to a single definition as it involves many dynamics in the development of the student. When the literature is examined, it is seen that there are many definitions suggested. Although these definitions differ, they are complementary to each other.

According to, American Counseling Association (1997) professional PGCS is "the principles of mental health, psychology and development; cognitive, behavioral and interactive intervention strategies, individual well-being, personal and occupational development" (Hackney & Cormier, 2008 as cited in Halmatov, 2014, p.11). It is to prepare the students for life by providing necessary support to their mental and external needs.

Tan (1990) refers to psychological and guidance counseling service as a process of systematic and professional assistance to the students, while they are trying to adapt for their life by acquiring the necessary knowledge and skills, making the necessary choices and making decisions in the best way. In short, PGCS is that the student is able to walk on his own without the need for continuous support in life.

According to Kuzgun (1993) PGCS enables the students' self-recognition and it is the process of professional assistance in realizing the essence of the environment by making the right choices and by recognizing the possibilities

around them. This process increases the individuals' self-understanding capacity and helps them to adapt to the environment and make the right choices.

Tan (1992), by updating the definition of PGCS, states that the systematic, personal and professional help is provided to enable the student to make healthy decisions, to look realistically to the problems that affect emotional growth and adaptation to the process and to take courageous steps for the necessary work.

Problem solving, decision-making, knowledge and skill acquisition are the processes of scientific and systematic assistance made by professional individuals to maintain a meaningful and happy life within the inner and social reality of the self (İstengel, 2006). Although the definitions of PGCS vary, the common points of the student's personal and social adaptation for life are problems such as problem solving, adaptation, self-understanding, process, decision-making, help and self-realization.

Today, psychological and guidance counseling service constitutes the complementary side of education. In addition to the academic success of the student, it supports their emotional and social development. In this process, when the student encounters a problem, having the necessary support has an important place in academic success, social and psychological development. Therefore, we cannot talk about an educational integrity without PGCS. In other words, "contemporary education supports an understanding that takes speed from psychological and guidance counseling" (Kepçeoğlu, 1999 as cited in Kağan, 2005, p.1).

Contemporary education is to raise the generation that meets the needs and expectations of the current century. It focuses on the students' ability to build and develop their personality, as well as their academic knowledge, and to recognize, develop and use their interests and abilities to tackle environmental and internal challenges. It also aims to produce rational ideas that can solve the problems they face. In order to accomplish all this, they need to get support from the PGCS (Halmatov, 2014) because according to the contemporary education approach, the psycho-social and academic development of the student is a whole. However, it should not be forgotten that psychological and guidance counseling and academic education do not have similar processes.

Many situations such as problems, traumas and decision-making processes experienced by the student in the PGCS cannot be concluded through a one-time counseling interview. A certain period of time is needed for the psychological and guidance counseling studies to yield results. It is therefore a set of activities that consist of specific steps with validity (Halmatov, 2014). Psychological and guidance counselors (PGC) who provide PGCS must have professional competence and organizational support areas to manage this process. As a result of listening to the traumas experienced by the students, the psychological and guidance counselor must be able to protect himself from negative impacts of secondary trauma and also they should be able to perform their duties willingly.

3.1. THE PURPOSE OF PSYCHOLOGICAL AND GUIDANCE COUNSELING SERVICE (PGCS) IN SCHOOL

"Psychological and guidance counseling service helps the students to adapt to the society in which they live, to be recognized and accepted. On the other hand, it is a professional, systematic and scientific help process that is provided for the students to make self-realization by making healthy decisions and to realize the opportunities around them" (Halmatov, 2014, p.11).

This process has an important role in discovering solutions to the students' internal or environmental problems. It helps the students to realize their own wishes, opportunities and personality traits.

PGCS in school provides educational, personal and career vocational support in self-understanding and independence, which is necessary for the student to stay strong at school, at home and in social life. To achieve this goal, the psychological and guidance counseling service must:

a) "Include systematic and detailed examination of the students.

b) Give them information them about own and educational, career vocational and social opportunities.

c) Provide individual help to students through psychological counseling.

d) Give information to school staff, their parents about students' needs" (Tan, 1992, p.16).

When examining the purpose of psychological and guidance counseling service, it is seen that all of the innate abilities, interests and inherited traits of the students create individual differences. These differences are not as easy as it is thought to be the way to tackle the problems faced in life, to adapt to new conditions and to make the right choices in choosing the profession that shapes the future. PGCS is the unit where families and teachers are given the necessary information to take part in this process by supporting the students to understand that there are important opportunities in mental development and self-realization instead of desperation.

3.2. RESPONSIBILITIES OF PSYCHOLOGICAL AND GUIDANCE COUNSELORS (PGC) AT SCHOOLS IN TURKEY

The duties of PGC under the heading of psychological and guidance counseling services in Educational Institutions are explained in article 34, Chapter 6 of the Psychological and Guidance Counseling Regulation of the Ministry of National Education (MoNE). In this part of the study, the terms of reference are simplified and presented in Table 3.2.1

Table 3.2.1: Psychological and Guidance Counselor' Job Definition in Regulation Ministry of National Education (MoNE)

Educational	Career -Vocational	Psychological and Social Situations	Administrative
a) Prepares the annual framework plan according to the type of educational institution and the needs of the students.	a) Carries out individual and group guidance in order to ensure career vocational development of students.	a) Carries out individual and group guidance in order to ensure psychosocial development of students.	a) PGC keeps a record of the works performed in the PGCS and creates a document archive of the works.
b) To support the preparation, implementation and development of classroom guidance plans.	b) Characteristics of the professions, prerequisites, training, internship opportunities, working conditions and scholarship opportunities are shared with students, teachers and parents.	b) Follows the development of mainstreaming students who are trained in the support education room. PGC guides teachers in this process.	b) Does not share the private and confidential information of the students with anyone without the permission of the student and their parents except the authorities authorized by the legislation.
c) When necessary, the measurement tools to be used in guidance services participate in the preparation and development of documents and resources.	c) PGC supports the student to choose the course also PGC gives the necessary information about the upper educational institutions and programs.	c) PGC visits the student at home and in the hospital in order to provide guidance to students whose education is decided at home and in the hospital.	c) PGC takes charge part in the preference period for central exams.

d) Attends parent meetings in school.		d) PGC pays attentions to the student's interests, abilities, values, environmental conditions and personality traits.	d) PGC cooperates with the relevant people, institutions and organizations in the provision of educational services for students and their families with special educational needs.
e) In line with the needs, PGC organizes educational activities in cooperation with the relevant institutions and organizations for families, students, teachers and administrators.		e) PGC supports students to develop skills to cope with stress, personal problems and traumatic experiences.	e) PGC can take part in the registration period of the educational institutions that accept students with the commission.
		f) Provides services to the child whose counseling decision has been taken and to those responsible for the child's care.	f) Implements the measurement tool needed to evaluate the student's personal characteristics, educational and career needs; PGC reports its evaluations with those concerns.
			g) Keeps track of the guidance activities with the students and then monitors the student.

			h) PGC acts as an overseer in the exams.

Reference: Created by the author based on the psychological and guidance counseling services of Ministry of Education Guidance Services Regulation (2017), p.10-11.

If the duties of psychological and guidance counselor are summarized, PGC assumes the coordination task in conducting educational, personal-social and vocational guidance studies in school. This situation shows that PGC has a strategic position about informing and directing of necessary studies for school management, teacher, students and their parents. While determining the way of approaching the situation, PGC tries to reach a healthy solution by evaluating all processes in terms of school management, students and their parents.

In Article 6 of the PGCS Regulation of the MoNE (2017), educational guidance is “an individual’s ability to make educational decisions compatible with their abilities, interests, needs, values, personality traits, opportunities and conditions, it is the service provided to the individual and their family in order to develop positive attitudes towards education and support the development of the individual in the lifelong learning process” (p.2).

The student should be able to solve his cognitive, emotional, social and behavioral problems in order to get efficiency from this service. Personal guidance counseling, which is one of the PGCS in schools, has an important role in protecting the mental health of the students and making necessary interventions in these situations.

3.3. PERSONAL GUIDANCE AND COUNSELING SERVICE

Students experience one or more cognitive, emotional, social and behavioral problems throughout their lives. The difficulties caused by this situation make the adaptation for life difficult. For example, fears, anxieties, anger crises, lack of self-confidence, stress and relationship conflicts situations can make the life of the student difficult, but also cause harm to personality integrity. Personal guidance and counseling service provides individual support in solving these problems of the student (Bakırcıoğlu, 2000). This service contributes to the development of students' personal-social, social cohesion and personal awareness throughout their education (Can, 2003).

The purpose of personal guidance and counseling service is to help individual understand and accept self and others at different levels of education, from childhood to adulthood, to develop healthy relationships in family life and in

society, to develop personal and social development process (Yeşilyaprak, 2003). It helps the students to use personal potential and environmental opportunities correctly by discovering own weaknesses and strengths from conflict in own inner world and society.

Personal problems of students can take place in a spiral. In other words, a problem can be the cause or result of another problem. Being a multi-faceted entity can be seen as the reason for encountering various problem areas. In schools, personal problems of students are collected under the following headings:

a) “Individual fears and worries

b) Confidence issues

c) Health problems

d) Relationship between the opposite sex and friends or social relationship problems

e) Family relationship problems

f) Problems with value judgments

g) Problems related to the economic situation” (Kepçeoğlu, 1985, p. 68).

These situations show that the importance of personal guidance and counseling service cannot be underestimated as it requires the correct management of the strengths and weaknesses of the students, the correct assessment of own personal potential and socio-economic conditions.

In article 6 of the regulation on psychological and guidance counseling services by MoNE (2017), the personal guidance and counseling:

“Supports students' cognitive, social, emotional, moral and behavioral development, as well as improving their social and life skills such as self-knowledge, decision making and problem solving. This service is provided to the students and their family so that they can continue their lives as students who have responsibility” (p.2). Shortly, while the student's bio-psycho-social development is supported, the families are informed about how to behave for the continuity of this process.

Personal psychological problems are often not seen alone in the student but may arise in connection with other problem areas. It is important to determine how the student feels themselves in this process, what are the needs causes in this

situation. PGC takes this task in schools. They should be able to guide the student in solving the problems while analyzing the problems. In the study of Gysbers and Henderson (2006), PGC helps students to adapt their living conditions by supporting them to distinguish situations from themselves or their environment and to make an effort to reflect on them. On the other hand, it is among the duties of PGC to ensure that students make healthy decisions, understand themselves and solve their personal problems.

Separation of the problem areas of individuals professionally, educationally or personally makes it easier to examine events. Personal problems may occur under the educational problem experienced by students (Tan, 1955). As in the description of the other guidance areas, the student is a whole and while it is dealt with in every aspect, it is necessary to address the problems as a whole. For this reason, personal guidance counseling service in schools is not provided only for students. Teachers, school administrators, school staff and their parents can also benefit from this service. According to Öztürk (2018), the PGCS may vary not only according to the student but also according to school level, type and school mission. While some schools determine PGCS with an emphasis on academic success, some schools give importance to the student's social-personal problem areas. This shows that the school takes shape according to its structure, culture, management style and administrative attitude.

As the variety of problems faced by the student in the education levels expands, the areas covered by the PGCS develop and cause positive or negative effects on each other. For example, we can think that the studies conducted for students in the field of personal guidance counseling will indirectly contribute to the students in vocational and educational terms.

3. 4. PROBLEMS OF PSYCHOLOGICAL AND GUIDANCE COUNSELORS (PGC) AT SCHOOL

The works that psychological and guidance counselors fulfill different from their duties are "Planning trips related to lessons, recording student achievement grades, recording attendance, preparing course distribution and shift schedules, helping administrative affairs, entering empty courses, etc." (Kepçeoğlu, 2010, p. 258-259). Some of these tasks are to be done by the principal and vice principal, and some are by teachers. The duties of PGCs are pushed aside, they are dragged to the position of manager and teacher. For example, when asked by the manager to support official paperwork, they have to postpone monthly student interviews to another day. This situation shows that their job descriptions are driven into uncertainty. It causes them to have difficulties in realizing their main duties and self-acceptance at school (Külahoğlu, 2001).

It is shown that psychological and guidance counselors, teachers and administrators do not get the necessary support and they have a role confusion in the definition of their duties. The position of this profession in schools is not understood and the studies in the field of guidance do not reach concrete results. On the other hand, PGC does not have enough equipment provided because of guidance and research center and the lack of time devoted to classroom guidance activities cause administrators and classroom teachers to develop negative perception of PGC (Karataş & Şahin Baltacı, 2013). Psychological tests offered by the guidance and research center for PGC help to learn the causes of the problem or to get to know the students better. This situation is insufficient for the solution of the problems because the content of the interview process should be structured in detail after determining the causes of the problem. This is one of the points that PGC lack in their competencies. In addition, problems cannot be settled as it is not possible to regularly meet the students in the school environment. The frequency of informative presentations to students during in-class guidance activities is insufficient.

Another problem is that PGCs do not have enough in number compared to the number of students in the school. Special education, individual or group

counseling, clinical cases (special cases; anxiety, violence, trauma and anger control, etc.), vocational - career and psychological counseling are inadequate (Gök & Parmaksız, 2018). The high number of students per PGC in schools causes disruptions in the training of their professional duties. All the problems in PGCS cause the teachers and manager in the school to be seen as unskilled psychological guidance counselors who are sitting in their rooms all day, which is related to the prejudiced attitudes of the teachers and manager, the lack of knowledge and cooperation about PGC, and the lack of clear definition of this job (Hause & Hayes, 2002). Çokamay, Kapçı and Sever (2017) state this situation triggers professional alienation. PGCs have to do defend themselves against management and teachers. PGCs' inability to provide control in their professions causes them to fail to realize themselves in their profession because they have to constantly explain their work.

In order to increase the efficiency of PGC, it is very important to cooperate with parents. The fact is that the parents do not come when they are invited to seminars or interviews prepared by PGC so psychological guidance counselor fails to sufficient in solving the problems of the students (Dost & Keklik, 2012). For example, the generation conflict that the students experience with their families adversely affects their lessons and causes them to tend to make wrong friends. In this case, the parents do not come to the school even though they are called or ignore the advice given, and PGC has difficulty in finding a middle way. As a result, in the eyes of the school administration and teachers, PGCs are seen as unsatisfactory and unsuccessful.

CHAPTER 4

SECONDARY TRAUMA EXPERIENCES OF PGCs

Psychological and guidance counselors providing services in schools within the Ministry of National Education (MoNE) provides services to students, their families, teachers and school staff. Today, the number of students they support and the variety of cases are gradually increasing (Erçevik, 2019). This can threaten their psychological health. Psychological and guidance counselors may experience symptoms of mental and behavioral disorders when the necessary support in the professional environment is not provided.

Secondary trauma and its impact on school psychological and guidance counselors have recently begun to be addressed (Dekel & Solomon, 2006). While serving students being traumatic or affected by other reasons, their emotional burdens should not be ignored because they share the trauma of students (Berger, Abu-Raiya, & Benatov, 2016). The reality of "Share Trauma" (Cohen, Gagin, & Peled-Avram, 2006; Saakvitne, 2002) shows that this profession group is in a difficult position because they have to take care of both their mental health and students' mental health (Huggard, 2011; Sullivan, & Wong, 2011).

The symptoms caused by secondary trauma in psychological and guidance counselors are similar to the expressions of stress and depression in Aysan and Bozkurt's (2004) study. Negative thinking tendencies, uncontrollable automatic thoughts and cognitive distortions, which are usually seen among emotional disorders, cause the individual to experience indecisiveness, lack of attention and weakening in memory. These symptoms make it difficult for the psychological and guidance counselors to pay attention to their own job and make it difficult to use their energy for their own life outside because the job satisfaction is shaped according to emotional basis and the mental health of the individual that directly affects the process.

Due to their professional positions, psychological and guidance counselors working in schools have to intervene in situations such as child abuse, violence, natural disasters, family conflicts, peer bullying and parental death and suicide (Erçevik, 2019). This situation causes PGCs to show similar symptoms to children who have been traumatized (Motta, 2012) because while they try to empathize to

understand the experiences of children who are traumatized, the symptoms that children develop as a result of trauma pass to PGC through emotional contagion, which is called secondary trauma (Boscarino, Figley, & Adams, 2004).

Emotional contagion refers to experiencing the distress of someone else, but this is not something that PGC does consciously. For example, while the psychological and guidance counselors at school help children who are victims of trauma, they start to feel the same emotions with their students. During this situation; they do not realize the emotional transition between the students and their emotions (Figley, 1995). Therefore, secondary traumatic stress can affect cognitive and belief schemes of psychological and guidance counselor who may also happen to have a tendency to develop negative attitudes towards itself, other people and the world (Dunkley & Whelan, 2006). They empathize with the traumatic experience of the student, causing them to suddenly remember the event or see it in their dream. On the other hand, PGCs may tend to avoid situations that may be a reminiscent of similar cases. Also they may have difficulty in sleeping and focusing on their job. Each of these situations shows reflections of secondary traumatic stress (O'Halloran & Linton, 2000). It is stated that many psychological and guidance counselors may experience it at least once during their work life (Erçevik, 2019).

For instance, while PGCs listen to trauma stories of students who have lost their relatives and provide necessary traumatic care to help them cope with this process, they get affected emotionally, physically and cognitively. These are called secondary traumatic stress symptoms (Boscarino et al., 2004; McCann & Pearlman, 1990). PGC may also show symptoms of secondary traumatic stress such as disappointment, depression, insensitivity to the working environment and disconnectedness besides avoidance, re-experience, arousal and numbing similar to post traumatic stress (Boscarino et al., 2004; Huggard et al., 2013).

Every student who comes to PGC working in schools to solve their problems expresses their negative experiences or emotions and physiological symptoms. They understand the problem and teach the necessary coping methods, or try to increase their insight into the events they experience. All processes may sometimes require a single conversation and sometimes multiple conversations.

During this time, student cases may cause secondary traumatic stress symptoms to appear in PGCs. This situation may negatively affect their professional satisfaction at school. In the other part of the study, the concept of job satisfaction and job satisfaction of psychological counselors will be included.

CHAPTER 5

OVERVIEW OF JOB SATISFACTION CONCEPT

It is possible for institutions to continue their operations and continue to compete, by using their existing resources efficiently. The main source of the survival of the institution is the employees, their performance is one of the factors affecting the success of the institution (Akşit Aşık, 2010).

In Tengilimoğlu's (2005) study, the efficient and high performance of the employee and the emotional pleasure realized in the job ensures that the employee achieves job satisfaction. Job satisfaction levels of employees and employers lead to managerial and behavioral results. As the job satisfaction level increases, the productivity and happiness of the employees increase.Employer tries to strengthen the necessary job conditions and opportunities so that the employee does not lose this emotional motivation.

The importance of job satisfaction began to be understood in the 1930-1940s. It was understood that the person neglected while working in a business oriented manner had an important place in the continuity of this process. Protecting the mental and physical health of the employee is important for both him and the institution he works because the healthy and happy person contributes to the achievement of the institution he works for (Bingöl, 1997; Mandıracıoğlu, Leblebici, Yağcıoğlu, & Bakırcı, 1998). The fact that the employee spends most of the day on the job site, healthy communication with his colleagues and manager, working conditions, the job itself and the general management style have an important place in ensuring job satisfaction (Baysal & Tekarslan, 1996).

The reflection of all these processes on the job satisfaction of PGCs in schools has an important place in this study. In education, counseling takes an important mission in preparing students for life. It is at a strategic point in their lives, supporting the development of students in personal, educational and professional fields. Clarification of job descriptions, the cases they encounter by their profession and the secondary trauma traces left by these cases, the sources of professional support, their relations with their colleagues and managers are factors affecting job satisfaction.

According to Pelsma (2000), psychological and guidance counselors are directly affected by the positive and negative climate of PGC schools. Many variables, such as the attitudes of the teachers and administrators they work with, their ability to offer consultancy programs efficiently, and to define their roles at school, will contribute to satisfaction in the work.

Studies show that keeping the motivation of the employees high affects their productivity levels. It is the responsibility of the school administration to ensure PGC job satisfaction working in schools. School administrators should increase their job satisfaction by managing the school, PGC and other teachers in fair and healthy communication (Kuruüzüm & Çelik, 2005). As in every field, having a job satisfaction in the field of education will enable the productivity. In order for PGC and other teachers to achieve job satisfaction, conditions need to be improved in schools. Thus PGC and teachers can be provided with positive attitudes and behaviors to their schools (Karaköse & Kocabaş, 2006). In this part of the study, the importance of job satisfaction, the factors affecting it and perception of job satisfaction of PGC working in schools are presented.

5.1. THE DEFINITON AND IMPORTANCE OF JOB SATISFACTION

When the literature about job satisfaction is reviewed, it is possible to encounter many different definitions. Hoppock's work in the 1930s is accepted as the turning point of the job satisfaction concept.

Hoppock (1935) defined job satisfaction as “the combination of psychological, physiological and environmental conditions that cause a person to say I get satisfaction from my job” (p. 47).

For Locke (1976), it is the pleasurable emotional state resulting from the appraisal of one's job as achieving one's values for that job.

Davis (1984) states that job satisfaction occurs as a result of the harmony between the characteristics of the job and the demands of the employees.

Job satisfaction is the general attitude of the employee towards his job. It expresses the positive mood that arises as a result of one's work experience (Erdoğan, 1999 as cited in Turgut, 2010).

According to Baştemur (2006), job satisfaction is how the employee perceives his job and work environment, management policy of the institution, friendship relations in the workplace and the economic income obtained from his job. The main factors of job satisfaction include factors such as the way of distribution of wages and wages, the degree of the job to offer learning opportunities, promotion opportunities in the workplace, and the managers' attitude towards employees.

In his study, Silah (2000) states that job satisfaction takes place at the intersection of the characteristics of the job and the expectations and demands of the employees. The researcher emphasizes that the level of job satisfaction correlates with the degree of the job to meet the needs of the employee, and the job satisfaction levels of the employees vary depending on how much of the job needs are fulfilled.

While the job ensures that the employee remains in the community and has better living conditions, the fact that the employees enjoy the product produced by displaying their talents shows that this concept plays a key role in business life. The ability of the employee to improve their knowledge, skills, and communication skills in the workplace to increase job satisfaction will make both business and life more meaningful and make him feel valuable (Telman & Ünsal, 2004).

When we look at the definitions about job satisfaction, each may have different priorities at work. For example, while the employee gets promoted in his job and gives importance to his career and social life status, another employee attaches importance to being able to work peacefully with his colleagues and contributing to professional development. Therefore, job satisfaction levels may differ personally.

The job satisfaction of PGC, which has an important role in the personal, social, academic and professional development of the student in education, also affects the students and their parents. For this reason, the employees of institutions should consider job satisfaction.

Yılmaz and Aslan (2018) summarized the situation with these words: “The intensive working tempo seen in the business life show itself more intensely in

recent years in the sectors that require service, the high responsibility expected from the employees and the need for technical knowledge, and education is one of these areas. In education, which is an important field of service, it is important that the teacher is motivated and has job satisfaction" (p. 1865).

One of the important points of job satisfaction, when the job satisfaction of the employee is increased, the success of the organization will come along. Therefore, it is possible for the employee to feel competent and initiative at work by providing the necessary working environment for the product or service created. In this case, the duty belongs to the managers (Erdil, Keskin, İmamoğlu, & Erat, 2004). As long as the managers focus only on the service or product that emerges in the work done, the expectations and demands of the worker in the system will be missing. This situation will cause a decrease in service and product quality after a while. In business life, the product obtained and the service provided by the employee are in parallel with each other. Each step taken by the manager for the job satisfaction of the employee will increase the product and service quality.

The majority of the employees spend the day in the business environment. When necessary, he has to devote more time to his work than his private life. The psychology that the employee has about his job is reflected in his family life, which shows that the job plays an important role not only financially but also psychologically in his life (Öztürk & Özdemir, 2003). For example, a negativity experienced by the employee at work will cause the person to be affected negatively from this situation emotionally or socially, or will feel good after an efficient, peaceful day at work.

Since employees spend most of their lives in a business environment, making the physical conditions of their environment convenient for working allows them to work comfortably and happily. Thus, the positive working conditions of the employee help them to be more spiritually calm. Meeting the social support and needs in the work environment is also an important factor in job satisfaction (Yıldız, Yolsal, Ay, & Kıyan, 2003).

While explaining the definition and importance of the concept of job satisfaction, it was observed that many factors such as the material equivalent of

the job affecting the process, physical conditions, personal expectations, personality traits and professional status, relations with colleagues and managers are effective. Now, by discussing these in detail, the effects of job satisfaction on the development of positive emotions that the employee feels towards his job will be detailed.

5. 2. THE FACTORS ON JOB SATISFACTON

The bio-psycho-social structure of the employee, who stands at a critical point in the functioning of the process in business life, shows that many dynamics are together in realizing job satisfaction. The fact that the employee has different needs and expectations is shaped by multiple impressive factors. Among the factors affecting job satisfaction, the harmony between the characteristics of the work done and the employee's own characteristics shows how much the standards of the employee and the organization overlap (Bilge, Akman, & Kelecioğlu, 2007).

Emphasis on individual and organizational factors affecting job satisfaction, management style in business life, working conditions, job qualifications, age-seniority and personality of the employee, etc. will provide more detailed examination of multidimensional dynamics.

5.2.1. Individual Factors

The person's inherent characteristics and the returns of his experiences throughout his life underlie the difference between the expectations of the employees in job satisfaction. In this sense, individual factors such as age-seniority, personality, professional competence-education have an important place.

a) Age-Seniority

The age of the employees may affect their behavior and expectations regarding the business life, so there may be a change observed in their opinions about work. As the age of the employees increases, the time they spend in business life increases. This situation causes the gap between expectations and opportunities to be closed, salaries to be high, and thus to increase job satisfaction (Behlül, 2015). Older employees are more likely to adapt to work-related conditions and to get affected by positive developments in job satisfaction more easily than negative developments in job satisfaction (Çetin, Zetter, Taş, & Çaylak, 2013). In other words, with the increasing experience as the age gets older, the tolerance of the person about the negativities at work also increases. In her study, İrigüler (2015) summarized this situation with the following words: "Employee working in the same job for a long time ensures that he has experience in determining the necessary strategies for how to cope with expectations or problems in the process" (Wong & Wang, 2009 as cited in İrigüler, 2015, p. 44-46).

In the first years young people are introduced to business life, their excessive expectations about job conditions and promotion increase their job dissatisfaction (Davis, 1988). This situation causes young people to experience unrealistic expectations in business life, and lack of experience in business life during university years together with the idea that all business doors will be opened to them leads to job dissatisfaction.

The perspectives, interests, demands and needs of the employees vary depending on the age. It has been observed that the age and seniority of the employees may cause a decrease or increase in job satisfaction, attitudes and expectations about the job.

b) Personality

The differences in the personality trait of the employee are an important factor in whether or not they can reach satisfaction in the place they are currently working or will work. If we consider the psychological and guidance counselors

that are the focus of this study, personality is an important factor in determining its stance against situations such as PGC's way of handling a problem brought by the student, using the right resources to solve the problem, emotional response to the problem, and intervention by the school management in counseling methods. If PGC has an emotional, panic, obsessive personality, he may experience secondary trauma effects more intensely in the cases encountered. The personality structure of the PGC, the emotional response he gives to the case burdens encountered, the attitude towards the additional duties given by the management and its effects on his personal life and job satisfaction can be listed as examples for personality factor.

These examples show that the duties for the employee, which he performs in the profession, may not create job satisfaction because, due to his personality, the employee can state that these duties are exhausting mentally and physically. In this case, the employee needs to review which personality traits are important in their professional satisfaction (Korman, 1978). Otherwise, the employee will be inadequate in reaching the necessary satisfaction in his job.

Employees who realize the sense of self and are self-confident have more job satisfaction than those who have underdeveloped this feature of themselves because this employee attaches importance to the job that requires struggle and makes every effort to achieve it. They take responsibility and care for fair promotion. Therefore, they are less concerned with distraction and praise, less affected by criticism and experience less and conflict about work (Başaran, 2000). In short, individuals who have a balanced and mature personality are steadfast and determined, so their job satisfaction is high (Akşit Aşık, 2010).

c) Education

Education is also an important factor in determining the social environment and economic security of the employee. The training we receive enables us to learn the foundations of the work and also helps us develop a perspective on the profession. “Parallelism between the job and the education can increase job satisfaction” (Sürek, 2007, p. 38).

Employee's employment in the job that he was trained for will affect job expectation, the level of success and job satisfaction. The harmony of education and job shows that job satisfaction has a positive effect. In his research, Akşit Aşık (2010) states that placing the employee in positions suitable for his education level and experience increases his job satisfaction. This situation shows that the knowledge and skills in the training received can be used in business processes and has an important place in job satisfaction.

On the other hand, level of education higher than the job requires may result in job dissatisfaction. When the requirements of the job and the education level of the employee are in parallel, the job performance increases and the negative emotions decrease (Yelboğa, 2007).

5.2.2. Organizational Factors

In addition to the individual characteristics of employees, job satisfaction deals with organizational factors that include the business environment and conditions. Organizational factors consist of the concepts such as job itself, working conditions, colleagues and management style.

a) The Job and The Quality

The qualities such as the ability of employees to make decision about the job on their own using necessary knowledge and skills, not feeling under pressure while working, the dignity of the job provide job satisfaction (Yazıcı, 2018).

Hackman and Oldham (1975) state that in order for the employee to get satisfaction from the job, the job must have four basic features: (a) Parallelism between the person's skills and the variety of skills required by the job. (b) Identification of the expectations of the employee and the requirements of the job. (c) Autonomous areas given to the employee during the work. (d) Feedback on performance and the meaning attributed to the work of the employee. These features make it easier for the employee and the work to be harmonized, not to see the work as a burden, but to enjoy and own it. Thus, the employee acts more carefully and in a planned manner.

b) Working Conditions

Working conditions are among the environmental factors that affect job satisfaction. This situation has an important place in terms of the functioning of the work and the satisfaction of the employee. Thus, the personal comfort of the employee allows him to do the job better. The hazard of work, excessive workload, and negativities in the physical conditions of the work can be cited as an example.

Improving working conditions affects the emotional and spiritual structure of the employee positively, and it will make easier their integration with the institution and to experience job satisfaction (Ardıç & Baş, 2002). Employees' tolerance or working under suitable conditions will prevent mental problems that may develop due to work. The fact that the employee spends most of the day in the work environment, the work done in inefficient conditions against the negative working conditions that he is exposed to causes problems and increases the workload of the employee

c) Colleagues

The positive, helpful and appreciative dialogue of the employee with colleagues affects job satisfaction. In this way, the employee feels safe and can produce solutions sharing problems encountered at work. The psychological relaxation of the employee reduces the stress at work thanks to the fact that he can easily share positive and negative events. This increases mental satisfaction towards work (Akkuş, 2010). While the solidarity and sharing among colleagues in the workplace leads the employee to wear spiritually less in case of disruptions.

Ensuring constructive and positive communication among the employees can improve the quality of the work by including different perspectives on the work to be done. Employees share the necessary skills and experiences with each other; remember their common goals within the organization and the stress of the employee created by the job reduces.

d) The Management Style

The sincerity of the manager, the sensitive approach to the dangerous situations at work for the physical and mental health of the employee, maintaining the equal distance against all employees and treating them equally contributes to the increase of job satisfaction (Keser, 2005). This situation shows the importance of the manager's attitude towards the employee in job satisfaction.

The attitude the manager develops to his employee should be solution-oriented and the language he uses must be positive and respectful. The respect the employee received at the institution makes easier for the employee to embrace his job and to achieve satisfaction.

Other important factors in ensuring the job satisfaction of the employee are the safety of the environment provided to the employee by the management, the adequacy of the equipment, the reflection of the corporate policies and objectives towards the employees, and the provision of professional and personal development opportunities for the employee (Behlül, 2015).

The fact that the human, being at the center of the business life and producing, is affected by many environmental and individual factors shows that multiple factors are together in ensuring job satisfaction.

5.3. THE RESULTS OF JOB DISSATISFACTION

The dissatisfaction and unhappiness of the employee with the workplace indicates the job dissatisfaction. Failure to meet the expectations of the employee may cause behavioral and emotional disorders in the person. This situation may bring along illnesses such as insomnia, disappointment and anorexia (Baştemur, 2006).

It is inevitable to see the individual and organizational negative consequences of the employee's job dissatisfaction.

5.3.1. The Results of Job Dissatisfaction for the Individual

The effects of job dissatisfaction on the employee can be listed as deterioration of physical health, mental health and reluctance to go to work.

Employee’s feeling unhappy at work is among the important causes of job dissatisfaction.

a) Deterioriation of Physical Health

The negativities experienced by the employee in the work environment can cause some physical disorders of psychological origin. These disorders include “headache, heart palpitations, shortness of breath, anorexia, nausea, sweating and fatigue” (Sürek, 2007, p. 27). These and similar symptoms show that job dissatisfaction can have negative effects on the health of the employee.

Stress caused by the nature of the work, management or colleagues may give damage to body of the employee. The troubles caused by job dissatisfaction cause symptoms in the individual's body.

b) Deterioriation of Mental Health

A person with a healthy spiritual structure can give the material and moral struggle to maintain or raise the quality of life. The stress experienced at work starts to threaten the mental health of the employee over time. It can lead to a number of mental disorders caused by job dissatisfaction. Mental symptoms such as aggression, anxiety, fear, closure, etc. can be observed (Türk, 2007).

Psychological and guidance counselors are exposed to mental health problems that may occur in every job by listening to the problems of the students in the school. This can cause PGC to experience symptoms of secondary trauma stress because the traumatic experiences that the student narrates can trigger PGC's spiritual anxiety or avoidance behaviors.

c) Unwillingness to Go to Work

The feeling of job dissatisfaction may depend on many factors. He adopts negative attitudes towards his job, worrying about the exposure to these situations throughout the day. Thus the necessity to go to work creates anxiety and tension, and it causes unwillingness to go to work (Türk, 2007).

Unwillingness to go to work makes difficult for the employee to spend time in the workplace as a result of the weakening of the material, moral or social values that the employee receives from his job. Unwillingness to go to work will cause the employee to be unable to cope with the negative emotions developed as a result of job dissatisfaction and tend to avoid the job environment.

5.3.2. The Results of Job Dissatisfaction for the Organization

While job dissatisfaction causes some personal consequences, these processes also cause some problems within the organization. Negative behaviors such as absenteeism, making mistakes and quitting job can disrupt the operation of the organization and cause the efficiency of the organization to decrease.

a) Absenteeism

Absenteeism is that the employee's absence at workplace by suggesting various reasons although he should be there. As one of the factors affecting job dissatisfaction, this situation is defined as the employee's not going to work in a certain period of time without completely leaving their jobs (Eroğlu, 2000). It is the reflections of the employee's job dissatisfaction within the organization.

An example of this situation is that an employee with job dissatisfaction receives a report under the pretext of psychological or physical disorder, uses leave during business hours for personal reasons or arrives late for work. In the studies conducted, the harmony of the employees with each other indicates that their job satisfaction is high and they have less absenteeism, if the job satisfaction of the employee is low, it is seen that they have more absenteeism (Çetinkanat, 2000).

b) Making Mistakes (Occupational Accidents)

Occupational accidents can give mental, physical or material damage to the employee, which may occur in any business environment or to disruption during the work. It is a collection of undesirable events that may cause harm to the employee and colleagues (Kaynak, Adal, & Ataay, 2000).

Although work accidents are not seen as the result of job dissatisfaction alone, displeasure about the job, having problems with the colleagues, fatigue, monotony of work, etc. may lead to accidents (Baştemur, 2006).

Occupational accidents can be prevented by providing the use necessary tools and equipment. PGC should master the psychotherapy training required for the cases encountered and be able to receive the necessary support from the institution. Filling the wrong document or guidance that will be caused by the disorders of distraction, attention and concentration caused by the second trauma and documents sent to the research center with missing signatures and seals and forgetting appointments can be listed among the occupational accidents that PGCs may experience.

c) Leave of Employment

It is unavoidable to experience job dissatisfaction in cases such as the service provided by the employee to the institution is not provided by the institution or the employee cannot receive a recompense for his work. Over time, the employee loses his passion for his job and wants to get away from work. This situation disrupts the work in the institution and demoralizes other employees (Türk, 2007).

Employee's leave causes the existing functioning of the institution to deteriorate. The workload of the remaining employees increases. In the study, Baştemur (2006) states that it takes time for new employees to be hired and trained, which will increase the cost of the organization. He also states that dissatisfactions are experienced in the process until the bond that the former employee has established with his customers has been established with the new employee.

The individual or group interviews conducted by a PGC who leaves the school may remain incomplete. The emotional bond they develop with their students is damaged, and children may feel abandoned. They may be reluctant to get used to the new counselor. The time until the newly arrived PGC knows the functioning of the school and the students will be disadvantageous to the institution and students.

5.4. JOB SATISFACTION OF PSYCHOLOGICAL AND GUIDANCE COUNSELORS AT SCHOOL

The education system cares about the individual differences of the students besides the teaching services. It gives the necessary support to be self-aware and self-improving individuals. PGCs are needed in schools to raise constructive and creative individuals who know how to learn instead of memorizing knowledge throughout their educational lives, use their talents, have problem solving skills (Aysan & Bozkurt, 2004). The PGCs that provide psychological and guidance counseling services should have the proficiency in terms of both their professional knowledge and skills and their personal characteristics to be able to provide this service (Kendrick, Chandler, & Hatcher, 1994). PGCs have to deal with many problems throughout the day. When the necessary support and opportunities are not provided for this situation, job satisfaction will decrease.

Internal and external motivating factors play an important role in increasing employee satisfaction (Koç, 2001). Examples of intrinsic motivating factors are the fact that the employee enjoys his job, tries to find constructive solutions while dealing with the problems of the students, prepares creative activities and develops the content of the group work or consulting course. Examples of external motivating factors are the support of colleagues and school administrators, having a specific job description, and finding a room belonging to PGC.

It is a profession that faces many job descriptions due to the way psychological and guidance counseling is located in schools. Uninterested parent groups, the inability of the student with problems to find solutions, the number of PGCs compared to the number of students indicate the PGC's case load (workload) responsibility. Workload demands of PGC are constantly increasing (Sears, 2002). Problems experienced by psychological and guidance counselors with teachers and school administrators undermine intra-school cooperation. This situation may increase the secondary traumatic stress level developed depending on workloads, and job satisfaction of PGCs will decrease. The psychological and behavioral responses of secondary trauma may decrease with institutional support and increase job satisfaction.

The negative perceptions of the student and parent problems encountered by psychological and guidance counselors faced as their duties, and official documents that they need to fill within the scope of their work show that they cannot effectively cope with their problems at work and their satisfaction with the work decreases (Koç, 2001). All this shows that the stress experienced in the process can affect the individual in a psycho-social way and cause disruptions in the job satisfaction of the individual.

Job satisfaction may differ according to profession and job quality. Personal and social experiences have an important effect on job satisfaction in the professions which require being in contact with people. The differences observed and the feedbacks received from the individuals who are served affect the work and can lead to stressful experiences (Rayle, 2006). While the psychological and guidance counselors provide the necessary support to the parents and students, they are indirectly exposed to the sad events described. When the emotional stress caused by this process is not noticed or underestimated by the employees at the school, the necessary support from colleagues and manager is not receieved or a task out of job description is assigned, the effects of secondary trauma may start to appear.

Work and satisfaction are two concepts that make each other complementary and meaningful. The individual spends a significant part of his life at work, he carries the traces of the good and bad moments he encounters to the family, friends, and the life outside in a conscious or subconscious dimension. Similarly, it carries the traces of pleasant and unpleasant moments with its family or friends to the workplace. In this respect, work and life, like a puzzle, intertwine, form a whole and make sense of each other (Dikmen, 1995). Therefore, the relationship between work and satisfaction is of great importance in organizational and individual dimensions. The fact that the professional duty definitions of the psychological and guidance counselors are not applied in schools as stated in the regulations of the Ministry of Education, the intense emotional connection with the cases encountered, and the fact that they do not attend regular classes like other subject teachers and ignorance of the people for PGC work prevents the satisfaction for their jobs (Çokamay, Kapçı & Sever,

2017). The emotional state created by this process affects gradually the individuals' life outside.

Wood (1976) states that school administrators should improve conditions to retain their employees and encourage their staff to work. In this way, processing of counseling should be improved in order to increase the job satisfaction of psychological and guidance counselors in school. In addition, it is necessary to help psychological counselors in dealing with stress factors that create job dissatisfaction because stressful work components are expressed to lead to tension, deterioration of social relationships, low self-perception and mental-psychological health problems (Parker, 1980).

Like every employee, PGCs are directly affected by the positive or negative climate of their schools. Many variables will contribute to job satisfaction, such as the attitudes and well-being of the teachers and staff they work with, their ability to perform their duties easily, and the acceptance of their roles in school (Pelsma, 2000).

Many groups such as school administrators, teachers, parents and students often have different expectations from PGCs (Burnham & Jackson, 2000). The goals of the groups sometimes contradict with the goals of the psychological counselors. For example, the service that PGC wants to offer for the students students stays between parents' expectations and demands of the management. The service PGC wants to offer is disrupted (Coll & Freeman, 1997). In a study examining the job satisfaction of the psychological and guidance counselors, Hansen (1967) found that job satisfaction decreased when PGCs' activities with their students were not given sufficient time or permission.

This situation and also the uncertain role definitions and conflicts of PGCs increase their stress (Hassard, 1981; Mercer, 1981). One of the main reasons for this is that the stress increases because the psychological and guidance counselor has difficulty in performing all of their roles (Olson & Dilley, 1988). On the other hand, considering the class sizes in schools, having to serve a lot of students also increases their stress because trying to find solutions to many psycho-social problems that students experience causes emotional difficulties (Kendrick, Chandler, & Hatcher, 1994).

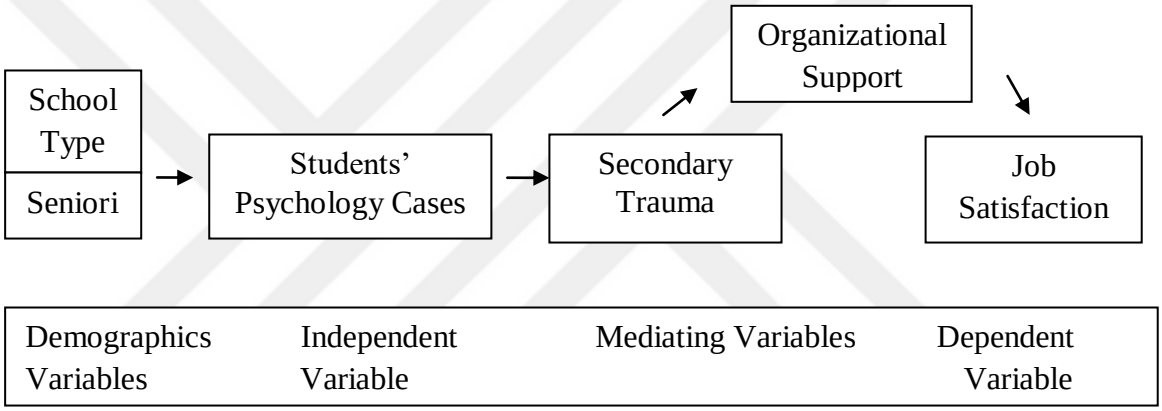
Studies show that role conflict, role confusion, stress and managerial errors have an important place among individual and organizational factors that affect job satisfaction in the schools where psychological and guidance counselors work.

CHAPTER 6
METHOD

6.1. RESEARCH MODEL

In this study, it is aimed to explore the secondary trauma experiences of psychological guidance counselors, to understand the role of workload and organizational support on the secondary trauma experience and analyze how the secondary trauma experiences effect job satisfaction.

Figure 6.1.1: Research Model



Hypotheses are;

H1a: As the workload (number of students) of psychological guidance counselors increases, the level of secondary traumatic stress also increases.

H1b: As the students' psychological cases increase, the level of secondary traumatic stress also increases.

H2: There is a negative correlation between secondary traumatic stress and job satisfaction.

H3: Organizational support reduces the negative impact of secondary trauma on job satisfaction.

6.2. SAMPLE

The sample consisted of 164 psychological counselors working at schools. The participants were reached through professional networks as chain-referral sampling.

6.3. MEASURES

6.3.1. Students' Psychological Cases Scale

This scale was developed specifically for the present study to analyze the effects of different students' cases on the secondary trauma experience of PGCs. In scale development process, the related literature was reviewed and two field experts were consulted to decide on final items. The scale was consisted of 23 items that describes different psychological symptoms observed in children and adolescents. Then the language and the necessity of the cases were examined consulting the opinions of an academician in the field of developmental psychology and accordingly the scope and face validity of the scale were evaluated.

Final sample items are listed as "Behavioral problems - stealing, lying, school phobia, stubbornness, nail eating etc.", "Tourette Syndrome, tics", "Sleepwetting problem", "Bullying among students", "Violence between parents." The participants were asked to indicate how often they confront with the symptom(s) defined in each item and were asked to reply on a 5-levels Likert type scale, from "none/once a year" to "everyday" indicating their own psychological and guidance counseling practices.

6.3.2. Secondary Trauma Scale

Short form of Secondary Trauma Scale was used in this study. The scale included eight items and the sample items are: "When I think of my sessions with my student-clients, my heart starts to beat", "I get the feeling that I'm reliving the traumas experienced by my students-clients", and "Although I do not intend to, I think inevitably that I have interviews with my student-clients". The participants

were asked to mark their responses on 5 points-scale (From 1 – Never to 5 – Very frequent). The total STSS scale has high internal consistency reliability with coefficient alpha level of .93 (Bride, Robinson, Yegidis & Figley, 2004).

Secondary Trauma Stress Scale was measured by "Increased Stimulation Avoidance and Re-experience" dimension of STS standardized by Yıldırım, Kıdak and Yurdabakan (2018). The Cronbach's Alpha reliability coefficient of STS was determined .91 in the Turkish version.

6.3.3. Organizational Support

Organizational support was measured by three items adapted from Vatansever (2017). The sample items are "My colleagues support each other" and "School administrators support the guidance and psychological counseling unit". The participants were asked to mark their responses on 6 point-scale (From 1 – Totally disagreed to 6 – Totally agreed).

6.3.4. Job Satisfaction

Job satisfaction was measured by "Job/work" dimension of Job Satisfaction Scale (JSS) standardized by Batıgün and Şahin (2006). The Cronbach's Alpha reliability coefficient of JSS was determined as .96 in the Turkish version. The original questionnaire has 36 items and seven items of job/ work dimension was used in the research. The sample items are "Sometimes I feel that what I do is meaningless", "I like what I do as a guidance counselor" and "I'm proud of what I do". The participants were asked to mark their responses on 6 point-scale (From 1 – Totally disagreed to 6 – Totally agreed).

6.4. PROCEDURE OF RESEARCH STUDY

Data collection process began after receiving the approval from the Ethics Committee Board of Istanbul Bilgi University (see Appendix C). All the data were gathered using an online data collection platform (www.surveymonkey.com) in October 2018. The online data collection link was shared via e-mail. After receiving permissions from the organizations to access their school psychological

counseling units, the participants were contacted based on the procedures such as list-serves and e-mail groups. First, the participants were introduced to the study with an Informed Consent Form (see Appendix A) in order to explain the main purpose and the subject of the study. The participants were also informed about the confidentiality of the data, voluntary nature of the study, expected completion time and their right to withdraw from the survey at any time. The Informed Consent Form also included contact information of the researcher in case the participants wanted to consult about any questions and/or concerns related to the survey. Then the questionnaire was administered to the participants. The whole questionnaire took approximately 10 minutes (see Appendix B).

6.5. DATA ANALYSES

SPSS 21 was used for data analysis and hypothesis testing. Cronbach's alpha value was used to understand the reliability of the scales. Factor analysis, principal component method was used to determine the factorial structure of the responses. One response was removed from the analysis due to missing information.

CHAPTER 7
RESULTS

7.1. DEMOGRAPHIC RESULTS

The participants were not asked their age and gender to maintain anonymity and increase the reliability of the responses. The demographic information gathered in the scale are job seniority of the respondent, the ownership status of the school, either state or private, and the type of educational unit, primary, elementary etc.

Table 7.1.1: Working Place

	Frequency	Percent
State School	83	50.6
Private School	81	49.4
Total	164	100

Of the total psychological guidance counselors, 50.6% were working in government schools, 49.4% were working in private schools (*N*= 164).

Table 7.1.2: The Type of Educational Unit

	Frequency	Percent
Primary School	37	22.6
Elementary School	93	56.7
High School	34	20.7
Total	164	100

Total work experiences of psychological guidance counselor ranged between one and 24 years (*M* = 7.2, *SD* = 5.23). Of the total psychological guidance counselors, 22.6% were working in primary school, 56.7% were working in elementary school and 20.7% were working in high schools

7.2. RELIABILITY ANALYSES

Reliability test was done to test the reliability of the scale. The values for Cronbach Alpha coefficient are presented in the Table 7.2.1. below.

Table 7.2.1: Reliability of the Scales

Scale	The Cronbach Alpha Coeficient
Secondary Trauma	.852
Job Satisfaction	.697
Organizational Support	.815

Since the Students' Psychological Cases measure is not appropriate for reliability test, it is not given in the table. Regarding Job Satisfaction Scale, the Cronbach alpha value was lower (α=.664) and thus the 6th item "I have to do a lot of correspondence and paperwork at school" was removed from the scale. After removal, the value was readjusted to (α=.697).

Eight items of the Secondary Trauma Scale showed high internal consistency and Cronbach's alpha value was found as .852. Additionaly, the scale of organizational support showed high internal consistency and Cronbach's alpha was found as .815

7.3. FACTOR ANALYSES AND MULTIDIMENSIONAL SCALING

Job Satisfaction Scale was tested by Kaiser-Mayer-Olkin (KMO) sampling adequacy test and by Bartlett Test for Sphericity. KMO tests were used for the conformity of the correlation between the variables for the factor analysis.

The score for KMO score was .699 (KMO <.50) and the sampling efficiency of the scale was acceptable. Bartlett test for sphericity also had a p value lower than 0. 05 (p= 0.000) which indicated that there was an adequate relation between the variables for applying the factor analysis.

Secondary Trauma scale values for KMO and Bartlett test were also sufficient (.853 and p= 0.000, respectively) and the scale protected one factor structure after varimax rotation analysis.

Similarly, for Students' Psychological Cases scale, KMO and Bartlett test results were sufficient (0.810 and p=0.000, respectively).

Multidimensional scaling (MDS) attempts to find the structure in a set of distance measures between objects or cases (IBM_ SPSS_Knowledge Center, 2020). For Psychological Cases Scale, the MDS analysis was executed and it was observed that it didn't produce any finding since the observations were too few. Thus the factor analysis and varimax rotation were done and the scale itself was found to include five factors: Violence, Anxiety-depression, Crime, Diagnosed and Trauma.

As a result of factor analysis for job satisfaction scale, two factors were found: occupational satisfaction and school (the workplace) satisfaction. Since school satisfaction factor had two items and this affected negatively the reliability of the factor, resulting in Cronbach's Alpha as 0.323 and this factor was not included in further statistical analysis. For occupational satisfaction, Cronbach's alpha value was 0.755.

7.4. CORRELATION ANALYSIS RESULTS BETWEEN VARIABLES

Table 7. 4. 1. Pearson Correlation Matrix for the Variables

	1	2	3	4	5	6	7
1. Number of Students	…	.311**	.341**	-.015	.135	- .168*	- .069
2. Psychological Case		…	.928**	.390**	.228**	-.329**	- .165*
3. Violence Case			…	.292**	.240**	-.335**	- .093
4. Anxiety-Depression Case				…	.119	-.214**	- .135
5. Secondary Trauma					…	-.223**	- .285**
6. Organizational Support						…	.333*
7. Job (Occupational) Satisfaction							…

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Correlation analysis showed that some hypotheses were confirmed as explained below.

The results showed that as the workload (number of students) of psychological guidance counselor increased, the level of secondary traumatic stress increased. The diversity of cases due to the number of students in schools caused secondary traumatic stress on psychological guidance counselors (r (164) = .135; $p < 0.05$). The number of students had a weak relationship with level of secondary traumatic stress.

It was found that as the number of students under psychological guidance counselors' responsibility for increased, the diversity of cases they confront increased. The number of students had a significant positive relationship with psychological cases (r (164) = .311; $p < 0.01$). In addition, the number of violence cases increased depending on the number of students. Violence case had a significant positive relationship with the number of students under their responsibility (r (164) = .341; $p < 0.01$.)

Additionally, the results indicated an increase in secondary traumatic stress on psychological guidance counselors as the psychological cases increased (r (164) =.228; $p < 0.01$). Also the level of secondary traumatic stress on

psychological guidance counselors' increased with the number of violence cases (r (164) = .240; p < 0.01).

The results also revealed that the increase in organizational support resulted in the decrease of number of violence cases and psychological cases in the school. Organizational support had a significantly negative relationship with number of violence and psychological cases (r (164) = -.335; p < 0.01 and r (164) = -.329; p< 0.01).

Similarly, as organizational support in the school increased, secondary traumatic stress' effect on psychological guidance counselors decreased (r (164) = -.223; p <0.01). This pointed a significant negative relationship between organizational support in schools and secondary traumatic stress on psychological guidance counselors.

Furthermore, the increase in organizational support led an increase in the job satisfaction of psychological guidance counselors. This showed that there was a positive relationship between organizational support and job satisfaction of psychological guidance counselor (r (164) = .333; p < 0.01).

Finally, as secondary traumatic stress on psychological guidance counselors increased, their job satisfaction decreased (r (164) = -.285; p <0.01). This result indicated a negative correlation between secondary traumatic stress and job satisfaction.

7.5. HYPOTHESIS TESTING FOR SECONDARY TRAUMATIC STRESS

A regression analysis was performed; to look how all variables together form a model.

Table 7.5.1: The Effect of Students' Psychological Cases, Secondary Traumatic Stress and Organizational Support on Job Satisfaction

Dependent Variable: Job Satisfaction			
Predictive Variable	Beta	t	*p*
Students' Psychological Cases	-0.024	-0.312	0.756
Secondary Traumatic Stress	-0.218	-2.891	0.004
Organizational Support	.277	3.557	.000
R^2= .159; Adjusted R^2= .143; F= 10.050; p= .000			

Variables predicting job satisfaction were found to be as secondary traumatic stress and organizational support. (R^2= .159; $F_{(3,160)}$ = 10.050; p=.000). It was found that secondary traumatic stress value (b = -.348; β = -.218; t = -2.891; p < .004) predicted job satisfaction negatively. Organizational support value (b = .234; β = .277; t = 3.557; p = .000) on the other hand, predicted job satisfaction positively. Students' psychological cases value (b = -.028; β = -.024; t = -.312; p < .756) was found to be no relationship with job satisfaction.

These analysises were done to test the thypothesis in H1a- H1b

Table 7.5.2: The Effect of Workload (Number of Students) on Secondary Traumatic Stress

Dependent Variable: Secondary Traumatic Stress			
Predictive Variable	Beta	t	*p*
Workload (Number of Students)	0.135	1.737	0.084
R^2= .018; Adjusted R^2= .012; F= 3.016; p= .084			

It was found that the workload (number of students) of psychological guidance counselors didn't predict the secondary traumatic stress level of psychological guidance counselors (R^2 = .018; $F_{(1,162)}$ = 3.016; b = .000; β = .135; t = 1.737p < .084). So H1a hypothesis is rejected.

Table 7.5.3: The Effect of Students' Psychological Cases on Secondary Trauma

Dependent Variable: Secondary Trauma			
Predictive Variable	Beta	t	*p*
Students' Psychological Cases	0.228	2.984	0.003
R^2= .052; Adjusted R^2= .046; F= 8.902; p= .003			

It was found that the number of students' psychological cases predicted the secondary trauma level of psychological guidance counselors (R^2 = .052; $F_{(1,162)}$ = 8.902; p < .003). Students' psychological cases had a positive (enhancing) direction effect on secondary trauma (b = .167; β = .228; t = 2.984; p < *.005)*. So H1b hypothesis is accepted.

Table 7.5.4: The Effect of Secondary Trauma on Job Satisfaction

Dependent Variable: Job Satisfaction			
Predictive Variable	Beta	t	*p*
Secondary Trauma	-.285	-3.791	0.000
R^2 = .081; Adjusted R^2 = .076; F = 14.369; p = .000			

It was found that the secondary trauma predicted job satisfaction of the psychological guidance counselors (R^2 = .081; $F_{(1,162)}$ = 14.369; p < .000). Secondary trauma had a negative (reducing) direction effect on job satisfaction (b = -.456; β = -.285; t = -3.791; p < *.000)*. H2 hypothesis is accepted.

Table 7.5.5: The Effect of Organizational Support on Job Satisfaction

Dependent Variable: Job Satisfaction			
Predictive Variable	Beta	t	*p*
Organizational Support	.277	3.557	0.000
R^2= .111; Adjusted R^2= .106; F= 20.258; p= .000			

It was found that organizational support predicted job satisfaction of psychological guidance counselors *(R^2 = .111; $F_{(1,162)}$ = 20.258; p < .000)*. Organizational support had a positive (enhancing) direction effect on job satisfaction (*b* = .234; *β* = .277; *t* = 3.557; *p < .000)*.

Table7. 5. 6: The Mediating Effect of Organizational Support and Secondary Trauma on the Students' Psychological Cases and Job Satisfaction

Model	**Independet Variables**	**Dependent Variable**					
		Job Satisfaction					
		R	**F**	***p***	**Beta**	***t***	***p***
1	Students' Psychological Cases "SPC"	0.027	4.539	.035	-0.165	-2.131	0.035
2	Students' Psychological Cases "SPC"				-0.105	-1.367	0.174
	Secondary Traumatic Stress "STS"	0.092	8.158	.000	-0.261	-3.388	0.001
3	Students' Psychological Cases "SPC"				-0.024	-0.312	0.756
	Secondary Traumatic Stress "STS"				-0.218	-2.891	0.004
	Organizational Support "OS"	0.159	10.05	.000	0.277	3.557	.000

The model 1 showed that students' psychological cases diversity did not have an effect on job satisfaction (R^2 = 0.027; $F_{(1,160)}$ = 4.539; p = 0.035). Students' psychological cases effect was *β*= -.165 (*b*= -.193; *t*= -2.131; *p*<.035*)*. The mediating effect of secondary trauma on job satisfaction was tested and the result showed that the model 2 was significant (R^2= 0.092; $F_{(2,161)}$ = 8.158; *p*=.000) and also adjusted R^2 increased from .021 to .081 (medium effect). Furthermore, secondary trauma' effect was *β*= -.261 (*b*= -.417; *t* = -3.388; *p<.001).* The mediating role of secondary trauma predicted job satisfaction and it

had a negative direction. The mediating effect of organizational support on job satisfaction was tested and the result showed that the model 3 was significant (R^2= .159; $F_{(3, 160)}$ = 10.05; p = .000), and also with adjusted R^2 increased from .081 to .143 (medium effect). Furthermore, organizational support' effect was β= .277 (b= .234; t = 3.557; $p<.000$). The mediating role of organizational support predicted job satisfaction and it had a positive direction. So H3 hypothesis is accepted.

7.6. THE SUMMARY OF RESULTS

1. The students' psychological cases increased secondary traumatic stress (Table 7.4.1).
2. There was negative correlation between secondary traumatic stress and job satisfaction (Table 7.4.1).
3. There was a significant negative relationship between organizational support and secondary traumatic stress on psychological guidance counselors (Table 7.4.1).
4. The number of students' psychological cases predicted the secondary trauma level of psychological guidance counselors. It had a positive (enhancing) direction effect on secondary trauma (Table 7.5.3).
5. It was found that organizational support predicted job satisfaction of psychological guidance counselors. It had a positive (enhancing) direction effect on job satisfaction (Table 7.5.5).

CHAPTER 8
DISCUSSION

The present study was conducted with the aim of exploring the main findings that point the importance of organizational support in managing secondary trauma experiences. Organizational support reduced the negative impacts of secondary trauma on psychological and guidance counselors. The number of students was the key factor in creating workload and job (occupational) satisfaction was influenced directly and negatively by the secondary trauma.

In the study, as the number of students under psychological and guidance counselors' responsibility increased, the diversity of cases confronted had a tendency to increase.

Organizational support in school increased the job satisfaction of psychological and guidance counselors. These results were compatible with several studies in literature.

Altough the duty limits of the psychological and counseling counseling unit are defined in the Regulation of Ministry of National Education Psychological and Guidance Counseling Services (2017), their main duties are disrupted when PGCs are given extra duties beacuse the regulation may ignored depending on the management style of the school and the attitudes of the administrators and teachers. In his study, Ekşi (2006) states that the principles of responsibility and cooperation that underpin the psychological and guidance counseling unit are damaged. Psychological and guidance counselor or the student, who is directed by the teachers, is indirectly affected by the case brought to the counseling room and they may experience causes secondary trauma. Failure to provide organizational support in schools causes an increase in secondary trauma experiences of the psychological and guidance counselor. In addition, the fact that the number of psychological and guidance counselors in schools is insufficient compared to the number of students creates an important workload on them (Dost & Keklik, 2012).

All these problems that psychological and counselors experience at school affect job satisfaction negatively. Being able to cooperate with management and colleagues at the institution where PGCs work and the respect for their work

reduce the emotional and behavioral symptoms caused by the secondary trauma experienced by the psychological counselors and increases their job satisfaction (Nazlı, 2007; Paskal, 2001).

The fact that secondary trauma affects job satisfaction negatively and providing organizational support in schools reduces the negative effects of secondary trauma experienced by PGCs are in line with the related literature.

An important practical contribution of the study is that the student psychological case list developed for this study can be used as a tool in determining the types of cases that PGCs encounter during the semester and in creating the necessary preventive or intervention action plans.

8.1. LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

Throughout data analysis and the process of interpreting the results, there were some limitations realized.

Firstly, sufficient sample could not be obtained for all the educational levels that PGCs were interested in. For this reason, it was not possible to compare frequently encountered case types between stages. The effects of secondary trauma experience of the counselors in different educational levels on their job satisfaction could not be observed.

Secondly, the study is limited in terms of represented sample as PGCs were reached through chain-referral sampling.

Additionally, the datas were collected as a self report in the study. However, the interviews conducted right after the cases may allow for more accurate identification of the secondary trauma experiences.

As an organizational support, it is recommeded that it may be beneficial to organize social and problem solving-based group studies for psychological counselors in order to increase the problem solving skill levels of psychological counselors in order for them to effectively deal with secondary traumatic stress. Since secondary traumatic stress level is seen higher especially in psychological counselors who are new to the profession, it can be stated that informing and

supervision studies related to traumatic experiences and intervention services may have a traumatic stress reducing effect (Erçevik, 2019). Considering the related literature, future research studies should include the sources of individual support needed by the PGCs at the school. It can be examined which subjects psychological and guidance counselors need training and supervision in different education levels. In further studies, especially the types of cases that PGCs felt professionally competent or incompetent can be examined separately in the field and non-field graduates. Thus, the problems experienced by the field and non-field graduate PGCs can be handled comparatively.

The reason why psychological and guidance counseling services are not provided adequately stems from the fact that they do not get the necessary support from administrators and teachers (Yüksel Şahin, 2008). An important reason for not being able to get this support is that their knowledge of PGC is incomplete, their views are negative and wrong expectations for PGCs' duties. As a matter of fact, if the administrators and teachers have sufficient knowledge, positive opinions and a correct job expectation, as shown in the results of previous research, PGC will have the required organizational support in the institution (Hatunoğlu & Hatunoğlu, 2006).

Organizational support is about the willingness of the organization to offer help in acceptance and confirmation of the employees, respecting and valuing them and for their emotional needs in stressful or difficult situations (Rhoades & Eisenberger, 2002). Developing a positive relationship, acting fairly, and taking care of its employees and involving them in decision-making processes have an important place in providing organizational support (Özdevecioğlu, 2003).

An trusty environment should be created between the school principal and the PGC, and their ideas and activities should be respected. To achieve this, at the beginning of each semester, the Ministry of National Education should send the job descriptions of PGCs to school administrators. It can be made compulsory for PGC to fill out the questionnaires about the materials that should be in the guidance unit, the appropriateness of the physical conditions of their rooms and the relationship between colleagues and managers at the beginning and end of the term. Thus schools can undergo inspection when necessary. In addition, in-service

trainings held at the beginning and end of the semesters, the distance between the employees at the school can be reduced with the activities such as pleasant personal meeting, communication and professional roles.

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APPENDICES (English & Turkish Versions)

Appendix A: The Informed Consent Form

The study is going to be conducted by Canan Özvanlıgil, the student in Organizational Psychology Graduate Program at İstanbul Bilgi University.

The objective of this study is to understand the role of workload and organizational support of the school psychological counselors' secondary trauma experiences and to analyze how secondary trauma experiences affect job satistaction.

In this study, you are requested to fill the form consisting of 45 questions in total.

The expected time to complete the questionnaire is approximately 10 minutes.

The participation in the study has a voluntary basis. You have right to reject to participate in the study at the beginning and also you can withdraw from the research at any time.

Please feel free to contact using the contact information of the researcher if you have any questions, comments, or requests for additional information: cananozvanligil@gmail.com

Thank you for your participation.

Canan Özvanlıgil

□ I have read the notice stating the purpose and content of the study. I understood and agree to participate in the research.

Appendix A: The Informed Consent Form (TR)

Bilgilendirme Formu

Bu çalışma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans öğrencisi Canan Özvanlıgil tarafından yürütülmektedir.

Çalışmanın amacı, okul psikolojik danışman ve rehberlerinin ikincil travma deneyimlerinin iş yükü ve örgütsel destek rolünü anlamak ve ikincil travma deneyimlerinin iş doyumuna etkisini araştırmaktır.

Bu çalışmada toplamda 45 sorudan oluşan formun doldurulması istenmektedir.

Soruların yanıtlanması yaklaşık olarak 10 dakika sürmektedir.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Başlangıçta çalışmaya katılmayı reddetme ve çalışma boyunca istediğiniz zaman sözleşmeyi iptal etme hakkınız vardır.

Çalışmaya dair soru, görüş ve istekleriniz ile ilgili çalışmayı yürüten araştırmacı ile doğrudan iletişime geçebilirsiniz: cananozvanligil@gmail.com

Katılımınız için şimdiden çok teşekkür ederiz.

Canan Özvanlıgil

□ Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriyi okudum, anladım ve araştırmaya katılmayı kabul ediyorum.

Appendix B: The Study Survey Form

Please indicate how often you encounter the following cases.

	CASES ENCOUNTERED *In this section, state how often you experience each statement by indicating on the scale ranging from "Never or once a month" to "everyday"*	**Never or once a year**	**Once a month**	**3-4times a month**	**2-3 times a week**	**Everyday**
1.	Communication problems between parents					
2.	Divorce					
3.	Parenting perfectionism					
4.	Harassment, incest, etc.					
5.	Masturbation					
6.	Behavioral problems such as "stealing, lying, school phobia, stubbornness, eating nails etc. "					
7.	Tourette Syndrome "Tics"					
8.	Sleepwetting problem					
9.	Violence among peers					
10.	Violence between parent					
11.	Violence of the parent against the child					
12.	Attention Deficit and Hyperactivity Disorder "ADHD"					
13.	Mental Retardation					
14.	Autism, Asperger Syndrome					
15.	Learning disorder					
16.	Outstanding potential					
17.	Depression					
18.	Eating disorder "Bulimia, Obesity"					

19.	Anxiety disorder					
20.	Social skill problems “inability to empathize, aggression, inability to communicate”					
21.	IT crime “password cracking, send a virus etc.”					
22.	Crime involvement					
23.	Drug use					
	How do you generally feel after the student cases or interviews that affect you? *In this section, how often you experience each statement by indicating on the scale ranging from "never" to "very often".*	**Never**	**Rarely**	**Occasionally**	**Often**	**Very often**
24.	My heart started beating when I thought about my work with student-clients.					
25.	It seemed as if I was reliving the trauma(s) experienced by my student-clients.					
26.	Reminders of my interviews with student-clients upset me.					
27.	I thought about my work with student-clients although I didn't intend to.					
28.	I avoided people, places, or things that reminded me of my work with student-clients.					
29.	I had disturbing dreams about my work with student-clients.					
30.	I wanted to avoid working with some student-clients.					
31.	I noticed gaps in my memory about the sessions with student-clients.					

	JOB SATISFACTION *In this section, state how appropriate each statement is for you on the scale ranging from "Never Disagree" to" Strongly Agree ".*	**Never Disagree**	**Disagree**	**Disagree Somewhat**	**Slightly Agree**	**Agree**	**Strongly Agree**
32.	The rules at school make it difficult for me to do the job right.						
33.	Sometimes I feel that my job is so pointless.						
34.	I like what I do as a psychological counselor and guide.						
35.	I have a lot of work to do at school.						
36.	I am proud of my work.						
37.	I have to deal with a lot of correspondence and paperwork at school.						
38.	Guidance and psychological counseling generally requires me to behave in accordance with my personality.						
	ORGANITIONAL SUPPORT *In this section, state how appropriate each statement is for you on the scale ranging from "Never Disagree" to" Strongly Agree ".*	**Never Disagree**	**Disagree**	**Disagree Somewhat**	**Slightly Agree**	**Agree**	**Strongly Agree**
39.	School administrators support the psychological counseling and guide unit.						
40.	Teachers and colleagues support each other at the school where I work.						
41.	In the institution where I work, psychological counselors and guides are supported through in-service training						

Where you work: State School [ ] / Private School [ ]

The stage you guide: Primary School [ ] / Middle School [ ] / High School [ ]

Number of students under your responsibility at the school _____

Your Total Guidance and Psychological Counseling experience _____ year

The questionnaire has been completed.Thank you very much for your participation. If you have any comments that you have not mentioned above, you can write to this section:

Appendix B: The Study Survey Form (TR)

Aşağıdaki olgularla karşılaşma sıklığınızı belirtiniz

	KARŞILAŞILAN OLGULAR *Bu bölümde her bir ifadenin sizin için ne sıklıkla görüldüğünü "Hiç ya da yılda bir kez" den "Her gün" e doğru uzanan ölçek üzerinde belirtiniz.*	**Hiç ya da yılda 1 kez**	**Ayda 1 kez**	**Ayda 3-4 kez**	**Haftada 2-3 kez**	**Her gün**
1.	Ebeveyn arasındaki iletişim sorunları					
2.	Ebeveyn ayrılığı					
3.	Ebeveyndeki mükemmeliyetçilik					
4.	Taciz, ensest vb.					
5.	Mastürbasyon					
6.	Davranış problemleri "çalma, yalan, okul korkusu, inatçılık, tırnak yeme vb. "					
7.	Tourette Sendromu "Tiklerin olması"					
8.	Gece alt ıslatma problemi					
9.	Akran arasında şiddet					
10.	Ebeveyn arasında şiddet					
11.	Ebeveynin çocuğa uyguladığı şiddet					
12.	Dikkat Eksikliği ve Hiperaktivite Bozukluğu "DEHB"					
13.	Zihinsel gerilik					
14.	Otizm, Asperger Sendromu					
15.	Öğrenme bozukluğu					
16.	Üstün potansiyel					
17.	Depresyon					
18.	Yeme bozukluğu "Bulimia, Obezite"					

19.	Kaygı bozukluğu					
20.	Sosyal beceri problemleri “empati kuramama, saldırganlık, iletişim kuramama”					
21.	Bilişim suçu “şifre kırmak, virüs göndermek vs.”					
22.	Suça karışma					
23.	Uyuşturucu kullanımı					
	Sizi etkileyen öğrenci vakaları ya da görüşmeler sonrasında genelde kendinizi nasıl hissediyorsunuz? *Bu bölümde her bir ifadenin sizin için ne sıklıkla görüldüğünü"Hiçbir zaman" dan "Çok sık" a doğru uzanan ölçek üzerinde belirtiniz.*	**Hiçbir zaman**	**Çok az**	**Bazen**	**Sık sık**	**Çok sık**
24.	Danışanlarımla olan görüşmelerimi düşündüğümde kalbim hızla çarpmaya başlıyor.					
25.	Danışanlarım tarafından yaşanmış travmaları sanki yeniden yaşıyormuşum hissine kapılıyorum.					
26.	Danışanlarımla olan görüşmelerimi aklıma getiren hatırlatıcılar beni üzüyor.					
27.	Amaçlamadığım halde danışanlarımla olan görüşmelerimi ister istemez düşünüyorum.					
28.	Bana danışanlarımla yaptığım görüşmeleri hatırlatan kişi, yer veya şeylerden kaçınıyorum.					
29.	Danışanlarımla olan görüşmelerim hakkında rahatsız edici rüyalar görüyorum.					
30.	Bazı danışanlarımla çalışmaktan uzak durmak istiyorum.					
31.	Danışanlarımla olan görüşmelerim ile ilgili belleğimde boşluklar olduğunu fark ediyorum.					

	İŞİNİZ *Bu bölümde her bir ifadenin sizin için ne derece uygun olduğunu "Hiç Katılmıyorum" dan "Kesinlikle Katılıyorum" a doğru uzanan ölçek üzerinde belirtiniz.*	**Hiç Katılmıyorum**	**Katılmıyorum**	**Biraz Katılmıyorum**	**Biraz Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**
32.	Okuldaki kurallar işi hakkıyla yapmamı zorlaştırmaktadır.						
33.	Bazen yaptığım işin çok anlamsız olduğunu hissediyorum.						
34.	Bir rehber danışman olarak yaptığım işlerden hoşlanıyorum.						
35.	Okulda yapmam gereken çok iş var.						
36.	Yaptığım işten gurur duyuyorum.						
37.	Okulda çok fazla yazışma ve evrak işleriyle uğraşmak zorundayım.						
38.	Rehberlik ve psikolojik danışmanlık mesleği genelde kişiliğime uygun davranmamı gerektiriyor.						
	ÇALIŞTIĞIM KURUM *Bu bölümde her bir ifadenin sizin için ne derece uygun olduğunu "Hiç Katılmıyorum" dan "Kesinlikle Katılıyorum" a doğru uzanan ölçek üzerinde belirtiniz*	**Hiç Katılmıyorum**	**Katılmıyorum**	**Biraz Katılmıyorum**	**Biraz Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**
39.	Okulda yöneticiler rehberlik ve psikolojik danışmanlık birimini destekliyor.						
40.	Çalıştığım okulda öğretmenler ve çalışma arkadaşları birbirlerini destekliyor.						
41.	Çalıştığım kurumda rehberlik ve psikolojik danışmanlar mesleki eğitim ve gelişim konusunda desteklenmektedir.						

Çalıştığınız yer: Devlet Okulu [ ] / Özel Okul [ ]

Rehberlik yaptığınız kademe: İlkokul [ ] / Ortaokul [ ] / Lise [ ]

Çalıştığınız kurumda sorumluluk alanınızdaki öğrenci sayısı _____

Toplam Rehberlik ve Psikolojik Danışmanlık deneyiminiz _____ yıl

Soru formu tamamlanmıştır, katılımınız için çok teşekkür ederiz. Yukarıda belirtemediğiniz görüşleriniz varsa bu kısma yazabilirsiniz:

Appendix C: Ethics Committee Approval

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından doldurulacaktır /This section to be completed by the Committee on Ethics in research on Humans)

Başvuru Sahibi / Applicant: Canan Özvanlıgil

Proje Başlığı / Project Title: Secondary Trauma Experince of School Counselors and Its Effects on Life Satisfaction

Proje No. / Project Number: 2017-20024-57

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	

Değerlendirme Tarihi / Date of Evaluation: 12 Mayıs 2017

Kurul Başkanı / Committee Chair
Doç Dr. Itır Erhart (izinli)

Üye / Committee Member
Prof. Dr. Aslı Tunç

Üye / Committee Member
Prof. Dr. Hale Bolak

Üye / Committee Member
Prof. Dr. Turgut Tarhanlı

Üye / Committee Member
Doç. Dr. Koray Akay

Üye / Committee Member
Prof. Dr. Ali Demirci

Üye / Committee Member
Doç Dr. Ayhan Özgür Toy

Tarih:9.04.2020

Lisansüstü Programlar Enstitüsü'ne,

09.04.2020 tarihinde **114630004** numaralı **Canan Özvanlıgil** adlı **Örgütsel Psikoloji (Tezli)** Programı öğrencisinin **Secondary Trauma Experiences of School Psychological and Guidance Counselors and Its Impact on Job Satisfaction** konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Doç.Dr. Çiğdem Vatansever

Bağlı Bulunduğu Üniversite: Tekirdağ Namık Kemal Üniversitesi

Tarih:9.04.2020

Lisansüstü Programlar Enstitüsü'ne,

09.04.2020 tarihinde **114630004** numaralı **Canan Özvanlıgil** adlı **Örgütsel Psikoloji (Tezli)** Programı öğrencisinin **Secondary Trauma Experiences of School Psychological and Guidance Counselors and Its Impact on Job Satisfaction** konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Doç.Dr. İdil Işık

Bağlı Bulunduğu Üniversite: İstanbul Bilgi Üniversitesi

Tarih:9.04.2020

Lisansüstü Programlar Enstitüsü'ne,

09.04.2020 tarihinde **114630004** numaralı **Canan Özvanlıgil** adlı **Örgütsel Psikoloji (Tezli)** Programı öğrencisinin **Secondary Trauma Experiences of School Psychological and Guidance Counselors and Its Impact on Job Satisfaction** konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Dr. Öğr. Üyesi Nevin Kılıç

Bağlı Bulunduğu Üniversite: Fatih Sultan Mehmet Vakıf Üniversitesi