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Effects Of The Counseling And Marketing By The Institute/Universities And The Course Preferences Of The Students After 10+2 In The Last 5 Years After Getting Counseling.

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ABSTRACT
This research aims to explore the ethical challenges faced by counselors who serve during the university choice advising process and their coping methods in the face of these challenges. The study will also analyze the ethical difficulties faced by counselors who serve throughout the process. Interviews with participants that followed a semi-structured format were used to gather data for this qualitative research study based on a phenomenology design. In order to examine the data, content analysis was used, and metaphorical analysis was utilized for the purpose of reporting the results. The purposive selection approach was used to pick 10 participants for the sample. Eighty percent of the participants were male, and seventy percent of them had at least a bachelor's degree and had completed ethics coursework throughout their undergraduate studies. Participants were invited to take part in the research if they had previously worked in the field of preference advice for a period of at least four years and had received their degrees in Psychology or Psychological Counseling and Guidance.

Keywords: *Career guidance, Career counseling, ethical problems*

I. INTRODUCTION:

During the course of their lifetime growth, individuals may need assistance for the development and planning of their careers. According to Watts and Fretwell (2004), supporting the career development of persons may be defined as the provision of services designed to assist individuals in successfully navigating the many stages of the academic, educational, and vocational decision-making processes, as well as in the development of their careers at any stage of their lives (Watts & Fretwell, 2004). It should come as no surprise that the provision of these services calls for specialist knowledge given that making a decision about one's line of work is a dynamic process that is subject to the influence of a great deal of variety (Kuzgun, 2000). According to Savickas (2011), the services that are offered to help individuals as they work toward developing their careers go by a variety of titles, including career advice, career education, and career counseling.

These terms are often interchanged with one another. In the words of the National Career Development Association of the United States, "career counseling" is "a more in-depth and professional relationship of help provided to clients who have difficulties in career and personal development, going beyond the support for career planning" (National Career Development Association [NCDA], 2015). This definition was provided by the American National Career Development Association. According to Savickas (2011), career counseling is defined as the process of assisting people in the discovery of the meaning in their lives, the construction of themselves and their careers in line with this meaning, and the creation of a plan for the growth of their careers. According to Savickas (2011), the term "career education" refers to the services that are offered to boost the efficacy of persons in order for them to effectively face the challenges associated with professional growth.

The development of skills, capabilities, and competencies such as career flexibility, decision-making, and planning are the targets of some of the interventions that are included in career education. According to the definition supplied by the Organization for Economic Co-operation and Development, (OECD, 2004), career advice is the assistance that is offered to individuals of any age or at any moment in their lives in order to assist them in the decision-making process about their educational and occupational pursuits as well as the management of their career’s development process. According to Crisan, Pavelea, and Ghimbulut (2015), the purpose of these services is to enable people to know themselves, as well as to have information and insight about the labor market and the world and education life, and to take control of their career. In this context, having accurate, consistent, and complete career information and presenting it in a clear and concise manner are foundational components of providing quality career advisory services.

The term "preference advising" refers to the services that inform students and their families about how to rank the most appropriate programs. These services make use of online resources and preference programs that list the universities and programs that correspond to the scores, taking into account the scores students obtained on the university entrance exam as well as the fields students want to study. Preference advising can be accomplished by using online resources and preference programs. A preference advising commission was formed by the Ministry of National Education (MoNE) in order to facilitate the delivery of these services, which the Turkish education and examination system may recognize as constituting unique services.

The overarching goals of this commission are to guarantee that these services are provided in accordance with specified criteria in order to assist students in selecting a job that is a good fit for them in terms of their interests, talents, and personality characteristics. Therefore, the commission chooses to delegate this responsibility to school counselors since the individuals who will be providing preference advice are required to have professional competencies (MoNE, 2018). On the other hand, in addition to the Ministry of the New Economy, preference advising services are able to be provided by commercial organizations and institutions (such as private colleges, etc.).

The goal of the marketing process, which may be thought of as an exchange activity, is to meet the requirements of the clients, fulfill their wants, and satisfy their desires. As part of this process of exchange, the suppliers of the products and services are tasked with ensuring that their consumers get the greatest possible return on the values they invest in their purchases. This relationship management results in the creation of a one-of-a-kind value proposition, which in turn results in competitive advantages for both the enterprises that are providing the service and the consumers who are receiving it. The two-way street of relationships allows for the maintenance of stable consumer loyalty, a positive brand image, and even the very continuation of the businesses themselves. Internet marketing (micro-level) is the most sophisticated type of Internet marketing (macro-level), which allows business owners to collect uninterrupted and unfiltered client feedback. This enables business owners to tailor their marketing operations in accordance with the whims of their customers. Digital marketing (macro-level) is the most rudimentary form of digital marketing (macro-level).

Digital marketing, which is supported by information and communication technology (ICT), has had a considerable influence on the general level of life of society by raising awareness of the numerous goods and services that can be used on a daily basis and obtained via the use of these technologies.

The New International Economic Order (NIEO) has mandated that developing and impoverished nations reduce the economic gaps that exist between them. Because of the very competitive nature of the economic climate in such nations, the companies and business organizations there were compelled to consider innovative ways to do business. They could either become more radical or more gradual in their approach to becoming inventive. Both were viable options. They were given the assurance that the revolutionary business innovation would allow them to become a company that drives the market by making the most of the available technology. On the other hand, incremental innovation guaranteed them only a market-driven status, which was only possible in situations where the usage of technology was at an early stage or progressing slowly.

Marketing is both a lively field of study and a respected profession, and it plays an important part in the commercial endeavors of any company as well as the economic life of any nation. Since the beginning of time, the function of marketing in the promotion of products and services has been continually morphing, according to Christine Moment by moment, both the organizational framework of the market and the activities of marketing are undergoing change. It is important to highlight the structural movement from the conventional marketplace' to the contemporary 'digital space' as well as the functional paradigm shift from door-to-door marketing to digital marketing. Both of these shifts are notable. According to Sachin Modgil and colleagues 2022, the COVID-19 epidemic has produced a situation characterized by uncertainties as well as paradigm alterations in the structures and functions of marketing that have never been seen before. Companies that operate in these types of business settings are expected to be tech-savvy, quick communicators, and dynamic adopters of information and communication technology (Justin Cox & Donovon Woods, 2021). This is necessary for businesses to gain a competitive edge and improve their business practices as they go forward.

It is generally believed that our schools are mainly responsible for the formation of the society that we now inhabit, including the sense of identity and cohesiveness that exists within that society as well as its capacity to comprehend and tolerate the existence of other societies. One of the few surviving institutions that continue to give partnerships to families in the form of socialization and investment via learning is schools. Education in schools not only helps individuals make sense of the changes taking place but also promotes sustainability, especially via learning that continues throughout one's life. The generation, acquisition, dissemination, and intelligent use of information are all very vitally important. In a nutshell, the education of its population is being widely recognized as the single most significant investment that can be made by a society. If we lack access to quality education, we suffer, but when we have it, we thrive. When there are great expectations placed on the educational system of any nation, the schools that are considered to be among the best have a significant amount of responsibility. It shouldn't come as a surprise that the "school improvement movement of the past 20 years has put a great emphasis on the role of leaders." (OECD, 2001b, page 32) [footnote] According to Fullan (2002, page 15), who went so far as to draw this conclusion, "Effective school leaders are key to large-scale, sustainable education reform." Not only are school leaders crucial, but it is also often believed that they are taking on an increasing number of responsibilities. 121 different school leadership approaches were identified by Leithwood et al. (2002) after they conducted a study of the empirical literature on successful leadership in responsible school environments. (For further information, see Appendix 1) It is possible for school leader professional development programs or school leader standards to include lengthy lists of required competencies for their participants. The ever-expanding lists of practices, competencies, and standards have given rise to the worry that not only are school leaders being tugged in a variety of different directions at once, but that they may also be being required to do an excessively large number of tasks.

II. OBJECTIVES

1. To determine the factors that influence the digital marketing practices adopted at higher education institutions acceptable to the students.
2. To examine the impact of digital marketing media, website structure and functions, and social media platforms used by higher education institutions on independent variables.

III. RESEARCH METHODOLOGY:

Research Example The criteria sampling approach, which is one of the intentional sampling strategies, was used in this research project. Patton states that the approach of criterion sampling involves selecting samples according to a set of specified criteria. The requirements for the psychological counselors who will take part in this study are as follows: they must have worked as a preference advisor for at least four years, they must have experience working as a preference advisor for university admissions, and they must have graduated from a guidance and psychological counseling and psychology program. As a result, there were a total of ten people included in the sample. The second half of the participants have also provided choice advising on behalf of commercial institutions in addition to their work as preference advisors in public schools associated with the MoNE. The first half of the participants have only worked as preference advisors in public schools affiliated with the MoNE. Gaziantep has been the place of employment for all of the participants.

Table 1. Descriptive Characteristics of The Study Group

Participant	Gender	Age	Experience	Experience in Preference Advising	Education Level	Ethics Course
P1	F	27	5	4	Bachelor’s	Took
P2	M	27	5	5	Master’s	Took
P3	M	42	18	18	Bachelor’s	Took
P4	M	26	6	4	Bachelor’s	Took
P5	M	36	14	12	Master's	Took
P6	M	40	19	14	Bachelor’s	Took
P7	M	33	10	5	Bachelor’s	Don’t Remember
P8	M	39	20	15	Master’s	Took
P9	F	43	18	10	Bachelor’s	Took
P10	M	40	19	19	Bachelor’s	Didn’t Take

As can be seen in Table 1, eight of the participants were male, making up 80% of the total, and two of them were female, making up 20% of the total. The ages of the participants varied from 27 to 43, and they had anywhere from five to twenty years of experience working in their respective fields. In a similar vein, the participants' combined expertise in the field of preference advice ranges from four to nineteen years. Seven of the participants, or 70%, have a bachelor's degree, while three of them, or 30%, hold a master's degree. Finally, seven of the participants reported having completed a course on ethics, which accounts for 70% of the total. Two individuals disclosed that they had not participated in such a course, which accounts for 20% of the total, and one person could not recall whether or not they had done so.

Data Collection Tools

Interviews conducted in person with each of the participants served as the primary source of data collection. The researchers employed a demographic information form as well as a semi-structured interview form that they had prepared themselves.

Demographic Information Form: On the questionnaire were inquiries about the participants' gender, age, educational level, the program from which they graduated, whether or not they had taken ethics courses, the number of years of experience, and the sort of institution at which they offered preference-advising services. Before we could get started with the interview, we requested all of the participants to fill out this form.

Semi-Structured Interview Form: The interview form was prepared for the research to evaluate the ethical challenges faced by the psychological counselors throughout the choice advising process and their actions in the face of such obstacles. The purpose of the study was to look at the relationship between ethics and preference advising. During the process of producing the form, the ethical principles and criteria that were produced by a variety of professional groups for career counseling were taken into consideration.

questions gathered during interviews have been added to the existing pool of inquiries. After that, all of the researchers got together and had a discussion about each topic, and then the first draft of the form was developed with the questions chosen in line with the goal of the study and the conceptual framework that was being used. In order to get a professional opinion on this form, it was given to four individuals: two academics who work in the area of career counseling and ethics, and two specialized school counselors. The input that was provided was addressed in the meetings in which all of the researchers participated, and the second draft, which consisted of 12 questions, was developed as a result. With the help of this draft application, we tested out a pilot application.

The pilot application was carried out in a private room with a psychological counselor who has been offering preference-advising services for the last four years. Distractions were kept to a minimum throughout this phase of the process. It took around half an hour to finish filling out the demographic information form and responding to the interview questions. Following the obtaining of the participant's informed permission and the participant's education of the procedure and the team conducting the study, an interview was recorded in the pilot application. At the conference that was conducted with the involvement of all of the researchers, the transcript of the record was examined, and the interview form was finished based on the feedback that was received from the participants.

Questions such as "What kind of ethical problems and difficulties do you have about ensuring confidentiality in the preference advising process?" are included in the interview form. "What kinds of ethical problems and difficulties do you have about competence in providing preference advising services?" and "How do you go about solving (mentioned issue)?" are two questions that may be asked during this interview.

Data Collection Procedure:

The clearance of the university's ethical committee was acquired before any data gathering took place. The intentional sampling approach was used to define the criteria for participant selection, and snowball sampling was utilized to contact those people who would meet those criteria. In light of this fact, the size of the sample group was increased by contacting the participants who had been recruited by the participants who were really included in the research. The researchers phoned the psychological counselors who matched the criteria in order to ask them to participate in the study. Participants who freely accepted the request to participate in the research were told about the study, and it was arranged that interviews would be done at a location and time that was convenient for the participants. After that, an invitation letter to engage in the research that included information on the study was sent to the individuals who had previously shown interest in taking part in the investigation. The goal of the study, the questions that would be asked during the interview, and a short information note regarding the idea of ethics were all included in the invitation letter that was sent out. In addition, the potential participants were told that they were free to withdraw from the research at any time after seeing the questions, should they change their minds about taking part in the investigation.

In the event that the participants had not read the invitation letter, they were provided with further information about the research as well as the opportunity to fill out the demographic information form prior to the interview. Additionally, the participants' signatures were collected on an Informed Consent Form, which confirmed that their participation in the research was entirely voluntary. The interviews were conducted between the months of December 2018 and January 2019, and they lasted between forty and sixty minutes each. They took place in an atmosphere in which the participants were able to freely express themselves at the organizations in which they work, and the interviews were not interrupted at any point. The researchers decoded the interviews that were recorded with the participant's permission, and the researchers then sent the participants the deciphered versions of the interviews. Following the confirmation from the participants that the transcripts were accurate, the data were then prepared for the content analysis.

Providing Evidence That the Study Is Reliable In qualitative research, the ideas of credibility and consistency are analogous to validity and reliability in quantitative research. approaches indicated by Creswell (2012) were used in this study to improve the credibility and consistency of the findings. These approaches included long-term interaction and observation, external review, explanation of researcher bias, confirmation of participant, and rich and thorough description. After the first coding was completed by two researchers, an extra effort was made by analyzing and debating the analyses one by one at the meetings conducted with the involvement of all of the researchers. These sessions were held after the original coding was completed.

Long-term Interaction and Observation: According to Creswell (2012), one definition of "long-term interaction and observation" is "spending a significant amount of time in the area to be researched." For the purpose of this investigation, two members of the research team have worked in the area of choice advice services for high school students for a total of three years. In addition, as part of the activities that took place during the promotion of the institution, the other two researchers had the chance to carefully monitor the psychological counselors as they worked on the preference advising process.

External Evaluation: The assessment of a research project carried out by an individual who was not directly engaged in the process of performing the study being assessed is known as an external assessment. (Creswell, 2012). (Creswell, 2012). In this particular setting, the studies that would be carried out as part of the research process were discussed at the "Research Sharing Days" that are routinely conducted at the faculty where the researchers are assigned. On the days designated for Research Sharing, researchers present their work and solicit comments from their colleagues in an open forum in which everyone on the faculty is invited to take part. Both the approach that was used to conduct this study and the questions that were asked in the interviews elicited feedback. In addition, the steps that were made throughout the research process were periodically discussed with a faculty member (Prof. Dr.) who has researched qualitative research methodologies and taught at the doctorate level, and his or her assessment and input about the process were obtained.

Clarification of Researcher Bias: According to Creswell (2012), the definition of "researcher bias" refers to the reflection of how researchers utilize and regulate their own subjectivity in the process of doing research. In this particular investigation, the investigators attended weekly meetings on the same day and time each week (Friday, 15:30–17:00), with a set agenda for each gathering. The head of the study team announced each week's agenda items to the other researchers, soliciting their feedback and seeking their acceptance. The procedure, which allows for the flexibility to include new agenda items provided by the researchers, has advanced via discussion of the stage reached in the study and the implementation of the applications. This gives the flexibility to include other agenda items offered by the researchers. The proceedings of these sessions were recorded, and the minutes were sent to all of the researchers in the days that followed the conference. The sessions were taped in order to avoid the loss of information that was created in group conversations during procedures such as generating metaphorical analysis and debating the results.

Participant Confirmation: In his article, Creswell (2012) defined "participant confirmation" as the process of ensuring that the perspectives of participants are accurately reflected. In this particular investigation, participant verification occurred over the course of two phases. First, confirmation from the participants was gained using the summary that was created by the interviewer after the interviews were completed. During the second step, transcripts of the interviews were sent to the participants, and their responses were then obtained for verification.

Rich and detailed description: Rich and extensive descriptions were provided as explanations, and the writing style that was used in the study was such that the reader was able to quickly join the context of the research (Creswell, 2012). As a consequence of this, in order to ensure the study's internal reliability, the results were published by using the direct remarks of the participants. The procedures that were carried out throughout the research were described in great depth and presented in a straightforward manner (Yldrm & Imsek, 2016). This contributed to the study's high level of external validity.

In addition, tactics such as incorporating more than one researcher in the process, doing data analysis within the context of the relevant literature, and debating and clarifying the research questions by all researchers in weekly meetings were employed (Miles & Huberman, 1994). These strategies were used.

IV. DATA ANALYSIS

In order to analyze the data, we followed the steps of coding the data, discovering themes, organizing the codes and the themes, defining and interpreting the results, and arranging the codes and the themes (Yldrm & Imsek, 2016). In light of this, an interpretative content analysis was carried out on the collected data. According to Gall, Gall, and Borg (2005), interpretive content analysis is the act of meaningfully classifying phrases in a text in the process of acquiring key themes and structures. In this scenario, the initial step was to transcribe the interviews that were conducted and videotaped with the participants. They did it at a conference that all of the researchers attended, and they coded an interview that had been chosen at random together. In this manner, as a consequence of conversations over which phrases may be categorized under which topics and categories, an attempt has been made to have a shared viewpoint.

The researchers exchanged their coding for each sentence, made a note of all of the codes, and then went through and spoke about each one individually. In addition, the debates on which expressions may fit inside which themes and categories have been resolved by making use of the relevant literature on the issue. This was done by looking at the many books and articles that have been written about the topic. After that, the two researchers coordinated their efforts and carried out an analysis of the remaining nine transcripts. For the purpose of data analysis, a program known as Mixed 12 Qualitative Data Analysis was used. In addition, group discussions on these analyses were done at the meetings that were attended by all of the researchers. Furthermore, the codes and themes were reviewed and amended by all of the researchers, and then the final codes and themes were obtained. The data were then evaluated and presented using metaphors (See Ababa, 1999 for more information). According to Schmidt (2005), the use of metaphor in the presentation of study findings helps readers more easily conceptualize the results of the investigation.

Multiple times on their own, the researchers reviewed the transcripts and acquired themes from them. Next, they each had their own individual thoughts on the metaphors that might be used to depict the findings. At that time, it was requested of the researchers that they come prepared to the weekly meeting with an idea for a metaphor that might be used while analyzing and presenting the results of the study. At the next meeting, each researcher presented the metaphor they had developed to the whole team. They illustrated it by sketching examples on the board, and then they opened it up for debate among the group. Following these sessions, a decision was made about the metaphor that was deemed to most accurately depict the presentation of the results.

The process of preference advising takes place in a condensed amount of time, but it is of the utmost significance in terms of the choices that need to be taken and the outcomes. It also symbolizes a key transition, the one from high school to university, which is a part of the process. In this regard, the selection process was likened to the navigation of ships through the Bosporus Strait, which, although congested and fraught with one-of-a-kind challenges, serves an important strategic purpose as the passageway between continents. As a result, students who get preference advice have been likened to ships attempting to navigate the Bosphorus and the psychological counselors who offer preference counseling to pilot ships that lead them have been compared to pilots on those ships.

V. RESULTS

The purpose of this research was to conduct an in-depth investigation into the ethical challenges that psychological counselors encounter throughout the process of preference advising and the methods that they use to overcome these challenges. However, after examining the data, it was found that in addition to this objective, there were other difficulties generated by the system that may result in ethical concerns in the preference process. These problems might potentially be a consequence of unethical decisions being made in the preference process. The results were discussed using the analogy of ships traveling through the Bosphorus. As a result, the choice process was compared to the journey that ships take through the Bosphorus, and the ethical issues that can crop up during the preference process were compared to the challenges that ships might face while making their way through the Bosphorus.

These issues may have been brought on by the pilot ship itself, or they could have been brought on by one of the other pilot ships that were on the same journey. To begin, it was discovered that ethical difficulties were brought to light because of pilot ships (psychological counselors) in a variety of domains, including professionalism, competence, secrecy, respect for student autonomy, dual and multiple interactions, and so on. At the same time, there are a great number of pilot ships that operate in the Bosphorus and serve on their own routes to lead ships to their respective destinations. As a result, there is a possibility that other pilot ships may sometimes cause ethical dilemmas. Therefore, it was seen that there could be conflict between psychological counselors in the preference advising process. Confidentiality, not respecting student autonomy, establishing dual and multiple relationships, and having professional relations with other colleagues were shown to be revealed as ethical problems arising from the psychological counselors themselves in the preference advising process.

VI. CONCLUSION:

The outcomes of this research reveal that parents were judged to be the most useful information source; moreover, they imply that giving parents accurate and up-to-date information about college and career options may be advantageous to kids. According to the results of this research, low-income and first-generation kids are more likely to see their school counselors as a more reliable source of knowledge than their own parents. This finding lends credence to the notion that school counselors perform a job that is equivalent to zing in nature. Although it was determined that the Internet was a useful source of information, it was ranked among the least desired information sources. Interpersonal communication techniques, such as email and face-to-face meetings, were shown to be the most preferred information sources.

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