

School psychologists role in the career decision making process

**The Role of School Psychologists in the Career Guidance of High School Gifted Students in
Kazakhstan**

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Dear:

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This letter now confirms that your research project titled

The role of school psychologists in the career guidance of high school gifted students in Kazakhstan

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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On behalf of:

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Abstract

The aim of this research is to investigate how school psychologists assist students in selecting a career in Kazakhstan. The study also examines their comprehension of career guidance, the obstacles they encounter in this process, the causes of those difficulties, and the approaches psychologists use to overcome those challenges. The central research question that guided the study was: What is the role of school psychologists in the career guidance of high school students in the context of gifted schools in Kazakhstan? The study utilized a qualitative semi-structured interview technique to answer the research question. The study participants consisted of six school psychologists who worked in schools for gifted children and were involved in providing career guidance to students. The sample selection was based on the maximal variation sampling method, ensuring the participants had diverse characteristics. During the study, it was discovered that school psychologists possess the necessary qualifications and skills to make significant contributions to the career guidance of gifted students. However, the psychologists themselves do not perceive their role as being central to the career guidance process. Additionally, the study identified several factors that negatively impact the quality of career guidance services, including the low status of the profession and the undervaluation of the importance of their work by various stakeholders.

Keywords: Career Guidance, School Psychologists, Gifted Students

Аңдатпа

Бұл зерттеудің мақсаты мектеп психологтары оқушыларға Қазақстанда мамандық таңдауда қалай көмектесетінін зерттеу болып табылады. Зерттеу сонымен қатар олардың кәсіптік бағдар туралы түсініктерін, осы процесте кездесетін кедергілерді, қиындықтардың себептерін және психологтар сол қиындықтарды жеңу үшін қолданатын тәсілдерді қарастырады. Зерттеуді басшылыққа алған орталық зерттеу сұрағы: Қазақстандағы дарынды мектептер контекстінде жоғары сынып оқушыларын кәсіптік бағдарлауда мектеп психологтарының рөлі қандай? Зерттеу сұрағына жауап беру үшін сапалық зерттеуде жартылай құрылымды интервью әдісі қолданылды. Зерттеуге дарынды балаларға арналған мектептерде жұмыс істеген және оқушылардың кәсіптік бағдар беруімен айналысқан алты мектеп психологы қатысты. Қатысушыларды таңдау қатысушылардың әртүрлі сипаттамаларға ие болуын қамтамасыз ететін максималды вариациямен іріктеу әдісіне негізделген. Зерттеу барысында мектеп психологтарының дарынды оқушылардың кәсіби бағдарына айтарлықтай үлес қосу үшін қажетті біліктілігі мен дағдылары бар екендігі анықталды. Алайда, психологтардың өздері өздерінің рөлін кәсіптік бағдар беру процесінде орталық ретінде қабылдамайды. Сонымен қатар, зерттеу кәсіптік бағдарлау қызметтерінің сапасына теріс әсер ететін бірнеше факторларды анықтады, соның ішінде кәсіптің төмен мәртебесі және әртүрлі мүдделі тараптардың олардың жұмысының маңыздылығын бағаламауы.

Түйінді сөздер: кәсіптік бағдар, мектеп психологтары, дарынды оқушылар

Аннотация

Целью данного исследования является изучение того, как школьные психологи помогают учащимся в выборе профессии в Казахстане. В исследовании также рассматривается их понимание профориентации, препятствия, с которыми они сталкиваются в этом процессе, причины этих трудностей и подходы, используемые психологами для преодоления этих проблем. Центральным исследовательским вопросом, которым руководствовалось исследование, был: какова роль школьных психологов в профориентации старшеклассников в контексте одаренных школ в Казахстане? Чтобы ответить на исследовательский вопрос, в исследовании была использована качественная методика полуструктурированного интервью. Участниками исследования были шесть школьных психологов, которые работали в школах для одаренных детей и занимались профориентацией учащихся. Отбор выборки был основан на методе выборки с максимальной вариацией, гарантирующем, что участники обладали разнообразными характеристиками. В ходе исследования было обнаружено, что школьные психологи обладают необходимой квалификацией и навыками, чтобы внести значительный вклад в профориентацию одаренных учащихся. Однако сами психологи не воспринимают свою роль как центральную в процессе профориентации. Кроме того, исследование выявило несколько факторов, негативно влияющих на качество услуг по профориентации, включая низкий статус профессии и недооценку важности их работы различными заинтересованными сторонами.

Ключевые слова: Профориентация, Школьные психологи, Одаренные учащиеся

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Chapter One: Introduction

1.1. Introduction

Career guidance is an essential aspect of education that plays a crucial role in helping students make informed decisions about their future. It enables students to explore their interests, skills, and values, and to understand how these relate to different careers. This is particularly important for high school students, who are at a critical juncture in their lives as they begin to think about their future plans. When school students are offered sound career guidance, it encourages them to pursue further education and empowers them to make sensible choices in all situations (Holman, 2014). Qualified guidance counselors offer career assistance to help kids reach their full potential as employees and citizens while also meeting their learning and developmental demands (Hutchison et al., 2014). Moreover, pupils reported better scores, stated they were better equipped and ready for the future, recognized the value of education, and developed a sense of community and protection at schools with comprehensive counseling programs that integrated career counseling (Lapan et al., 2001; as cited in Sanders et al., 2017). In summary, students benefit from having a solid understanding of the job environment and the skills required for success which might be provided through career guidance.

Career guidance is particularly important for gifted students, who often have unique talents and abilities that require special attention and support. Gifted students may have a wide range of interests and may excel in multiple areas, which can make it difficult for them to identify and pursue a specific career path (Chen & Wong, 2013). School psychologists can play a key role in providing career guidance to these students, by helping them to understand their strengths and weaknesses, and to make informed decisions about their future.

This research employs a qualitative research design as it aims to examine the role of school psychologists in the career guidance of high school gifted students in Kazakhstan. It explores how school psychologists conceptualize career guidance, reveals current practices and challenges faced by school psychologists in providing career guidance to gifted students, and identifies ways in which they can better support gifted students in their career development. Semi-structured individual interviews were used for data collection. Six school psychologists from different schools and different regions of the country were interviewed for this study. Interviews with open-ended questions, that allowed participants to share their thoughts, views, and knowledge, helped me to identify what is the role of school psychologists in career guidance, understand what are their perceptions of career guidance, and the challenges in the process. The findings of this study will have important implications for improving career guidance practices in Kazakhstan and will contribute to a deeper understanding of the unique needs of gifted students in this context.

This chapter is organized into five sections. In the first section, the background of the study is discussed. The context of career guidance, the role of school psychologists in Kazakhstan in general, and regarding career guidance are described in that part. In the second section, the problem statement is provided. The challenges and issues related to the work of school psychologists and career guidance are discussed in that section. The purpose of the study and research questions are provided in the next section. The significance of the study is discussed in the last section of the introduction part.

1.2. Background Information

The Organisation for Economic Co-operation and Development (OECD, 2004) defines career guidance and orientation services as being those that are aimed at helping people,

regardless of age or stage in life, make decisions about their professions and related educational, training, and vocational options (p.19). Traditionally, the emphasis of career counseling in schools has been on vocational information, which includes details on courses, jobs, and the labor market (Loan & Van, 2015). Loan and Van (2015) also add that, in general, the goal of career guidance is to assist students in making choices based on their interests, ambitions, and talents while taking into consideration present and future employment prospects.

In the Kazakhstani context, the term “professional orientation” is used as a synonym for career guidance. Syzdykova (2018) defines professional orientation as providing information and assistance to a student in the exercise of his rights in the field of educational and professional opportunities, free and informed choice of profession and place of study under professional interests, individual abilities, and psychophysiological characteristics according to the Law of the Republic of Kazakhstan “On Education” (p. 6).

Career guidance is a relatively recent idea in Kazakhstan's educational system. Kazakhstan's Ministry of Education is increasing educational grant numbers at HEIs in response to labor market demands and developing vocational guidance programs to aid undergraduate students in making career decisions. There are some free and paid webinars, seminars, intelligence and psychological tests, and platforms (for example, integrity.kz by Tengizchevroil, myfuture.bilim.kz, courses by edustudio.kz, and so on) that arrange meetings with famous professionals from various fields. Every student can attend those webinars and seminars if they want assistance with career decision-making. Moreover, it is relevant to understand that, until recently, the state's policy on career guidance services was only applied to the adult population and would take the form of private aid for those who wanted to change careers and there were a

number of laws and regulations on advanced training and retraining of personnel, targeted assistance within the framework of the “Employment Roadmap 2020” (Syzdykova, 2018).

At Kazakhstani schools, educators are generally assigned the duties of career guidance counselors. Most of the time those duties are appointed to vice-principals or school psychologists (Syzdykova, 2018). School psychologists are considered key contributors to the upbringing of students in the context of Kazakhstan and play an important role in assisting students in making choices regarding their academic and career paths, together with other responsibilities such as promoting students' psychological and social well-being, carrying out diagnoses at the local and national authorities' requirement, taking part in the creation of corrective programs relating to school practices, providing teacher and student consultation, and making sure that children's rights are protected in accordance with the UN Convention on the Rights of the Child (Hernández-Torrano et al., 2021). To become a school psychologist, candidates for the position of school psychologist must get four years of bachelor studies in psychology or "pedagogy and psychology." Based on the size of the school, there are about 1500 kids for every psychologist. State and local laws regulate their work activity (Hernández-Torrano et al., 2021).

Syzdykova (2018) states that the majority of Kazakhstani teachers at specialized schools for gifted children (more than 80% of respondents) agreed that their school offers courses focused on selecting an academic or professional path. Students in secondary state schools responded negatively to this question in the number of 62%. 98% of all survey participants stated that they would want additional time at school for activities related to career advising (Syzdykova, 2018). This implies that nowadays high school students in Kazakhstan understand the importance of career guidance and demand assistance with this highly important issue.

1.3. Problem Statement

School psychologists play a key role in providing career guidance to high school students providing this support to gifted students as they navigate the challenging and complex process of choosing and preparing for a career and making informed decisions about their future. However, it is not clear to what extent school psychologists in Kazakhstan are equipped and trained to provide adequate career guidance to gifted students. Primarily, a fundamental issue is that school psychology as a field of study and as a specialty has a poor social standing in Kazakhstan. Most of the time they also experience the worst possible working conditions, including the lowest pay (Hernández-Torrano et al., 2021). Another significant issue is the resistance of parents and kids to seek psychological services in school. Consequently, psychologist staff at schools are not given the chance to develop their professional qualifications, which include career guidance, and abilities to meet the demands of high school students (Hernández-Torrano et al., 2021). In addition to this, school psychologists are burdened with multiple tasks, and they are not able to develop a systematic and comprehensive approach to career counseling. Syzdykova (2018) indicates that career guidance in Kazakhstan tends to be limited to planning and organizing university presentations for students.

For these and other reasons, high school students in Kazakhstan experience challenges when deciding on their future careers because of the increasing complexity of reality when new occupations emerge and little career advising is available at schools (Syzdykova, 2018, p. 4). Due to that students might try to delegate decision-making responsibility to somebody else or might postpone or even avoid choosing a profession and this could result in a less-than-ideal choice in the end (Gati & Saka, 2001). Syzdykova (2018) says that according to surveys conducted in 2016, 87% of high school students select a profession under the influence of their

parents or school teachers, and 90% of students and parents have only a limited understanding of local job market demands (p.18). As a result, students may pick occupations that are considered to be prestigious and well-paid but are not highly demanded in Kazakhstan's local employment market. Additionally, young people might select jobs that do not suit them because they do not fully understand the long-term consequences of their choices. Also, in general, a poor career decision can lead to a lack or abundance of professionals in some fields, which harms the country's economy (Rysbergen, 2017). This issue is exacerbated for gifted students, who may face societal and cultural expectations and pressure to pursue certain careers that may not align with their personal interests and abilities, making it more challenging to provide guidance that aligns with the student's own goals (Chen & Wong, 2013).

Thus, there is a shortage of research on the role of school psychologists in guiding high school students in the career decision-making process in the context of Kazakhstan. It is important to study this issue as school psychologists are one of the first instances that students come to ask for advice on how to choose a profession or university and psychologists' perceptions of career guidance might play a great role in that process. This may lead to a better understanding of the importance of vocational guidance programs, help to understand school psychologists' perceptions of career guidance, and what challenges might be faced by psychologists while assisting a student with a career choice. It may also contribute to reveal clues to education stakeholders on how to promote career guidance programs among school psychologists and raise their awareness on how to assist students with this highly essential problem.

1.4. Research Purpose and Questions

The purpose of this study is to explore how school psychologists guide students in the process of choosing a profession in the context of Kazakhstan. The research also explores their understanding of career guidance, the challenges faced by them in the process, the reasons for those problems, and how psychologists deal with those challenges. The main research question that guides this study is: “What is the role of school psychologists in the career guidance of high school students in the context of gifted schools in Kazakhstan?”

The sub-questions are as follows:

- How do school psychologists conceptualize the concept of career counseling? The purpose of this sub-question is to analyze the general role of school psychologists at school, understand school psychologists’ perceptions of career guidance and their role in the process, how much emphasis they place on this issue in their work with children, whether they think it is important or not, and whether they have any qualifications in career counseling or how much they are experienced in this field (seminars, workshops).
- What strategies, supports or resources do school psychologists use when providing career counseling to students? The purpose of this sub-question is to find out what models, tools, and approaches they use while assisting students with this highly important issue.
- What kind of issues do they experience while providing career counseling to students? This sub-question aims to explore the challenges school psychologists face when working with students, how much support they get from the administration and other teachers, what kind of challenges students come to them, and what are they capable of doing with those challenges.

1.5. Significance

Even though there is considerable research available on career counseling in general and the work of career counselors, little research has been done on how the process goes at schools without career counselors where school psychologists and teachers play the role of career counselors, especially in the Kazakhstani context. Gati and Saka (2001) state that to assist young people in selecting career options, educators must identify the challenges they confront and provide assistance on how to overcome, or at the very least limit, those challenges. In this context, school psychologists might give useful insights into this issue. Thus, this study may provide information to education stakeholders on how to design effective vocational guidance programs and increase awareness about how to help students with this critical issue and give clues on how to effectively promote vocational guidance programs among schools. Moreover, additional research in understanding the role of school psychologists in the career guidance of high school students in Kazakhstan might help educational policymakers to create an elaborate career guidance program as they might give clues on how to work with students in the Kazakhstani context.

1.6. Conclusion

Even though most of the developed countries have long been successfully implementing career guidance in their education systems, in Kazakhstan's school system, career guidance is a relatively new concept (Syzdykova, 2018). Psychologists, who at the moment are mostly responsible for fulfilling the duties of career guidance, in many cases do not have the appropriate qualifications and training. In addition, they are loaded with other responsibilities and at the same time do not have proper qualifications in that matter, and eventually have a small salary (Hernández-Torrano et al., 2021). Together, this affects the quality and volume of career

guidance services provided by them. As a result, many high school children go through a lot of difficulties when choosing a profession without professional support.

This thesis is organized into the following chapters. The first chapter is the introduction, which gives background information on the research topic, problem statement, research questions, and significance of the research. The second is the literature review chapter, which provides relevant literature on the topic and presents the analysis of theories, concepts, and policies. The third chapter deals with the methodology of the study which gives the justifications for the research design, sampling procedures, data collection procedures, and the process of data analysis.

Chapter Two: Literature Review

2.1. Introduction

This study's primary goal is to investigate how school psychologists in Kazakhstan assist students in making career decisions. The study also examines how they perceive career counseling, the difficulties they encounter during the process, the causes of those difficulties, and how psychologists approach those difficulties. This chapter provides a summary and critical review of the literature on career counseling and school psychologists. This chapter explores both theoretical and empirical literature relevant to my study. Four major bodies of the literature were reviewed: 1) the significance of choosing the right career and career guidance (RQ 1), career development theories, review of career guidance policies in developed countries (RQ 2), and the role of school psychologists at schools in providing career guidance (RQ 3). Thus, the literature review is divided into four sections according to the four major bodies of the literature explored.

2.2. The Significance of Career and Career Guidance

In this section, I discuss the importance of career and career guidance. This is important to my work since, before researching the experiences of school psychologists in career guidance, it's vital to understand what roles career and career guidance play in the lives of an individual and a country as a whole.

One of the most crucial choices a person ever makes is their career, which has an impact on the rest of their lives. According to Borg (1996), the majority of people between the ages of 16 and 61 are impacted by their career choice, and the choices people make about their professions and careers will have a significant impact on their future social interactions and leisure activities. Olamide and Olawaiye (2013) argue that the results of this process could be

both positive and negative. Ireh (1999) also believes that one of the most important aspects of one's happiness that arise during one's lifetime is greatly influenced by the career one chooses. Moreover, an individual's relationships with relatives and friends as well as other aspects of their life may suffer as a result of their dissatisfaction with their job obligations (Sharf, 2016, p.1). Sharf (2016) adds that people must also search for fulfillment in other aspects of their lives, such as entertainment and family if they are unsatisfied with their employment or find it uninteresting or monotonous (p. 1). In other words, whether the person will be happy in his life depends, at least partially, on the profession they select. This emphasizes the significance of people's concerns regarding their future employment choices.

According to Matthews and Foster (2005, as cited in Smith, 2020), a job interest frequently emerges concurrently with certain educational talents or study interests. Thus, along with many other young adults, students start to think about what they could do with their future careers and the type of adults they will grow into at high school. Ireh (1999) stated that as the job market became more sophisticated and technologically advanced, the decision-making processes that young people would go through while choosing a career had also gotten significantly more complex. Indeed, students leaving high school continue to struggle with the crucial but difficult developmental task of deciding what to do with their life even nowadays.

Olamide and Olawaiye (2013) write that the degree to which today's youth are competent in planning for tomorrow will determine how they respond to the challenges that lie ahead and state that families and educators are mostly responsible for planning for tomorrow. But contrary to expectations, Smith (2020) states that students who asked for help from their parents spend more time and energy on picking a university than on deciding on a professional path. For that reason, students must receive clear direction to the professional world through the curriculum

and specialists who are to some extent familiar with the process of choosing a profession and the professional world (Olamide & Olawaiye, 2013). Syzdykova (2018) suggests that solving this problem is impossible without the timely preparation of students for conscious professional self-determination, and without instilling a positive attitude to work among young people. Thus, as it is at high school that students begin to seriously consider their future job and their potential prospects, as they must adhere to numerous societal principles and regulations (Gati & Saka, 2001), the career selection process is a delicate matter that calls for caution, and careful thought, and students need to be assisted with this issue by systematic career guidance.

It is also crucial to remember that career advice in schools aims to help students not only choose a vocation right away but equally learn and improve the professional development competencies essential for long-term sustainable progress (Watts, 2005). Thus, it can be said that career guidance programs at schools also have long-term goals. Additionally, students in schools providing counseling programs that included career guidance reported higher grades, claimed to be more prepared for tomorrow, comprehended the importance of education, and formed a sense of community and safety (Lapan et al., 2001; as cited in Sanders et al., 2017). A recent study also confirm that career counseling services improve students' understanding of career pathways, increase their academic self-efficacy, strengthen their motivation to graduate from high school, desire to attend more difficult classes, and feeling of readiness for college and the job world (Stipanovic et al., 2017). Loan and Van (2015) add that these services aid in their growth as active global citizens and assist students to comprehend the job market and educational systems in relation to their actual demands in life.

This is also true for gifted students. It is a common belief that since they are gifted these children will inevitably be prepared to establish their own route to a successful profession

(Smith, 2020). Although one aspect of career planning is academic performance, a gifted student's future shouldn't be only determined by their academic achievements. (Smith, 2020). According to Wood's research (2009), the majority of the gifted high school students she interviewed expressed worries about picking the "correct" university or professional route, wondering about having too many alternatives or passions, and not knowing how to match an individual's skills with a particular job area. Moreover, gifted children may experience internal conflicts between choosing a profession with which they can use their talents and academic abilities for the benefit of others, society, or the world, or a prestigious, highly paid, stable profession with the possibility of promotion (Chen & Wong, 2013). In addition, Chen and Wong (2013) identify gender expectations, perfectionism, and closed-mindedness as hindrances that impede gifted children's career exploration and choice opportunities. This evidences that students expect to receive more assistance from their educators.

Career guidance serves not only a private good but also a public good. Hooley et al. (2017) support this by saying that nowadays there is a predominant technocratic tendency in public policy that views career guidance as an instrument for organizing individuals in ways that are best for them, others, and society as a whole (p.17). According to this perspective, career counseling aims to match people's actions with the accomplishment of policy goals (Hooley et al., 2017, p.17). Watts (2005) also says that the majority of government policymakers believe that career guidance programs are beneficial to society in general as well as the people who use them.

In general, the question of choosing a profession is a delicate and important issue that must be approached carefully. As indicated by Watts (2005), this review emphasizes the critical importance of career guidance for both personal and societal growth. Developed nations have

long recognized the significance of investing in career counseling, as it is viewed as a crucial component of the educational system that can improve academic achievement, promote educational equity, and foster human capital (OECD, 2004).

2.3. Career Development Theories

In this section, career development theories will be discussed. Career development theories function as a foundation for career guidance and counseling and offer a conceptual framework for understanding the kinds of career-related challenges that arise during high school by linking together studies on career decisions with concepts about these topics (Ireh, 1999). Three key career development theories are described in this section.

Ireh (1999), in his article “Career Development Theories and Their Implications for High School Career Guidance and Counseling,” writes that teachers, students, and school counselors will be better equipped to satisfy the individual demands of their students, especially those who are ready to decide on occupations or university majors if they know career development theories. McDaniels and Gysbers (1992) states that even though counseling expertise is in use to deliver information about test results and inventories or to offer relevant data about professions and suitable educational courses, career development theories could help counselors in guiding their students and parents about what the potential outcomes of career counseling could be.

One of the most influential career development theories is *Holland's Theory of Vocational Personalities and Work Environments* (Holland, 1959). According to the theory, a person's occupation choice is the result of how his or her unique personality interacts with a number of cultural and personal factors, including friends, family, significant others, socioeconomic class, culture, and environmental settings (Holland, 1959). Thus, Holland (1997) writes that individuals have personality characteristics that are well-suited to certain types of

work environments, and people are more likely to be satisfied and successful in careers that match their personality type. In short, the relationship is more harmonious when an individual's personality and the environment in which they work are aligned. For instance, people with the Social Personality type would feel more comfortable working in a Social Environment and become social workers, teachers, and therapists. Due to its six personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), which are simple to apply and can be associated with a suitable environment, Holland's typology theory has received broad support from academics and counselors (Ireh, 1999). Indeed, the theory puts an emphasis on factors that to some extent universal and consistent across contexts and time (Lent, 2020). Pike (2006) writes that this theory's psychological and social components assist in comprehending students' college major intentions. Iliescu et al. (2013) found evidence for the effectiveness of Holland's RIASEC structure with working people and college students, but not with high school pupils. Similarly, Fonteyne et al. (2017) say that research conducted with high school students using a new Holland-based interest questionnaire designed by them showed that it might be useful for career advising. Amundson et al. (2006) write that a person's type may be determined with the use of various interest and skill questionnaires, structured interviews, games, and self-assessment tests (p.13). Holland's theory suggests that school psychologists can use personality assessments to help gifted students identify their vocational interests and match them with appropriate career options.

Another important theory in career development is *Super's Theory of Career Development*, which posits that career development is a lifelong process that begins in childhood and is influenced by various factors, including personality, values, skills, and experiences, geographic aspects such as country of origin, and even genetic predisposition (Super, 1990). This

theory is also known as the Life-Span Theory of Career Development. Super (1990) believed that a person endeavors to live out his or her self-concept by selecting a job that allows for self-expression - a person goes to work whose specifications give a role compatible with his or her self-image. Also, Super created inventories that concentrate on analyzing the functions and values that are significant at various phases of life. Ireh (1999) writes that the concept of self, or how people understand themselves and their environments, lies at the heart of Super's Theory. In his review, Hartung (2013), also, concludes that due to the theory's enormous scope, academics have been able to use it for many years to analyze, interpret, and collect data on the enormous complexity of occupational behavior and development in a variety of circumstances (p.110). In the same direction, Savickas (2015) argues that counselors may apply this model and its approaches to assist children, teenagers, and grownups acquire the attitudes, beliefs, and competencies required for successful career planning, exploration, and selection. Super's theory suggests that school psychologists should take a holistic approach when working with gifted students, considering not just their academic abilities but also their values, skills, and experiences in order to help them make informed career decisions.

Wood et al. (2018) suggest using *Social Cognitive Career Theory* lens when researching career interventions on gifted students. The Social Cognitive Career Theory (SCCT) (Lent, Brown, & Hackett, 1994) is another important theory in career counseling that is used as a theoretical framework in this study to understand how school psychologists guide gifted high school students in the career decision-making process. SCCT emphasizes the role of cognitive and social factors in career development and posits that individuals develop their career goals and self-efficacy through their experiences and observations of others, and also through their interactions with them (Lent, Brown, & Hackett, 1994). The aim of SCCT is to explain the

socially created mechanisms that define people's career development prospects, as opposed to other developmental theories categorizing jobs as suitable or not in advance (Lent, 2020, p. 206). Self-efficacy, outcome expectation, and personal objectives are three crucial cognitive concepts that influence the vocational choice process and are crucial to SCCT. In addition, the interrelationship of three variables is analyzed by social cognitive theory: (1) the environment; (2) personality characteristics including memories, beliefs, interests, and self-perceptions; and (3) real behavior (Sharf, 2013, p. 376). Almukhambetova et al. (2021) write that attitudes, academic experience, interests, and characteristics as higher perfectionism levels can impact choice regarding objectives and behaviors, which in turn has an effect on self-efficacy, efficiency, and achievement, for instance. Also, Sharf (2013) outlines the various aspects, such as racial or gender discrimination and the availability of financial assistance, and emotional support that influence how people perceive their abilities and what they feel they are capable of (p. 376). Thus, school psychologists working with gifted students can focus on providing information and opportunities that help students explore different career options, so they develop a realistic sense of what different career paths involve, as well as providing guidance and support to help them build self-efficacy and achieve their career goals (Sharf, 2013).

2.4. Career Guidance in OECD Countries

The OECD Study on Career Guidance (2004) showed that countries like the United States, Finland, Great Britain, Germany, Canada, Norway, and the Netherlands have successfully developed school career guidance systems. According to experts from those regions, the implementation of the career counseling policy has improved a variety of social and economic conditions in these nations, including the promotion of equity, and a decline in the proportion of students who drop out of school (OECD, 2004). To demonstrate the importance placed on career

guidance, I give three distinct instances of how it is articulated in various OECD nations in this section.

In the US, there is a program called Academic and Career Planning (ACP), which is a personalized program designed to help students be ready for college, their careers, and their daily lives (Adidi, 2020). There are four phases in the program, and each has the appropriate activities for self-assessment, career exploration, career planning, and career management. For instance, in Wisconsin students in the sixth through twelfth grades have access to an ACP curriculum, which needs to be accomplished during an advising period. How long the guidance lasts and how many hours are given to it in the curriculum differs from school to school. Advisory teachers are assigned to students and work with the same group for two years. They do work collaboratively with school counselors, and career and academic learning consultants, and have access to specialized sources. The impact assessment for 2018 stated that final projects, job observation, simulated interviews, resume writing, and individual information sessions were the strategies that worked the best (Wisconsin DPI, 2016; as cited in Adidi, 2020). Also, the occupational information database (Occupational Outlook Handbook), which was created in 1998 has the greatest impact on the professional self-determination of American graduates. It includes the following information about professions: the nature of the job, the working conditions, the educational qualifications, the standards for professional conduct, the minimal amount of training required for the job, and the annual average wage (Bureau of Labor Statistics, 2015, as cited in Syzdykova, 2018, p.10).

In Finland, every student is legally eligible to receive appropriate career counseling services. There are 76 hours of mandatory career guidance sessions and activities for high school students. Also, there are entitlements for one-on-one counseling, group sessions, and practical

job experiences in businesses as schools are required to work collaboratively with the local job market (Tony & Vuorinen, 2020). Meetings with members of the labor market in classrooms, field trips to workplaces, and group projects are the strategies used during those cooperations. The majority of the time, qualified school counselors conduct class-based programs. In grades 1-6, classroom teachers include mentoring in their lessons (Zelloth, 2020.) Moreover, one of the hallmarks of career advice in Finnish schools is that the training in other school subjects should contain components that connect the knowledge and competencies taught by the subject with the requirements and opportunities of working life. In addition to that, parents or guardians have the right to an individual or group consultation with school counselors and teachers where they can get information on issues of interest to them when choosing a career (FNAE, 2016; as cited in Tony & Vuorinen, 2020).

Vocational counseling in the Czech Republic is divided into two primary categories (Jirsáková, 2020). First, school counselors are designated as career guidance administrators under Czech law. Information sharing and methodical administration are the two key areas of duty for school counselors. The second, section of the national curriculum outlines what must be taught and how it must be done in classrooms. Counseling activities include diagnostic activities, administration, interpretation of interest questionnaires, individual counseling, and working with legal guardians. In addition to that, collaboration with classroom teachers and other school staff, professional information sharing with school teachers, cooperation with the real world of work, and collecting documentation are part of career guidance at schools (Jirsáková, 2020).

All of these countries share a common characteristic, namely the explicit inclusion of career guidance within their educational curriculum. The integration of career-related components in educational systems is essential in tackling prevalent issues such as youth

unemployment, labor shortages, and skills mismatches (Steering Committee on Population Policy, 2013; as cited in Ho & Leung, 2016). Furthermore, collaboration with the professional world is another notable feature of career guidance approaches in all three countries. As noted by Watts (2005), career guidance programs aid in aligning the school system with the job market to effectively achieve their objectives. Additionally, in those three states, successful career counseling processes rely on cooperative efforts among career counselors, other school staff members, and parents or legal guardians. Thus, the development of students across multiple domains, including academic, psychological, and career readiness, necessitates the involvement of various stakeholders. For instance, teachers represent valuable partners in these efforts as they play a crucial role in ensuring that students grasp subject-specific material (Hines et al., 2019). In general, Bryan and Henry (2012) note that connections, especially those involving school personnel, families, and communities, benefit school policies and atmosphere, parents' parenting abilities, and children's general performance in both academics and life.

2.5. The role of the School Psychologists in Career Guidance

The training, qualifications, and job duties of school psychologists differ from country to country. And the demand for an increase in the scope of services they provide remains ongoing (Castillo et al., 2014). As previously noted in the introduction section, school psychologists in Kazakhstan have a range of legal duties, including promoting the psychological and social welfare of students, conducting diagnostics at the request of local and national authorities, providing career counseling, participating in the development of remedial programs related to school practices, offering guidance to teachers and students, and ensuring that children's rights are upheld in accordance with the United Nations Convention on the Rights of the Child (Hernández-Torrano et al., 2021). As for their roles at school, Hernández-Torrano et al. (2021)

found out that psychologists working in schools in Kazakhstani schools see their role as conducting psychoeducational evaluations or assessments, which involve delivering psychological and educational tests, as well as communicating with students, parents, and other staff to collect data about the academic, social, and emotional challenges that students may be experiencing. Among other roles discussed by school psychologists in the same study were therapeutic interventions or corrections aimed at alleviating or minimizing previously identified difficulties, as well as consultative services in which these professionals position themselves as professionals equipped to aid educators and parents or guardians in addressing academic or family-related challenges that may impact children (Hernández-Torrano et al., 2021).

An essential role is played by school psychologists in facilitating the career guidance process for high school students, too. Hines et al. (2019) write that school psychologists play a crucial role in the college and career readiness process due to their training in addressing the developmental needs of students (Hines et al., 2019). Also, school psychologists typically employ quantitative methods to assess academic abilities and skills, which can prove advantageous in the career decision-making process (Smith, 1995; as cited in Hines et al., 2019). Smith (2020) supports that by saying that talents, interests, values, and self-awareness are all parts of the holistic approach to career guidance for gifted students, and with their training in evaluation and expertise in developing treatments, school psychologists can support this population's decision-making and career exploration. Hines et al. (2019) also note that school psychologists can offer advice and direction to other teachers regarding the diverse needs and qualities of students in their educational institutions.

But the patterns of both national and international surveys show that school psychologists frequently maintain typical responsibilities and devote a sizable portion of their time to providing

students with counseling and psychoeducational diagnosis (Bell and McKenzie 2013; Jimerson et al. 2008; Reschly 2000; as cited in Hernández-Torrano et al., 2021). That might be because they face various challenges in their work. School psychologists, especially novice ones, may feel that they lack the necessary training to work independently or effectively manage the diverse responsibilities required for providing school-based services (Silva et al. 2016). The cause for this could potentially be inadequate training prior to assuming the role of a school psychologist. That might be true for Kazakhstan as a participant of Hernández-Torrano et al. (2021) research indicated that university education is mainly focused on theoretical knowledge and does not adequately prepare individuals with the necessary professional competencies to deliver psychological services efficiently. Moreover, even though psychologists at schools acknowledge the significance of supervision, they have limited access to or involvement in supervision, which is primarily logistical and administrative (Castillo et al., 2014). Instead, it should be the type of supervision that is tailored to the field of school psychology, with a mentor who possesses specific training and expertise to provide professional guidance and support (Harvey & Pearrow, 2010). Hernández-Torrano et al. (2021) indicate that the greatest difficulty in the Kazakhstani context is the weak social standing of psychology as a field of study and school psychology as a field of expertise. The other problem mentioned in the study is other stakeholders in the school who do not fully comprehend the professional duties of school psychologists, leading them to question the significance of their work. Also, psychologists in Kazakhstan face several challenges, including reluctance from both parents and students to utilize psychological assistance provided in schools, insufficient resources to perform their responsibilities, and a shortage of laws to guide and support their duties (Hernández-Torrano et al., 2021).

2.6. Conclusion

According to the literature review, career guidance is crucial for the growth of individuals and society (Watts, 2005; Stipanovic et al., 2017; Hooley et al., 2017). It can help address issues such as social inequality, unemployment, and an imbalance in the number of professionals in various fields (OECD, 2004; Hooley et al., 2017). Career guidance can be a useful tool in combating these problems. Thus, upon reviewing the literature, it was decided to use the Social Cognitive Career Theory as a theoretical framework for investigating career interventions for gifted students as suggested by Wood et al. (2018). The purpose of *Social Cognitive Career Theory* (SCCT) is to clarify how social factors influence individuals' career development opportunities, instead of other developmental theories that pre-categorize jobs as either suitable or unsuitable (Lent, 2020, p. 206; Savickas, 2015). Lent (2020) suggests that SCCT focuses on understanding the social mechanisms that shape people's career paths.

Further, it has been discovered that in developed nations, the most effective strategies for providing career guidance involve incorporating it into educational curricula and working in conjunction with businesses and employers. Additionally, it has been found that career guidance is a collaborative undertaking that involves career guidance experts, educators, and school administrators (Tony & Vuorinen, 2020; Adidi, 2020; Jirsáková, 2020).

In addition to that, according to the literature, school psychologists are equipped with skills in assessment and treatment development, which can aid in guiding gifted students' career exploration and decision-making. Therefore, they have a significant role in the career guidance process (Hines et al., 2019; Smith, 2020). However, various factors, such as an excessive workload, low social status of the profession, insufficient knowledge and qualifications, and undervaluation of the significance of their work by various parties, have been identified as

potential obstacles that can impede the effectiveness of psychologists in their overall work as well as in providing career guidance (Hernández-Torrano et al., 2021; Jimerson et al. 2008; Silva et al., 2016).

Chapter Three: Methodology

3.1. Introduction

This chapter's goal is to discuss the study's methodology, which entails explaining to the reader why and how particular participants will be selected, how the analysis will be conducted, and what procedures will be employed for data collection. An explanation of the specifics of the study design, which aids in answering the research questions, is also given in this chapter.

The deficiency of research in understanding the role of school psychologists in the career guidance of high school students in Kazakhstan in the career selection process may become an obstacle for educational policymakers to create an elaborate career counseling program. Thus, the main objective of this research is to explore how school psychologists guide high school students when deciding on their future careers.

The research question that guides this study is: “What is the role of school psychologists in the career guidance of high school students in the context of gifted schools in Kazakhstan?”. The chapter is organized into six sections. In the first section, the research design that guides this study is presented. The definition of the qualitative research design and the justification for choosing that particular design is provided. The second section covers the sampling strategy, including how participants were chosen and the rationale behind it. Criteria for choosing participants, the research site, and the number of participants are given in that section, too. In the next section of the chapter, a definition of semi-structural interviews, a technique for collecting data used in this study, is provided. The fourth section provides information on how collected data will be analyzed. It explains the stages and actions that were taken while analyzing data. Ethical considerations which include consent forms, confidentiality issues, data storage, and

others are provided in the next section of the methodology chapter. The general conclusion is presented in the last section.

3.2. Research Design

A qualitative research design was employed to address the research questions of this research. There is significant consensus that qualitative research is a holistic approach that is connected with real experiences and mostly does not generate numbers or data that can be measured (Williams, 2007; McCusker & Gunaydin, 2015; Moser & Korstjens, 2017). More specifically, the qualitative approach to research is aimed to respond to questions about “what”, “how” or “why” of an experience rather than “how many” or “how much”, which are responded to more appropriately using a quantitative approach (McCusker & Gunaydin, 2015). This means that qualitative research is about perceptions, explanations, or understandings of participants of a phenomenon. Moser and Korstjens (2017) present another important dimension of qualitative Research by connecting it with the constructivist or naturalistic paradigm, which argues that there might be different interpretations of truth depending on individuals’ perceptions of reality in their context. In other words, researchers can receive different views on the same phenomenon or issue depending on participants’ job occupation, work experience, religious beliefs, or other factors.

There are several approaches to conducting qualitative research. In this study, a qualitative descriptive research design was used. Qualitative description is particularly well suited to eliciting straightforward and completely plain (i.e., minimally theorized) answers to issues of particular interest to practitioners and policymakers (Sandelowski, 2000, pp. 334-340). This design deals with concerns of people about an event, perceptions of, attitudes, feelings, and thoughts toward the problem, and factors that affect the problem (Sandelowski, 2000, pp. 334-

340). This design suits my study because it aims to understand the role of school psychologists in the career guidance of high school students and explore their perceptions and experiences in career guidance.

3.3. Participants

The methods of sampling strategies used to choose the study's participants and research site are described in this section. Since the study is qualitative descriptive, purposeful sampling was employed to answer the research question. In purposeful sampling, according to Creswell (2012), researchers purposefully pick persons and settings to learn or comprehend the key phenomena acquiring a lot about aspects of the central phenomenon from information-rich participants (p. 206).

The population of the research was the school psychologists working in high schools for gifted children. The sample consisted of six school psychologists purposely selected for this study. Maximum variation sampling was considered to be appropriate for the study to reach deeper comprehension of the topic and obtain different perspectives on the issue (Creswell, 2012, p. 208). In particular, procedures were used to achieve maximum variance regarding participants' experience, the type of school they work in (only for boys or only for girls), and the region they work. The inclusion criteria used for selection were: (1) participants had to be a school psychologist in a high school for gifted students; (2) they had to have experience working with high school students who were choosing a future career and guided them through the process.

Six schools from different regions across Kazakhstan were selected for the study. (2 - Atyrau region, 2 - Astana City, 1 - Pavlodar region, and 1- Zhambyl Region). As this network of schools is mostly single-gender schools three of the selected schools are only for boys and three

are only for girls. Consequently, three of the participants were male psychologists and three were female psychologists. Additionally, majority of them had less than five years of working experience. Two participants had three years, one had four years, and one had only one year of working experience. Two other experienced psychologists have worked at schools for six and thirteen years.

The first reason for choosing this particular chain of gifted schools was that I work there and psychologists in those schools were accessible to me. The second reason for selecting this chain of gifted schools was because they are selective, meaning that they take exams before admitting students to school, there are fewer students at schools (300-400 on average), and psychologists there have more time to work with students in groups as there are fewer classes and also psychologists have more opportunities to work individually rather than in mainstream schools. The more time they have to work with students, the more information-rich they are about students' needs and problems.

3.4. Data Collection Instruments

To answer the research sub-questions, semi-structured one-to-one interviews were used. Interviews allow participants to voice their experiences and perceptions (Creswell, 2012). Also, interviews are utilized when researchers wish to learn more about a certain phenomenon, situation, or combination of experiences from respondents, and the purpose is to develop as full a picture as possible from the participant's words (deMarrais and Lapan, 2003). According to Kallio et al. (2016), one of the advantages of semi-structured interviews is permitting the interviewer to invent follow-up questions based on the participants' answers and letting the interviewer and participant interact in a reciprocal manner (pp. 2954-2965). Semi-structure interviews allow the researcher to have some control over the research process, which is not the

case in unstructured interviews. Interviews helped to identify what is the role of school psychologists in career guidance, understand their perceptions of career guidance, the challenges in the process, the reasons why these problems occur, and find out how they deal with these challenges.

3.4.1. Interview

An interview protocol was designed to conduct the semi-structured interviews. It consisted of two parts. The first part included demographic questions to collect relevant information about the characteristics and backgrounds of the participants. The second part included open-ended questions aimed at getting responses from school psychologists on their perceptions of career guidance, what are their experiences with career guidance, what kind of issues they face in the process, and others. Interview protocols were prepared in three languages: Kazakh, Russian, and English. Participants had an opportunity to participate in the interview in any of these languages. As there were participants from other cities different from the researchers' workplaces, some of the interviews were conducted online, via the Zoom platform, with the consent of the participants. A list of sample questions of the interview protocol is provided in Appendix A.

3.5. Data Analysis Procedures

The researcher received ethics approval from the GSE Research Committee before collecting data. The procedure of gathering data did not begin until ethical permission had been given. After getting ethics approval, principals of the selected schools were contacted to get permission on conducting a study with school psychologists who work with high school students at those schools. After principals granted permission to conduct research with their subordinates, they were referred to send the contacts of psychologists at their schools. Then, all psychologists

were contacted via email or cellphone and they were invited to participate in the research. In the invitation email and during phone calls the nature of the research and the fact that participation was entirely voluntary and that participants were free to leave at any time during the process of this study was underlined. Participants who volunteered to take part in the research were sent consent forms (See Appendix B). The consent form included the description of the study, the rights of the participants, and the risks and benefits of participation in the research. The printed consent forms were signed in two copies, one for the researcher and one for the participant. Participants were also asked about the convenient dates and times for online interviews, and for the comfortable places for the interview if they were from the same city as the researcher. The dates, times, and places of the interviews had to be suitable and comfortable for the participants as their willingness and convenience were the priorities of the research.

The researcher thanked the interviewees and ensured that their identities would not be shared with anybody outside the research project when the interview was over. Additionally, if participants were interested, they were said that they would be given the option to obtain a summary of the study's findings which is suggested by Creswell (2012) as the last step in a good interview (p. 221).

Protocols for interviews were created in advance to encourage note-taking and flexible questioning. An interview protocol is a paper created by the researcher that includes guidelines, the questions to be addressed, and room for notes (Cresswell, 2012, p. 225). With the consent of the interviewees, interviews were audio recorded in Zoom or using a dictaphone in addition to the protocols to guarantee a complete and exact record of what the participant is stating. Participants were asked in which language they want an interview to be conducted: Kazakh, English, or Russian. Further, to elicit more nuanced replies from participants, additional follow-

up questions were posed when appropriate. For further analysis, all interview recordings were transcribed, and those in Kazakh or Russian were translated into English.

A preliminary exploratory analysis was performed first, which involves reviewing the data to gain a broad understanding, organizing the data, noting ideas, and determining whether you require more data (Cresswell, 2012, p.243). After that, the transcripts went through the coding process. The coding process is splitting textual data into text or image pieces, identifying the segments with codes, evaluating the codes for repetition and inconsistency, and compressing the codes into general themes to make sense of them (Creswell, 2012). Then the codes were divided into 5-7 meaningful themes (See Appendix C). In the end, the information was analyzed in relation to the research question and sub-questions and structured.

3.6. Ethical Considerations

The goal of the study and the participants' rights throughout the procedure was explained to them before the interviews start. Since participants' identities were known before they arrive for the interview or join an online interview, complete anonymity of participants' identities cannot be entirely ensured in the current study. Yet, the data gathered during the procedure was only communicated with the thesis supervisor in order to maintain confidentiality. Additionally, all participants were given the assurance that their identities and their schools' names would not appear in the thesis since they would be replaced with pseudonyms and numbers. Also, participants were allowed to not write their names during Zoom interviews and turn off their cameras if they felt uncomfortable with having names written and cameras on. All information collected and interview protocols were stored on the researcher's own, password-protected laptop, which was only accessible to the researcher and the research supervisor. The paper copies of the protocols and notes were kept at the researcher's workplace in a secured cabinet.

The study is considered to be no more than minimal risk. Subsequent actions were taken to further reduce the risks. Even though principals know who the participants were, they were not given any information about the exact time when the interview was going to be conducted, and what the responses of the interviewees were. Thus, any information connected with the research was not shared with the principals of the selected schools, nor with other participants.

Considering that the researcher was acquainted with both the participants and the principals, there was also a chance that the participants might feel uncomfortable and worry that the data may somehow be revealed. In this situation, the researcher reassured the respondents that the research was confidential to earn their faith. Additionally, the interviewees might have negative emotions as a result of recalling difficult experiences; as a result, the researcher had to monitor for the participant's emotions to become more sensitive during the procedure.

The results of the research presented might be useful for the participants as it might help them to understand experiences of working with high school students in terms of challenges and ways of resolving them and provide some advice on how to organize career guidance work in their school. The school administration and the Head of the Psychology Department might find it useful for promoting effective career guidance in their school and department. It may also give clues to education stakeholders on how to create and promote career guidance programs among school psychologists and raise their awareness on how to assist students with this highly essential problem.

3.7. Conclusion

The purpose of this qualitative research was to explore the role of school psychologists in career guidance. The justification for selecting a qualitative research design, target population, sampling, data collection and analysis, and ethical considerations were described in this chapter.

The next chapters will provide more research explanations and an elaborate summary of the findings.

Chapter Four: Findings

4.1. Introduction

This study aims to investigate how school psychologists assist gifted students in selecting a career path in Kazakhstan. Additionally, the research delves into the school psychologists' comprehension of career guidance, the obstacles they encounter during the process, the causes of those challenges, and their coping strategies.

The study utilized a qualitative research design and gathered data through one-on-one semi-structured interviews with six school psychologists who work in high schools for gifted students. These psychologists were selected from different regions of the country and schools for both gifted boys and girls. At the beginning of the study, the researcher conducted an exploratory analysis to gain a general understanding of the data, organize it, and identify key ideas. The transcripts of the interviews were then analyzed through a coding process, and the codes were grouped into seven significant themes. Finally, the data was examined in the context of the research question and sub-questions and organized accordingly.

In this chapter, the principal findings derived from six semi-structured interviews are presented. The primary discoveries that surfaced from this investigation are:

1. The majority of school psychologists who were interviewed consider that their primary duties in career guidance are related to student diagnosis, consulting, and career selection seminars and training. They believe that professional career counselors should have a major obligation for providing career counseling.
2. Upon examination, it was found that most of the psychologists lack the required qualifications and expertise in career guidance, specifically in areas such as professions,

the job market, the specific skills needed for different occupations, and university admissions.

3. In the course of the study, it was found that the most frequently used methods by psychologists in providing career guidance to high school students include conducting diagnostic tests, offering individual consultations and interviews, and organizing group seminars and training sessions.
4. In our study, questionnaire tests were found to be the primary tool employed by school psychologists in career guidance. All psychologists use various types of tests during the initial stages of career counseling.
5. Most psychologists recognized that the low status of their profession, along with a general lack of recognition from administrators, parents, and students, contributes to a scenario in which not all students seek their assistance and guidance, not only in terms of career guidance.
6. According to psychologists, parents can influence their children's career decisions and achievements to a great extent, either positively through support or negatively by creating problems.
7. Despite certain distinctive traits of gifted students, the majority of psychologists claim that they did not see any appreciable distinctions or challenges while dealing with gifted children in career guidance.

The chapter is organized into seven sections. In the first section, the role school psychologists play at school in general and in regard to career guidance is explained. In the second section, skills and qualification issues of school psychologists for providing career guidance services are discussed. The next section focuses on the approaches utilized for

vocational guidance at schools. The subsequent section speaks about tools used by psychologists for assisting students with career selection. The fifth section is about the support and challenges faced by them in school environments. The sixth section discusses the parental influence on children's career decisions. And the last section explains how school psychologists perceive working with gifted children.

4.2. The Role of School Psychologists in Career Guidance of Gifted Children

During the interviews, all psychologists without exception described their responsibilities at school including diagnosis, individual consultation, and organizing training sessions and seminars. Some psychologists view diagnosis as the most important aspect of their work: "The most important mission of a psychologist, that is, the role of a psychologist is diagnostics. With the help of diagnostics, a person learns his student, his strengths, his motivation, as well as his perception channels, his values." (P1)

School psychologists also believe that organizing training sessions and seminars are critical components of their job. These training and seminars are connected not only with career guidance but also with various other topics that students need. These can be seminars on emotional intelligence, soft skills, art therapy, bullying, teamwork, setting life goals, dealing with stress, and others.

Interestingly, one of the participants views the psychologist's role at school as that of the most loyal friend:

I try to position myself as the most neutral person in school. That is, my status is such that I do not evaluate anyone at school, and do not give any grades. Well, due to my status, I try to be a friend and the most loyal person. (P3)

Moreover, the identification of psychological problems among students, correctional work with these students, assistance in student cognition for classroom teachers, seminars and training with parents and teachers, observation, and the creation of a favorable psychological climate at school were noted by school psychologists as duties that are included in their work at school.

All of the school psychologists interviewed acknowledge the significance of career guidance and consider it crucial not only for their students but also for the school as a whole and consider it as a part of their job. They noted that a proper career guidance working system affects not only individual students' but schools' academic performance in general, too. Additionally, one psychologist (P3) suggests that the implementation of suitable career counseling programs in schools could potentially reduce teenage suicide rates as a failure of being admitted to university might become the reason for suicidal thoughts among teenagers. He commented that it is necessary to explain to both students and parents that: "Not getting a grant is not fatal and professions can be retrained." Furthermore, one of the participants expressed that the existence of career guidance within a country's education system is an indication of its level of development and could reduce unemployment rates in a country:

There is a lot of unemployment in Kazakhstan today. In addition, very few people work in their specialty in statistics. If a person gets a job that he likes and wakes up every day to go to work with joy, it shows the development of society. If we want our society to develop, or if we want our economy to develop, become a developed nation or a state, we must be able to form this thing in the minds of children through the field of knowledge.
(P2)

However, the majority of them believe that their responsibilities in career guidance are primarily limited to diagnosing students, providing consultations to discuss the results of the diagnosis, and conducting seminars and training on career selection. In general, even though

perceptions of career guidance are positive, they perceive the primary responsibility for career guidance goes with professional career counselors, which unfortunately are absent in many schools represented in the study, who possess comprehensive knowledge of various professions, the job market, and access to relevant work environments. For instance, Participant 2 while stating his view said:

In other words, psychologists must perform only their duties: conduct tests, group training, and individual consultations. Inviting guests, and organizing excursions are the works of a career counselor if he is present at the school, homeroom teachers, and tutors. You may ask why? Because if a psychologist starts doing all the work, he will not have enough strength and resources. (P2)

Participant 4, who has a career counselor at their school, confirms that on career issues, the work of psychologists at the school is to conduct diagnostics and consultations: “In connection with career guidance, our school has a special specialist, so I only help to diagnose and determine whether the chosen professions of children are their own preferences in consultations.” (P4)

Calling parents and inviting them to seminars is also not part of their job, according to another participant. That is, they report on the date and place and conduct these seminars but “the participation of people is provided by the classroom teachers or the school administration.” (P6)

Some participants also noted that career counselors and school psychologists have to work collaboratively to provide quality services, and that career guidance counselors should have some knowledge of psychology. As Participant 5 shared:

A psychologist cannot tell you about the universities and professions, and a career guidance counselor cannot tell you about the child's psycho type since both are two different areas. Thus, the two must be able to work together as a team.

One of the interesting statements from one of the participants was that he saw career guidance as a reason to find the main problem of the child:

In fact, I think vocational guidance is one reason to find the main problem of the child. Most often, children come for vocational guidance, saying "I can't choose my profession, I don't know which one to choose." During the professional consultation, the main problem is identified. In fact, the choice of the profession remains a secondary problem, but this main problem is not visible to the child, it is visible to us better. (P2)

What he meant was that when students come to a consultation on career issues psychologists have the opportunity to find out whether students have problems with attention, dealing with their emotions, bullying, distraction, overprotection from parents, and others.

4.3. Qualifications of School Psychologists

After analyzing the interviews of the participants, it was revealed that not all psychologists possess the required qualifications and knowledge related to career guidance, especially regarding professions, the job market, exact skills necessary for different jobs, and university admissions. As an example, one of the psychologists commented:

I can't tell the child about the professions, the job market, and what specialty can be studied at which university. In fact, we can take a diagnostic test, consult and say that you have such characteristics, you can go to these specialties in broad. But I can't do more, for example. (P6)

Another psychologist (P3) emphasized the significance of having a manual or guidebook containing instructions and directions that could provide assistance to them with career guidance. Other participants (P2, P6, P5), when asked about the support they need in the course of career guidance, also reported the need for training and seminars about different professions. One more psychologist drew attention to the fact that diagnostic methods in career guidance are also developing and if there was an opportunity to attend courses on this topic, she would participate. (P5) According to participant 4, the prospect of being able to visit other developed countries in

order to observe how career guidance is carried out and to gain knowledge on professions, especially emerging ones, was regarded as desirable. Hence, the issue of addressing the requirement for enhanced training and education in career counseling among school psychologists remains a challenge that educational institutions must resolve.

For those who did have this knowledge, it was acquired through various means after starting work as a school psychologist, rather than through their university education in psychology. Participant 1 mentioned that he obtained career guidance knowledge through a social project hosted by an external organization. The project was focused on providing career guidance for high school students and he was selected to serve as a mentor for students from his school. As part of his role, he underwent a brief course on career guidance which involved attending seminars, completing exercises, and participating in group training sessions. Also, two of the psychologists mentioned the international training and coaching institution Wisefull, which provides their school assistance services in psychology and pedagogy, and conducted a few seminars on career guidance (P3, P6).

In addition, one of the participants, who had experience with checking the work process of school psychologists as part of the commission of the Department of Education of his region, stated that school psychologists have a lack of knowledge in psychology in general, that is, not only in career guidance: “In my region, I often check psychologists together with the Department of education, and observed that in many cases psychologists were untrained, make wrong consultations for children, give wrong directions, make wrong training and workshops.” (P2)

4.4. Strategies and Approaches Used in Career Guidance at Gifted Schools

During the research, three primary methods were identified as the most commonly employed by school psychologists and schools in general when providing career guidance to

high school students. The first method involves conducting diagnostics to assess the student's interests, personality type, values, skills, and other relevant factors. The second method involves providing individual consultations, which may take the form of personal interviews or conversations. Finally, the third method involves organizing group seminars, training sessions, or guest lectures with psychologists, career guidance specialists, or professionals from various fields of work.

The initial technique consists of administering diagnostic tests. For instance, participant 3 believes that before starting to select a career, it is vital to take into account the student's ability, his interests and aspirations, and his predisposition to a certain profession, all of which may be discovered with the aid of diagnostics. Others emphasize the significance of conducting diagnostics in the early stages and assert that "it is crucial to identify the characteristics of the learner concerning their interests, psychological and cognitive features, and personal values, too". (P5, P6) In addition to that, one participant highlighted the importance of diagnostics by saying:

If the school psychologist has reliable information, and a complete diagnosis of the student, then there will be no problems with the student in choosing a profession. That is, to tell, to show that "you have such strengths, you can go into such a profession. (P1)

Nearly all psychologists utilize individual consultation sessions for offering career guidance. Participants highlighted that it is important when students come to personal meetings with a psychologist and they have the opportunity to talk to the students face to face. During consultations, they discuss the results of diagnostics and tests. Psychologists also ask the students about their strengths, interests, and what they can do and want to do in the future, while noting that it is important to "be able to ask the right questions to the child." (P3, P1) Thus, they find out

whether the diagnostic results coincide with the student's opinions about themselves, their interests, and their abilities.

The third approach entails arranging collective seminars, training sessions, or guest talks with psychologists, experts in career counseling, or individuals from diverse professional backgrounds. The interviews revealed that psychologists view seminars as a way to attract students to individual consultations. For example, there was a participant who said:

The main approach: it is very important to conduct seminars, it is necessary to be able to arouse the interests of the child. It is very important for the child to come to you himself, it is important for them to come to us and consult us through training. (P2)

Another comment also confirmed this:

We have students who come by themselves, but this is not the majority. And often we ourselves have to, roughly speaking, provoke children to come to us. We conduct various seminars and say that if they have any questions, come to our office. We openly call them "Do you want to talk to us about this?". And we call them to the office directly in person if they don't come themselves. (P3)

In general, the study showed that participants use a range of approaches to provide career counseling to gifted students in Kazakhstan. These include seminars, guest lectures, individual consultations, simulated job interviews, field trips to workplaces, and trips to universities. Most often, psychologists act as trainers, and the administration or career counselors or classroom teachers act as organizers.

4.5. Tools Used for Career Guidance by Teachers in Gifted Schools

In this study, the utilization of various assessment tests was identified as the most commonly used tool for career guidance by school psychologists. All psychologists commented that tests can be a valuable instrument for understanding a student's psychological profile, including their strengths, interests, motivation, and values. By using diagnostic assessments as

tests, it is possible to gain insight into a child's psychological makeup, which can help guide their career decisions. Participant 3 expressed his opinion about the usefulness of the tests by saying:

The psychologist should know enough about the student's talents, strengths, and motivation. This 100 percent should be taken into account. A psychologist is not a fortune teller who looks like she will say go there or do so. Tests help in this regard.

According to participants, diagnostic tests are used mostly in the initial stages of career counseling. The reason why it's crucial to obtain information about the psychological background of students before initiating consulting sessions is that it enables psychologists to understand how to effectively work with them. By knowing students' psychological backgrounds, they can tailor their approach to meet their specific needs.

Personality-type tests have also become a commonly used tool in schools to support career counseling. According to psychologists, they aid in identifying a student's personality type and provide a range of career options that align with their psychological profile. Another test that is widely used in schools by psychologists is the Career Inventory test, which also gives a list of professions based on your answers about interests, preferences, reactions in different situations, and other similar information. Psychologists have also highlighted the significance of tests that determine one's values in the process of choosing a profession. When asked about the reasons for this, one of the psychologists indicated that it's important for a child's values to align with the values necessary in the field of a profession they want to pursue, as illustrated below:

And now there is a test to determine the values that also helps very well. For example, if one student has a high responsibility value, then the child could be advised to go to management or positions connected with managing operations and so on. (P1)

Also, another participant justified the use of tests in providing career counseling based on the idea that the tests might be used as a tool to get children interested in individual meetings “With the help of the test, we provoke students and they come to us to find out the results. This is such

a hook to talk to him about his career.” (P3) Thus, psychologists use tests to attract students to consultations, too.

Psychologists also listed the Gallup test, perception channel tests, motivation tests, and identification of interests as tests that they use and would like to use not only in career guidance but also in everyday practice. For instance, the test known as the Gallup Strength assessment test was mentioned by one of the participants as a desirable instrument that would help school psychologists with career guidance as it helps to comprehend students' abilities, strengths, and psychological peculiarities:

Nowadays, the Gallup test is a very necessary test and is a very powerful tool. It would be very good if the school could use this tool. Of course, the school does not have the funds to make it for every student. However, some students pass the test at their own expense. Very cool test. It clearly shows the strengths of the student and reveals psychological characteristics and aspects that need to be worked on. Thus, the chance of making a mistake in choosing a profession is reduced. (P2)

4.6. Challenges Faced by Psychologists When Providing Career Guidance Services

During the interviews, four out of six study participants reported no major difficulties in providing career counseling to gifted students in the context of their schools. Most participants agreed that they feel supported and resources were available to perform their career counseling duties. For example, participant 1 said: “I believe that I receive full, maximum support.” (P1) Other participants shared this view and acknowledged that their schools provide sufficient support and that they felt valued in the implementation of their duties as school psychologists “In general, what we have is enough for now” (P2), “My personal opinion is that our school has full support from the school administration” (P4), “I get support. If necessary. Receive as much support as possible when asked.” (P6)

However, certain participants expressed the sentiment that they were not receiving the appropriate amount of assistance. For example, participant 5 expressed that “Support does not happen as we would like in most cases.” Similarly, participant 2 indicated that “Our school does not pay much attention to the psychologist.” (P2) It can be stated that generally support is provided, although in certain instances it may not meet expectations.

When asked about the difficulties psychologists face in giving career guidance, there were conflicting opinions expressed that contradicted the idea of providing support by the school. The majority of psychologists acknowledged that their profession's low status in general, coupled with a general lack of appreciation to some extent from administration, parents, and students, leads to a situation where not all students seek their help and advice, not just concerning career guidance.

Firstly, when elaborating on challenges it was found that, as some participants pointed out, the image of a psychologist's profession, not only among students but also in society at large, school, and parents, is not “as positive as one would hope.” (P2, P3, P4, P6) For example, Participant 2 explained that: “There is a stereotype in our country which says that only people with psychological disorders go to psychologists.” Thus, they consider that people do not fully comprehend their job. Also, Participant 3 commented: “They do not understand that psychologists work not only with problems, but they can also help with the understanding of your strengths, and interests, help you know yourself and your potential, or how to deal with stress and burnout.”

Also, the lack of due attention to the efforts of psychologists, to their duties on the part of the administration raised questions from the participants. Examples were given when head teachers canceled seminars planned in advance by psychologists for students, teachers, or parents

because of other events. Or cases when psychologists had to substitute absent teachers because vice principals send them. And it was mentioned that this might be one of the reasons why students do not take psychologists seriously by one of the psychologists:

But it happens when a student becomes interested and wants to come to a consultation. We agree on the day and time. But then that day some teacher gets sick and doesn't come to class, and since we don't have lessons, we are put to substitute this teacher, or put on duty in the refectory or somewhere else. We have to cancel the consultation, and the student's motivation disappears and he does not come again. Headteachers do not pay attention to this if you say that. For them, the consultation is not as important as we would like. (P3)

A small salary, the proportion of students per psychologist at school, and a large number of responsibilities, which include career guidance, were also presented as reasons why psychologists do not have the best attitude at school. That is, all this can negatively affect the quality of their work. Due to poor quality or lack of proper attention, students and parents do not take psychologists seriously. As participant 6 indicated: “We don't have time for everything and everyone. And when something is done, it may not be done to the extent we want or the quality we want. Therefore, our work may not be accepted seriously by both parents and children.” In addition to that, another psychologist pointed out that a significant workload and a wide range of responsibilities combined with the difficulty in maintaining adequate knowledge in all those areas of responsibility can lead to burnout and a loss of motivation:

There is such a notion in schools that a psychologist has to do all the work. For example, career guidance, work with difficult families, diagnostics, counseling, and children with attention or motivation problems. All the hard work should be done by a psychologist. And a psychologist working in so many directions may lose motivation to work at all. Or he just may not have enough knowledge to work in all directions. (P2)

4.7. The Role of Significant Others in Career Guidance

Parental involvement in their children's choice of career and attainment of success has been highlighted by psychologists, who observe that parents' supportive attitudes or disruptive behaviors can be crucial. Apparently, according to the interviews, although parents may have the best intentions for their child's career path, they can actually cause problems by not considering the child's unique traits and preferences. Psychologists have indicated that parents may overlook these individual characteristics and may even pressure the child into pursuing a profession that is not well-suited to their abilities and interests. As some participants stated: "A common situation: parents often try to make their profession, their dreams come true for their children."(P4) Another comment was that: "Based on their interests, parents may want to inherit the business." (P3) The interviews also touched on situations where parents project their own fears onto their children by discouraging them from certain professions, claiming their perceived difficulty or potential for a low salary (P5, P6). Some participants also highlighted instances where parents may use financial pressure to influence their child's career decisions, such as "threatening not to pay tuition payments if the child does not secure a scholarship."(P4) This can act as an obstacle for children to pursue a career they truly desire. All psychologists acknowledge the significance of arranging seminars and one-on-one consultations with parents. However, a participant pointed out that parents "who are not causing any difficulties related to career selection tend to attend such seminars. Not those who really need them." (P6)

On the other hand, parents who put a lot of effort to support their children were mentioned too during the interviews. Parents have frequently visited schools to share information about their professions with students and arranged field trips to their workplaces in order to expose students to various career options, thereby playing a role in promoting career guidance in

schools. As one of the participants shared “In December, the 10th grades went to the syringe factory. The parents of one student work there. They helped to organize it.” (P3)

There have been instances where students have been influenced by the guidelines and instructions provided by their grandparents, teachers, or friends, and this has been identified as a factor that may either facilitate or complicate the process of making career choices, too. For instance, participants told about cases when peers decide to go to some profession because their friends choose it and they want to study together. Or examples of when students select teaching because they loved and admired their teachers were mentioned, too.

4.8. The Peculiarities of Working With Gifted Children

According to the majority of psychologists, they did not observe any significant differences or difficulties in working with gifted children on career issues, despite some unique characteristics of these individuals. For example, participant 2 said: “In fact, regardless of whether the child is gifted or not, it is necessary to work based on the individual characteristics of the child.” Other psychologists confirmed that by saying “In my personal opinion, I recognize all children as gifted, so I treat all students equally.” (P4), “I don't know. I did not notice any differences. They, like other students, can be confused or worried about their future careers. We take the same tests from them as from others. I think every student is gifted.” (P6)

However, even though there are no differences in the application of procedures and strategies or challenges in the career guidance of gifted children, there might be differences in gifted students' motivation level, consciousness level, and values they perceive as important. For instance, gifted children want to be useful to society. As participant 1 explained:

If values are present in a person, then he will choose a specialty that will be useful. For gifted students, this is much more important than material values. They also think about the material part, but mostly they choose where they are comfortable and they are useful.

Another comment was about consciousness and motivation: “The peculiarity is that they consciously come to the project when we organize. Having already set themselves up for success and more motivated.” (P3)

4.9. Conclusion

Based on the analysis of collected interview data, Kazakhstani psychologists consider career counseling in educational institutions to be vital for improving students' skills, boosting academic performance, and addressing unemployment issues. They view vocational guidance as a measure of societal advancement and a crucial tool for tackling unemployment issues. It was also found that psychologists perceive their role in guiding students' professional development as primarily involving diagnostic assessments, individual consultations, and informational seminars. However, in most cases, they lack the necessary knowledge and skills to provide comprehensive career guidance and suggest that schools should employ professional career counselors. In addition, school psychologists face challenges in providing career guidance services, including a lack of interest and attention from schools, students, and parents due to the low social standing of their profession. Moreover, parents may also contribute to issues in their child's career choice. Psychologists noted differences in working with gifted children, particularly in terms of motivation, conscious career choice, and values, too.

Chapter Five: Discussion

5.1. Introduction

This study aimed to investigate how school psychologists assist gifted students in Kazakhstan with selecting a career path. Additionally, the researcher examined the psychologists' perception of career guidance, the difficulties they encounter during the process, the factors behind these challenges, and the methods they use to tackle them. Studying this topic is crucial because school psychologists are often the initial point of contact for students seeking guidance on choosing a career or university, and the psychologists' beliefs and opinions regarding career guidance could significantly impact this process.

This research used qualitative research design to collect data through one-to-one semi-structured interviews. Participants in this study included school psychologists working in high schools for gifted children and the sample consisted of six psychologists working in different regions of the country and different types of schools (schools for boys and girls). Initially, a preliminary exploratory analysis was conducted to develop a general understanding of the data, organize it and identify key ideas. Subsequently, the transcripts were subjected to a coding process and the codes were categorized into seven significant themes. Finally, the information was examined in the context of the research questions and sub-questions and structured accordingly. This study was based on the following research questions: 1) How do school psychologists conceptualize the concept of career counseling?; 2) What strategies, supports or resources do school psychologists use when providing career counseling to students?; 3) What kind of issues do they experience while providing career counseling to students?

In general, the findings of the study suggest that school psychologists view career counselors as primarily responsible for offering career guidance, and most psychologists do not

possess the necessary qualifications or expertise in this area. Furthermore, the study reveals that school psychologists generally have low status within the school environment, which is reflected in their job responsibilities.

This chapter discusses the findings in close correlation with the research questions. This discussion considers the literature related to the importance of career guidance, theories on career development, and the role of school psychologists in delivering career guidance within educational institutions. The implications of these findings are intended to give insights into how career guidance goes at schools, assist in understanding the role of school psychologists in career guidance, and possible ways to solve issues regarding career guidance.

The chapter is organized into three sections. In the first section, the perceptions of school psychologists' of career guidance, their role in providing the services, and the qualifications of school psychologists are discussed. The second section elaborates on strategies, approaches, and tools used by them in vocational guidance. The chapter concludes with a discussion of the challenges faced by them in the career guidance of gifted students.

5.2. Career Guidance: School Psychologists' Role, Perceptions, and Qualifications

Kazakhstani psychologists recognize the significance of career counseling within educational institutions and regard it as a crucial element for developing individual students' skills and enhancing the academic performance of schools. This aligns with Stipanovic et al. (2017), who wrote that career counseling services at schools contribute to the improvement of academic achievements of students and schools in general and strengthen the motivation of students. Moreover, psychologists view vocational guidance as an indicator of societal progress and an important tool for solving unemployment problems and teenage suicide issues. Thus, career guidance plays a vital role in addressing important societal challenges like youth

unemployment, shortage of workforce in certain fields, and skills mismatch (Steering Committee on Population Policy, 2013; as cited in Ho & Leung, 2016).

The majority of individuals who took part in the research perceived that school psychologists have a responsibility to perform diagnostics, offer consultations and organize educational sessions and workshops on career guidance. As mentioned in the literature review, the tasks of diagnosing, consulting, and organizing workshops are all encompassed within the overall responsibilities of school psychologists (Hernández-Torrano et al., 2021). These duties are not limited only to providing career guidance but are also applicable to other areas of their job. In general, as it was previously suggested in the literature, school psychologists commonly undertake typical duties, with a significant portion of their time being spent on delivering counseling and psychoeducational assessments to students (Bell and McKenzie 2013; Jimerson et al., 2008).

According to the study's results, the majority of the participants held the view that it is the primary responsibility of professional career counselors to provide career guidance, while school psychologists should only provide support and collaborate with specialists who are responsible for career guidance. As Hines et al. (2019) point out, school psychologists can provide guidance and recommendations to career counselors and homeroom teachers regarding the unique needs and characteristics of individual students. This practice was found to be in line with those of three countries that were discussed in the literature review (Wisconsin DPI, 2016; as cited in Adidi, 2020; Tony & Vuorinen, 2020; Jirsáková, 2020). However, consistent with the prior literature, most of the schools included in the study do not have such counselors therefore psychologists perform their duties to the extent of their qualifications and perceptions (Syzdykova, 2018).

According to the SCCT, school psychologists can assist gifted students in their career development by offering them accurate information about professions and opportunities to explore various career options which can help the students gain a practical understanding of the nature of different career paths and develop self-efficacy needed to achieve their desired career goals (Sharf, 2013, p.385). However, as this study revealed, most school psychologists do not possess the adequate expertise and qualifications required for providing effective psychological and career counseling services, particularly when it comes to understanding the current job market, various jobs' peculiarities, popular and in-demand professions, and college majors. The reason for the inadequate delivery of psychological services in Kazakhstan may be attributed to the fact that the psychological education provided in higher education institutions is predominantly theoretical in nature and does not adequately equip individuals with the required professional competencies, especially for career guidance (Hernández-Torrano et al., 2021). Thus, it may be difficult to provide adequate explanations of the professions as recommended by the Social Cognitive Career Theory due to psychologists' insufficient knowledge about them.

Overall, the psychologists themselves acknowledged during the interview that this issue could be addressed by offering them opportunities to complete relevant courses and obtain the necessary knowledge. All the participants expressed their willingness to acquire this knowledge and were not opposed to the idea. This issue was addressed in the United States (the Bureau of Labor Statistics, 2015; as cited in Syzdykova, 2018, p. 10) where a comprehensive database containing essential information about various professions, such as job characteristics, working conditions, educational requirements, professional standards, minimum training needed, and average annual salaries was developed. This approach could potentially offer a valuable resource for career guidance practitioners like school psychologists in the Kazakhstani context.

5.3. Strategies, Approaches, and Tools Used in Career Guidance at Schools

During the research, it was discovered that psychologists commonly use diagnostic assessments, one-on-one counseling, and group seminars and training sessions as the primary techniques to provide career guidance to high school students. Career planning services offered in schools typically recommend that school psychologists utilize a diverse range of evaluation tools to enhance students' understanding of themselves (Smith, 2020). Furthermore, Smith (2020) suggested that self-exploration could be enhanced through the utilization of interest inventories, personality tests, and value assessments. In line with this, participants suggested that it is crucial to consider a student's abilities, psychological features, interests, values, and inclination toward a specific profession before choosing a career. They proposed using diagnostic assessment tests to identify these factors. The study also revealed that school psychologists primarily rely on tests when providing career guidance, with all psychologists using different kinds of tests at the beginning of the career counseling process to increase the students' knowledge about themselves.

SCCT proposes that individuals' career development is influenced by their self-efficacy beliefs, outcome expectations, personal goals, and environmental factors (Lent, 2020, p.130). In the interviews, psychologists mentioned using interest tests, and strengths evaluation tests like the Gallup test. Assessing students' strengths and interests through diagnostic tests and explaining them during individual consultations can enhance their self-efficacy in their abilities and prospects for success in a specific career path (Lent, 2020, p.135). As a result, this can promote the more effective establishment of goals and decision-making related to career options. In addition, according to SCCT, evaluating outcome expectations involves examining an individual's beliefs about how much their personal values will be met through pursuing certain

activities or professions (Lent, 2020, 136). Thus, the assessment of a person's values through a test, as participants mentioned during the interviews, enables the individual to form an impression about a particular career path and its potential to align with their values. As a consequence, it might assist students to make the right decisions about their careers, too.

Access to comprehensive information about professions, such as the skills required, the salary, levels of responsibility, career advancement prospects, and opportunities for making a meaningful impact, is crucial for making a well-informed decision. As per the results of this study, it appears that school psychologists in Kazakhstan are lacking access to information about various career options. This could be detrimental because students might have developed misconceptions about certain professions that may not align with their values and interests. Consequently, students can choose careers that are perceived as prestigious and financially rewarding but are not in high demand within the local job market in Kazakhstan as parents and teachers have limited knowledge of the job market (Syzdykova, 2018). Moreover, this problem can be particularly challenging for gifted students, who may encounter social and cultural expectations and pressure to pursue certain careers that may not align with their values (Chen & Wong, 2013, Almukhambetova & Hernández-Torrano, 2020). Thus, gifted students also need to discover their interests and values in addition to their already recognized abilities (Smith, 2020). For instance, if they have an access to the data about professions, they could select a career that meets their values and both societal and their own expectations. As consultations are the next step utilized by participants of this study after conducting diagnostic work, Smith (2020) advises psychologists to analyze the outcomes of interest inventories or values tests either individually or with small groups of gifted students. This approach enables them to reflect more deeply on the information and actively engage with it.

Nonetheless, despite the absence of a professional database in schools, children are exposed to information about various professions and their characteristics through seminars organized by the schools. These seminars typically involve guest lectures by specialists from different fields or visits to workplaces. In some cases, parents who are interested in their children's future careers can also play the role of specialists or arrange such visits. This collaborative approach with representatives from the labor market is a widely practiced and in some cases legally mandated feature in many developed countries' education systems regarding career guidance, as mentioned in the literature review. The collaboration aspect is also linked with the incorporation of career guidance into the national educational curriculum, which is not currently present in Kazakhstan, according to all the participants who were interviewed (Wisconsin DPI, 2016; as cited in Adidi, 2020; Tony & Vuorinen, 2020; Jirsáková, 2020). Thus, none of the participants suggested including career guidance in their educational program as a way of offering vocational guidance in their schools.

5.4. Challenges Encountered by School Psychologists at Schools

Overall, consistent with what has been previously reported in the literature review, the outcomes from the study provide supportive evidence that the low standing of psychology as a profession and insufficient acknowledgment from administrators, parents, and students result in a situation where students do not always seek their support and advice, and it is not just for career counseling (Hernández-Torrano et al., 2021). In addition, the findings of this research align with those of Hernández-Torrano et al. (2021), which identify various challenges faced by psychologists, including the undervaluation of their work by school administrations, excess of responsibilities, shortage of specialists at schools, lack of time and resources, and insufficient moral and financial support. For instance, the administrations of schools from the study have

demonstrated a lack of appreciation for the work of psychologists, as evidenced by instances where psychologists were given other duties different from theirs and where psychologists were burdened with responsibilities intended for other teachers, as their responsibilities were considered to be not so essential. Furthermore, the overabundance of work included in the duties of psychologists, and the lack of knowledge in all areas of this profession was recognized by the participants as a challenge to quality services, too. As proposed by certain respondents in the research, these factors could account for why both students and parents tend to avoid consulting a psychologist during challenging circumstances even though, according to a survey conducted by Syzdykova (2018), 98% of high school students expressed their desire for additional time at school to engage in activities related to career guidance. And it is not just limited to career counseling. As Smith (2020) writes, the process of career development for gifted students involves multiple factors, and school psychologists alone cannot manage all of them. Thus, they need to work collaboratively with other school staff like homeroom teachers, subject teachers, academic counselors, and career counselors.

Also, the outcomes of this research suggest that parents can significantly impact their children's career choices and accomplishments. This influence can be positive through supportive actions or negative by creating obstacles. Thus, the study contributes to existing research on SCCT which posits that individuals develop their career goals and self-efficacy through their experiences and observations of others, opportunities and barriers in their environments, and also through interactions with all of them (Lent, Brown, & Hackett, 1994).

Firstly, according to the Social Cognitive Career Theory, students can form outcome expectations about various career paths by observing the career-related experiences and behaviors of their family and community members (Lent, 2020). This can be explained by the

examples mentioned by the study participants. For example, based on the interviews, it was found that there are instances where parents might transfer their own fears onto their children by deterring them from pursuing certain careers, citing reasons such as perceived difficulty or potential for a low salary. Furthermore, psychologists have suggested that parents may not always consider their child's individual traits and may even exert some pressure on their child to choose a career that does not align with their abilities and interests. This pressure might take the form of financial pressure. In line with that, Sharf (2013) writes that availability or lack of financial support might affect students' perceptions of their abilities, too. In contrast, participants mentioned parents who are genuinely interested in their children's future careers and put lots of effort to assist them. They consult with psychologists at schools, attend seminars for parents, and conduct lectures about their professions for children. As a result, parents' comprehension of careers and their children might positively or negatively affect the self-efficacy of students about their interests and abilities, and increase or decrease their interests in certain professions.

Although most psychologists who were interviewed did not report encountering any significant challenges when working with gifted children regarding career-related matters, some did note that gifted children tend to exhibit distinctive traits such as high levels of motivation, self-awareness, and strong value systems. As one of the participants mentioned, they also might be confused and worried about their future career prospects.

Duffy and Sedlacek (2007, p.591) propose that certain gifted students view career decision-making as a matter of personal calling, which is characterized by a sense of purpose or meaningfulness. Additionally, they suggest that gifted students may prioritize other-oriented values and goals. This highlights the need for gifted students to receive assistance and interventions that facilitate not only the identification of their abilities, but also their personal

preferences, interests, and values (Smith, 2020). As the outcomes of this study revealed, school psychologists are already working in that direction.

As for consciousness and motivation, according to the literature (Chen & Wong, 2013), gifted students may exhibit a strong commitment to a particular career path if they already possess a well-defined focus or talent in a specific area or field that can be translated into a career.

5.5. Conclusion

The aim of this chapter was to review findings obtained from the research conducted and critically analyze them in light of existing literature. The chapter started by examining the outcomes related to the perceptions of school psychologists regarding their roles in vocational guidance and their qualifications for career guidance. Then, the chapter discussed the findings related to the strategies, techniques, and resources utilized by school psychologists to provide career guidance services for gifted students. Lastly, the chapter discussed the challenges faced by psychologists while assisting gifted high school students in making career decisions.

The research questions of the present study will be answered through the discoveries discussed in this chapter. The next chapter will outline the conclusions.

Chapter Six: Conclusion

This section summarizes the main findings of the research and discusses its implications, limitations, and suggestions for future studies. This qualitative research aimed at the comprehension of school psychologists' role in career guidance of high school gifted students in Kazakhstan and was guided by the following research questions: 1) What is the understanding of school psychologists regarding the concept of career counseling? 2) What methods, strategies, and tools do school psychologists employ while offering career counseling to students? 3) What challenges do school psychologists encounter when delivering career counseling to students?

The chapter is divided into five parts. The first section presents the study's findings in response to the research questions and assesses the extent to which the research addresses the problem. The second section discusses the study's implications. The third section focuses on the study's limitations and strengths. The fourth section offers suggestions for future research based on these factors. Finally, the fifth section provides a concluding statement that summarizes the key findings and implications of the thesis.

6.2. Revisiting Research Questions

The purpose of this qualitative study was to explore the role of school psychologists in the career guidance of gifted high school students. The findings from this study allow responding to the research questions that guided this study as follows.

6.2.1. How do school psychologists conceptualize the concept of career counseling?

The findings of this study suggest that school psychologists believe that their main responsibilities in career guidance involve diagnosing students, providing advice, and conducting seminars and training on career selection. They also think that the primary responsibility for providing career counseling should lie with professional career counselors. In addition to that, it

was found that the majority of psychologists do not possess the necessary qualifications and expertise in the field of career guidance, particularly in areas like various professions, job market trends, specific skills required for different occupations, and university admissions.

A conclusion to be drawn from these findings is that school psychologists do not perceive themselves as the primary figures in providing vocational guidance to students. Instead, they view themselves as specialists who support career counselors and teachers by providing insights into students' characteristics and maintaining effective collaboration. Additionally, psychologists assist students in identifying their strengths and interests to help them make informed decisions about their future careers. It can also be concluded that as school psychologists commonly assume the role of career counselors in their educational institutions, in most cases, as Syzdykova (2018) indicated due to the lack of them at schools, they require access to resources, knowledge, and training opportunities to enhance their knowledge of career guidance methodologies, approaches, and different professions.

6.2.2. What strategies, support or resources do school psychologists use when providing career counseling to students?

Three major approaches were found to be the most utilized by school psychologists and schools as a whole when offering career counseling to high school students during the study. The first approach entails doing diagnostics to evaluate the student's psychological traits. It is the initial stage to gain knowledge about students and consider how to approach students and how to work with them. Conducting consultations is the second method. Through meetings, psychologists assist students to acquire knowledge about themselves, including their abilities, interests, and values. The third method is arranging group seminars, training sessions, or guest lectures. These seminars usually feature talks from experts in various fields or field trips to

workplaces, as well as workshops on how to choose a job and get into university. Parents may also participate as experts or arrange these visits if they are interested in their children's future careers. The next finding is that the main instrument used by school psychologists in career guidance is assessment tests. In the initial phases of career counseling, all psychologists employ a variety of assessments including strength-based tests, interest tests, values tests, motivation level tests, and others.

It can be concluded from these findings that psychologists recognize the significance of establishing a connection with a child and aiding in their self-discovery, including identifying their strengths, interests, values, and other inherent traits. This is a crucial factor in determining a suitable profession for the child, which will boost their self-esteem and reveal their potential in the future. Psychologists are mindful of the importance of tailoring their approach to each child and providing consultations.

In addition, psychologists emphasize the importance of organizing seminars and lectures that allow children to explore different professions. However, the availability of necessary resources and tools can be a limiting factor.

6.2.3. What kind of issues do school psychologists experience while providing career counseling to students?

Another finding of this study was that school psychologists encounter obstacles when it comes to offering career advice to students. One of the challenges they face is a lack of engagement and recognition from schools, parents, and students, which is often caused by the low social status of their profession. Due to this, not many students and parents approach them for help or advice, not just regarding career guidance. It also shows that career guidance is not a common practice among all students in schools.

Participants also indicated that parents may become a barrier or support in the process and have a great impact on their child's career decisions. Additionally, psychologists noted differences in working with gifted children, particularly in terms of motivation, conscious career choice, and values, too.

A conclusion emerging from the findings is that measures should be implemented to promote the role of psychologists in schools, and increase their status, not only among students and parents but also among school administrators. A related conclusion is that it is important to have a clear definition of the duties of school psychologists so that they can be relieved of tasks that are not typically within their scope of expertise. This will allow them to focus on developing professionally and carrying out their work to the fullest extent, which includes providing career guidance to gifted students, who in turn need more conscious and value-based approaches to be used.

6.3. Implications for Theory and Practice

This study provides valuable insights into the role of school psychologists in providing career guidance and sheds light on the current state of career guidance in schools. The results of the study support the predictions made by Bell and McKenzie (2013) and Jimerson et al. (2008) that school psychologists primarily focus on typical duties like individual counseling and psychoeducational assessments for students. Thus, psychologists believe that providing career guidance is not a primary obligation that falls within the scope of their professional duties.

On the other hand, using the lenses of the Social Cognitive Career theory, the study revealed that school psychologists assist students in acquiring self-knowledge, which may increase their self-efficacy, assist them in setting goals more effectively, and ultimately help them choose a more appropriate career path (Lent, 2020, p.135). And this is because they use

different kinds of psychological assessment tests to aid students in their career selection process. Furthermore, the study supports the principles of Social Cognitive Career Theory (SCCT), which asserts that individuals shape their career goals and self-efficacy beliefs through their exposure to various experiences and role models, interpretation of environmental opportunities and obstacles, and engagement with these factors (Lent, Brown, & Hackett, 1994) by providing findings on parents', teachers', friends effect on career choices of students. Thus, significant others, especially parents, might become useful contributors to the career guidance of high school students and they can be used as sources for creating opportunities to familiarize children with different professions.

Aligning with Jimerson (2008), the research consistently indicated that psychologists face numerous difficulties in schools, such as being undervalued by school administrations, having too many responsibilities, a shortage of specialists, insufficient financial and moral support, and not having enough qualifications, time, and resources. These factors affect the quality of services they provide and the amount of time they could devote to individual students' needs. As a result, only few students ask for their help or advice, not just for guidance on their future careers. And this is even though the vast majority of high school students expressed a desire for more activities in their schools related to career advising (Syzdykova, 2018). Therefore, it is necessary to enhance the status of psychologists in schools to alter the perception of school administration, students, and parents towards their profession.

In this context, the findings have the following implications. First, proper career guidance of gifted children requires the collaboration of multiple stakeholders like school administration, psychologists, homeroom teachers, parents, businesses, and professional career counselors within schools with knowledge of the occupational world (Bryan & Henry, 2012). Second,

school psychologists have the potential to become important contributors in the promotion of career guidance among high school students in Kazakhstan as they have the necessary psychological education to assist students to gain knowledge about themselves and careers that suit their psychological characteristics and values, and increase their self-efficacy (Hines et al., 2019). They also have knowledge and skills for offering individual consultations and conducting seminars and workshops on how to select a profession, which is among the essential parts of career guidance. Third, special attention is required for gifted children who might prioritize other people's values and goals and are unsure whether to pursue a profession that benefits themselves or society as a whole, to assist them in recognizing their genuine aspirations (Duffy and Sedlacek, 2007, p.591). Fourth, there is a requirement to establish a database that can be accessed by schools to gain knowledge about different professions existing in the current day. It is the practice that proved to be effective in the USA and could be applied to assisting our students, too (Bureau of Labor Statistics, 2015, as cited in Syzdykova, 2018, p.10). School psychologists are not well-informed about various occupations, hence the database should provide information on the nature of the profession, required expertise and skills, details regarding the average income and possibilities for growth, and also about the profession's demand in the job market. This database will enable students to make wise decisions about their educational choices and future careers.

Collectively, this study has the potential to increase awareness of the needs of schools in general and school psychologists specifically, to offer effective career counseling services. School principals should consider the findings of this study in order to evaluate how school psychologists are perceived in their schools by different stakeholders, such as the administration, students, parents, and the overall school community. To do so, the principals should have an

open and honest conversation with the psychologists working at their school about the psychologists' workload, the types of tasks they handle, and the number of students they work with both in group seminars and individual consultations to know how many students are engaged and interested in career guidance. By doing this, the principals can gain a better understanding of the psychologists' roles and responsibilities, which can help them make informed decisions about how to support and utilize these professionals more effectively.

As it was indicated in the literature review, it is mostly school psychologists who do the work of career counselors at schools at the moment (Syzdykova, 2018). However, there is still a demand for them to expand the range of services they offer (Castillo et al., 2014). Thus, policymakers can also consider the findings of this study and take measures, create norms for establishing a supportive setting that facilitates psychologists' work at schools, where they have opportunities to develop their professional qualifications in all areas of their duties, including working with gifted children and career guidance in general, and where they are not burdened with unconventional work. Hernández-Torrano et al. (2021) suggest that implementing new laws that establish clear guidelines for the roles and principles that govern the work of school psychologists could reshape and simplify the position of school psychologists within the school system. This may also lead to an increase in the social status of the profession. If these challenges are dealt with initially, it would result in better circumstances to provide efficient psychological services and career guidance (Hernández-Torrano et al., 2021). As a result, it might lead parents and students to trust psychologists more and seek their assistance with the career selection process. Thus, parents might stop becoming an obstacle in the way of their children towards their dream careers.

6.4. Strengths and Limitations of the Research

This study is an attempt to the exploration of school psychologists' conceptualization, perceived role, and challenges experienced in career guidance in Kazakhstan. Another strength of the study is the diversity of the sample in terms of regions covered. The participants work in four different regions of the country Atyrau Region, Astana City, Pavlodar Region, and Jambyl Region. There were also equal numbers of both male and female participants who worked in single-sex schools.

Also, the results of the study should be interpreted in light of several limitations. First, the small number of participants can not be generalized to all schools. Second, the population consisted of psychologists working in schools for gifted children where the majority of students reported that their schools offer some services regarding career guidance (Syzykova, 2018). The study did not include participants from general education schools where the picture may be different and different emphasis might be put on career guidance. It is also necessary to acknowledge that the majority of the participants in the research had less than five years of working experience and it might lead to bias that all psychologists lack the necessary qualifications in terms of their duties. However, it might give insights into the quality of pre-service education that psychologists receive before they start working. Despite these limitations, this study uses an in-depth approach that offers a meaningful contribution to the study of the role of school psychologists in career guidance. Thus, the findings of this study might be useful for understanding the process of career guidance in schools through the eyes of school psychologists.

6.5. Future Research Recommendations

The study has suggested certain recommendations for future research. Firstly, there is a need for studies with larger sample sizes and a quantitative approach to replicate the findings of this study and obtain a more comprehensive understanding. Secondly, future studies could focus on the opinions and experiences of school psychologists from general education schools to gain a deeper insight into their perspectives and challenges concerning career guidance. Finally, it is recommended that further research should examine more experienced school psychologists to gain a better understanding of their approach toward career counseling.

6.6. Conclusion

The present study highlights the importance of career guidance in high schools for gifted children and the role of school psychologists in it. Overall, the research suggests that although psychologists possess the essential expertise to be significant contributors to the career guidance process, they often do not view themselves as playing a primary role in it. This could be attributed to various factors such as inadequate acknowledgment, shortage of knowledge and qualifications, materials, and chances to enhance their professional skills, all of which affect the excellence of their performance. Consequently, the attitudes of crucial stakeholders such as students and parents may be unfavorably impacted. These findings were consistent with Hernández-Torrano et al. (2021), who suggested the establishment of novel legal frameworks outlining definitive guidelines for the functions and principles regulating the duties of school psychologists holds the potential to fundamentally reshape and streamline the position of school psychologists within the educational system. Furthermore, such an initiative may result in a notable elevation of the social standing of the profession. The implications of these findings are that it is essential to create a supportive environment in schools that enables psychologists to

carry out their duties effectively. This includes providing opportunities for psychologists to enhance their professional qualifications in all areas, including working with gifted students and providing career guidance. It is also important to ensure that psychologists are not overburdened with additional responsibilities that are not related to their primary roles.

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Appendices

Appendix A

Interview Protocol

Research title: The Role of school psychologists in the career guidance of high school gifted students in Kazakhstan

Time:

Date:

The Introduction part, problem statement, and purpose of the study will be explained to the participants prior to the beginning of the questionnaire in person and via sending the Word file so that the interviewees get a general idea and understand the relevance of the topic.

Questions

1. Please, describe your position at school
2. How long have you been in that position?

RQ 1: How do school psychologists conceptualize the concept of career counseling?

1. What is your role at school in general?
2. What are your duties and responsibilities as a school psychologist?
3. What are the most important aspects (duties) of your job as a school psychologist?
4. Have you ever provided Career Counseling services to school children?
5. What does Career Counseling mean, in your opinion? Why is it important?
6. How much emphasis should schools place on this issue?
7. What qualifications or training are needed to provide career guidance, in your opinion?

RQ 2: What strategies, supports or resources do school psychologists use when providing career counseling to students?

1. What is your general approach to the career guidance of students?
2. What information do school psychologists need to provide effective counseling services? Do they need to know students well? What exactly do they need to know about the student? Strengths, talents, interests, motivation...? What about the careers themselves? What else do they need to know?
3. What strategies do you apply while providing student career counseling services? (interviews with individual students/group tests/lectures/awareness week/guest lectures/field trips)
4. What tools do you think the schools need to provide Career counseling services? Do you use any specific tools (e.g., personality tests) while providing career counseling?
5. What kind of competencies or skills does a school psychologist need to provide effective career guidance?
6. What kind of support do you get from the school to provide career counseling? What support or resources would you like to have but are not available at your school?

RQ 3: What kind of issues do they experience while providing career counseling to students?

1. What are the peculiarities of working with gifted students on career guidance?
2. What about gender? Is it different to provide career counseling to boys/girls?
3. What role do the parents of students play in the career choice of their children?
4. What about other people, like their grandparents, friends, teachers, or society in general?
5. What challenges do you face while working with students on career decision-making?
6. What are the reasons for those challenges?

СҰХБАТ ХАТТАМАСЫ

Зерттеу атауы: Қазақстандағы дарынды жоғары сынып оқушыларын кәсіптік бағдарлаудағы мектеп психологтарының рөлі

Уақыты:

Күні:

Сұхбат алушылар зерттеу жайында жалпы түсінікке ие болуы үшін және тақырыптың өзектілігін түсінуі үшін кіріспе бөлім, проблеманы анықтау бөлімі және зерттеудің мақсаты қатысушыларға интервью басталғанға дейін жеке және Word файлын жіберу арқылы түсіндіріледі.

Сұрақтар:

1. Мектептегі лауазымыңызды сипаттаңыз
2. Сіз бұл лауазымда қанша уақыт болдыңыз?

Зерттеу сұрағы 1

1. Жалпы мектептегі рөліңіз қандай?
2. Сіздің міндеттеріңіз бен жауапкершіліктеріңіз қандай?
3. Мектеп психологы ретіндегі жұмысыңыздың маңызды аспектілері (міндеттері) қандай?
4. Сіз мектеп оқушыларына кәсіптік бағдар беру қызметтерін ұсынып көрдіңіз бе?
5. Сіздің ойыңызша кәсіптік бағдар беру қызметі дегеніміз не? Неліктен бұл маңызды?
6. Мектептер бұл мәселеге қаншалықты көңіл бөлуі керек?
7. Кәсіби бағдар беру үшін қандай біліктілік немесе дайындық қажет деп ойлайсыз?

Зерттеу сұрағы 2

1. Сіздің оқушыларға кәсіби бағдар берудің жалпы тәсілдеріңіз қандай?
2. Тиімді кеңес беру қызметтерін ұсыну үшін мектеп психологтарына қандай ақпарат

қажет? Олар оқушыларды жақсы білуі керек пе? Олар оқушы туралы нақты не білуі керек? Күшті жақтары, таланттары, қызығушылықтары, мотивациясы...? Ал мамандықтардың өздері туралы не деуге болады? Олар тағы не білуі керек?

3. Оқушыларға кәсіптік бағдар беру қызметтерін көрсету кезінде қандай стратегияларды қолданасыз? (жеке студенттермен сұхбат / Топтық тесттер / дәрістер / хабардарлық апталығы / қонақ дәрістері / экскурсиялар)

4. Сіздің ойыңызша, мектептер кәсіптік бағдар беру қызметтерін ұсыну үшін қандай құралдарды қажет етеді? Кәсіптік бағдар беру кезінде сіз қандай да бір нақты құралдарды (мысалы, психотип тесттері) қолданасыз ба?

5. Тиімді кәсіптік бағдарлауды қамтамасыз ету үшін мектеп психологына қандай құзыреттер немесе дағдылар қажет? Студенттерге болашақ мамандығын дұрыс таңдауға көмектесу үшін қандай стратегиялар / тәсілдер / құралдар жақсы деп ойлайсыз?

6. Кәсіптік бағдар бойынша кеңес беруде мектептен қандай қолдау аласыз? Сіздің мектебіңізде жоқ, алайда сіздің алғыңыз келген қандай да бір қолдау бар ма?

Зерттеу сұрағы 3

1. Кәсіби бағдар бойынша дарынды оқушылармен жұмыс істеу ерекшеліктері қандай?

2. Жыныс туралы не деуге болады? Ұлдарға / қыздарға мансаптық кеңес беру басқаша ма?

3. Оқушылардың ата-аналары балаларының мамандық таңдауында қандай рөл атқарады?

4. Ата-әжелері, достары, мұғалімдері немесе жалпы қоғам сияқты басқа адамдар туралы не деуге болады?

5. Мамандық туралы шешім қабылдау үшін студенттермен жұмыс істеу кезінде сіз қандай қиындықтарға тап боласыз?

6. Бұл мәселелердің себептері қандай?

Протокол интервью

Название исследования: Роль школьных психологов в профориентационной работе с одаренными учащимися старших классов в Казахстане

Время:

Дата:

Вводная часть, постановка проблемы и цель исследования будут объяснены участникам до начала анкетирования лично и посредством отправки файла word, чтобы интервьюируемые получили общее представление и поняли актуальность темы.

Вопросы

1. Пожалуйста, опишите свою должность в школе
2. Как долго вы занимаете эту должность?

Исследовательский вопрос 1

1. Какова ваша роль в школе в целом?
2. Каковы ваши обязанности как школьного психолога?
3. Каковы наиболее важные аспекты (обязанности) вашей работы школьного психолога?
4. Оказывали ли вы когда-либо услуги по профориентации?
5. Что, по вашему мнению, означает карьерное консультирование? Почему это важно?
6. Какой акцент школы должны уделять этому вопросу?
7. Какая квалификация или подготовка, по вашему мнению, необходимы для обеспечения профориентации?

Исследовательский вопрос 2

1. Каков ваш общий подход к профориентации студентов?

2. Какая информация необходима школьным психологам для предоставления эффективных консультационных услуг? Нужно ли им хорошо знать студентов? Что именно им нужно знать о студенте? Сильные стороны, таланты, интересы, мотивация...? А как насчет самих карьер? Что еще им нужно знать?
3. Какие стратегии вы применяете при оказании услуг по консультированию студентов по вопросам карьеры? (интервью с отдельными студентами/групповые тесты/лекции/неделя осведомленности/гостевые лекции/экскурсии)
4. Какие инструменты, по вашему мнению, необходимы школам для предоставления услуг по консультированию по вопросам карьеры? Используете ли вы какие-либо конкретные инструменты (например, личностные тесты) при консультировании по вопросам карьеры?
5. Какие компетенции или навыки необходимы школьному психологу для обеспечения эффективной профориентации?
6. Какую поддержку вы получаете от школы в предоставлении консультаций по вопросам карьеры? Какую поддержку вы хотели бы получить, но она недоступна в вашей школе?

Исследовательский вопрос 3

1. В чем особенности работы с одаренными учащимися по профориентации?
2. Как насчет пола? Отличается ли предоставление консультаций по вопросам карьеры мальчикам / девочкам?
3. Какую роль родители учащихся играют в выборе профессии своими детьми?
4. Как насчет других людей, таких как их бабушки и дедушки, друзья, учителя или общество в целом?
5. С какими трудностями вы сталкиваетесь, работая со студентами по профориентации?
6. Каковы причины этих проблем?

Appendix B

INFORMED CONSENT FORM

The role of school psychologists in the career guidance of high school gifted students in Kazakhstan

DESCRIPTION:

You are invited to take part in a study that examines the role of school psychologists in assisting high school students with their career choice. Since you are a member of the teaching staff at the school, you are invited to take part in this study so that we may better understand and analyze the issues and experiences that the psychologists at this school face. With your consent to record it, you will be invited to take part in an individual face-to-face or online interview (Zoom platform). Your confidentiality will be maintained since no research paper resulting from this study will contain your real identity; only pseudonyms. Additionally, the recorded interviews will be destroyed after being transcribed. Just the researcher and the supervisor will have access to the information during the data analysis. As the interviewing process gets underway, you will have the option to refuse to respond to any questions you deem inappropriate.

TIME INVOLVEMENT: Your participation will take approximately 60-80 minutes.

RISKS AND BENEFITS: Your participation in this study carries minimal risk to your personal and professional life. No research report resulting from this study will include your name. All the data gathered for this study will be kept on the researcher's password-protected personal computer. However, because you will be interrupted from your regular activities during the interview, there may be a few minor risks related to the time you will spend on the interview. Based on these factors, you decide where and when to schedule the interview appointment; the researcher will do their best to accommodate your schedule.

The teacher's professional growth through study participation is one potential benefit. Your involvement in the research study will provide you the chance to evaluate your career counseling methods and may perhaps help you realize more of your potential as an instructor. There are no benefits to taking part in the study.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION: 87478201633, zhanat.ashimkhan@nu.edu.kz

QUESTIONS: If you have any questions, concerns, or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student's work Associate professor in GSE Daniel Hernandez-Torrano, daniel.torrano@nu.edu.kz

INDEPENDENT CONTACT: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Statement of consent

The researchers clearly explained to me the background information and objectives of the study and what my participation in this study involves. I understand that my participation in this study is voluntary. I can at any time and without giving any reason withdraw my consent, and this will not have any negative consequences for me. I understand that the

information collected during this study will be treated confidentially.

I am willing to participate in this research I do not wish to participate in this research

I am willing to be audio recorded I do not wish to be audio recorded

Signature: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

АҚПАРАТТЫҚ КЕЛІСІМ ФОРМАСЫ

Қазақстандағы дарынды жоғары сынып оқушыларын кәсіптік бағдарлаудағы мектеп психологтарының рөлі

СИПАТТАМА:

Сізге жоғары сынып оқушыларына кәсібі бағдар беру қызметін көрсетудегі мектеп психологтарының рөлін қарастыратын зерттеуге қатысу ұсынылады. Сіз мектептің оқытушылар құрамының мүшесі болғандықтан, біз сізді осы зерттеуге қатысуға шақырамыз. Өйткені осылайша біз осы мектептегі психологтардың проблемалары мен тәжірибелерін жақсы түсініп, талдай аламыз. Жазбаға сіздің келісіміңізбен сізден жеке бетпе-бет немесе онлайн сұхбатқа (Zoom платформасы) қатысу сұралады. Сіздің жеке құпиялылығыңыз сақталады, өйткені осы зерттеу нәтижесінде алынған бірде-бір зерттеу жұмысында сіздің жеке басыңыз туралы мағлұмат болмайды; тек псевдонимдер қолданылады. Сонымен қатар, жазылған сұхбаттар транскрипцияланғаннан кейін жойылады. Деректерді талдау кезінде ақпаратқа тек зерттеуші мен супервайзер қол жеткізе алады. Сұхбат барысында сіз орынсыз деп санайтын кез келген сұрақтарға жауап беруден бас тарту мүмкіндігіне ие боласыз.

ҚАТЫСУ УАҚЫТЫ: Сіздің қатысуыңыз шамамен 60-80 минутты алады.

ТӘУЕКЕЛДЕР МЕН ПАЙДАЛАРЫ: Бұл зерттеуге қатысу Сіздің жеке және кәсіби өміріңізге ең аз қауіп төндіреді. Осы зерттеуден алынған бірде-бір зерттеу есебінде сіздің атыңыз көрсетілмейді. Осы зерттеу үшін жиналған барлық деректер құпия сөзбен қорғалған зерттеушінің жеке компьютерінде сақталады. Дегенмен, сұхбат кезінде сізді әдеттегі әрекеттеріңізден алшақтататындықтан, сұхбатқа кететін уақытқа байланысты бірнеше кішігірім тәуекелдер болуы мүмкін. Осы факторларға сүйене отырып, сіз

сұхбатты қайда және қашан жоспарлау керектігін шешесіз; зерттеуші сіздің кестеңізге сәйкес жүру үшін қолдан келгеннің бәрін жасайды.

Ықтимал артықшылықтардың бірі - зерттеуге қатысу арқылы мұғалімнің кәсіби өсуі.

Сіздің зерттеуге қатысуыңыз сізге кәсіби бағдарлау әдістерін бағалауға мүмкіндік береді және сізге маман ретінде өз әлеуетіңізді арттыруға көмектеседі. Зерттеуге қатысудың ешқандай материалдық сыйақысы жоқ.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер сіз осы форманы оқып, осы жобаға қатысуға келіссеңіз, сіздің қатысуыңыз ерікті екенін түсініңіз және сіз өз келісіміңізді қайтарып алуға немесе айыппұлсыз және кез келген уақытта қатысуды тоқтатуға құқығыңыз бар. Балама ретінде қатыспауды таңдасаңыз болады. Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ: 87478201633, zhanat.ashimkhan@nu.edu.kz

СҰРАҚТАР: Егер сізде осы зерттеу, оның процедуралары, тәуекелдері мен артықшылықтары туралы сұрақтарыңыз, алаңдаушылықтарыңыз немесе шағымдарыңыз болса, осы студенттік жұмыс бойынша магистрлік диссертация жетекшісіне хабарласыңыз GSE докторы, Даниэль Эрнандес-Торрано, daniel.torrano@nu.edu.kz

ТӘУЕЛСІЗ БАЙЛАНЫС: Егер сіз бұл зерттеудің қалай жүргізілетініне қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылық, шағымдар немесе жалпы сұрақтарыңыз болса, NUGSE зерттеу комитетіне хабарласыңыз. gse_researchcommittee@nu.edu.kz

Келісім

Зерттеушілер маған зерттеудің бастапқы ақпараты мен мақсаттарын, сондай-ақ осы зерттеуге қатысуымды не қамтитынын анық түсіндірді. Мен бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез келген уақытта және себепсіз келісімді қайтарып ала аламын және бұл Мен үшін ешқандай жағымсыз салдарға әкелмейді. Мен бұл зерттеуде жиналған ақпарат құпия түрде қарастырылатынын түсінемін.

- Мен осы зерттеуге қатысуға дайынмын
- Мен бұл зерттеуге қатысқым келмейді
- Мен аудиоға жазылғым келеді
- Мен аудиоға жазылғым келмейді

Қолы: _____ Күні: _____

Сіз осы қол қойылған және күні көрсетілген келісім формасының қосымша көшірмесін сақтай аласыз.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Роль школьных психологов в профориентации одаренных учащихся старших классов в Казахстане

ОПИСАНИЕ:

Вам предлагается принять участие в исследовании, в котором рассматривается роль школьных психологов в оказании помощи старшеклассникам в выборе профессии.

Поскольку вы являетесь членом преподавательского состава школы, мы приглашаем вас принять участие в этом исследовании, чтобы мы могли лучше понять и проанализировать проблемы и опыт, с которыми сталкиваются психологи в этой школе. С вашего согласия на запись вам будет предложено принять участие в индивидуальном очном или онлайн-интервью (платформа Zoom). Ваша конфиденциальность будет сохранена, поскольку ни одна исследовательская работа, полученная в результате этого исследования, не будет содержать вашей реальной личности; только псевдонимы. Кроме того, записанные интервью будут уничтожены после расшифровки. Только исследователь и супервайзер будут иметь доступ к информации во время анализа данных. По мере прохождения собеседования у вас будет возможность отказаться отвечать на любые вопросы, которые вы сочтете неуместными.

ВРЕМЯ УЧАСТИЯ: Ваше участие займет примерно 60-80 минут.

РИСКИ И ВЫГОДЫ: Ваше участие в этом исследовании несет минимальный риск для вашей личной и профессиональной жизни. Ни в одном отчете об исследовании, полученном в результате этого исследования, не будет указано ваше имя. Все данные, собранные для этого исследования, будут храниться на персональном компьютере исследователя, защищенном паролем. Однако, поскольку во время собеседования вас

будут отвлекать от вашей обычной деятельности, может возникнуть несколько незначительных рисков, связанных со временем, которое вы потратите на собеседование. Основываясь на этих факторах, вы решаете, где и когда назначить собеседование; исследователь сделает все возможное, чтобы соответствовать вашему расписанию. Одним из потенциальных преимуществ является профессиональный рост учителя за счет участия в учебе. Ваше участие в исследовании даст вам возможность оценить свои методы профориентации и, возможно, поможет вам в большей степени реализовать свой потенциал в качестве инструктора. Участие в исследовании не дает никакой материальной выгоды.

ПРАВА УЧАСТНИКА: Если вы прочитали эту форму и решили участвовать в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафных санкций или потери льгот, на которые вы имеете иное право. Альтернатива - не участвовать. Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ: 87478201633, zhanat.ashimkhan@nu.edu.kz

ВОПРОСЫ: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с научным руководителем магистерской диссертации по этой студенческой работе

Доктор GSE, Даниэль Эрнандес-Торрано, daniel.torrano@nu.edu.kz

НЕЗАВИСИМЫЙ КОНТАКТ: Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы по

поводу исследования или ваших прав как участника, пожалуйста, свяжитесь с

Исследовательским комитетом NUGSE по адресу gse_researchcommittee@nu.edu.kz

Заявление о согласии

Исследователь четко объяснил мне общую информацию и цели исследования, а также то, что включает в себя мое участие в этом исследовании. Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любое время и без объяснения причин отозвать свое согласие, и это не будет иметь для меня никаких негативных последствий. Я понимаю, что информация, собранная в ходе этого исследования, будет рассматриваться конфиденциально.

Я готов участвовать в этом исследовании Я не желаю участвовать в этом исследовании

Я хочу, чтобы меня записали на аудио Я не хочу, чтобы меня записывали на аудио

Подпись: _____ Дата: _____

Дополнительную копию этой подписанной и датированной формы согласия вы можете оставить себе.

Appendix C

Coding

Perceptions of career guidance

PCG 1. Positive perceptions

PCG 2. Negative perceptions

Concept of Career Guidance

CCG 1. The experience of teachers in CG

CCG 2. Emphasis on CG and the Importance of CG

CCG 3. Qualifications and Knowledge Needed to provide CG

CCG 4. Skills and Competencies Required to Provide CCG services

CCG 6. Knowledge of Jobs and market

School Psychologists' Role in School

SPR 1. The role (Diagnosis, consultation, Training)
and responsibilities in general

SPR 2. Essential aspects of school Psychologists' work

SPR 3. How people perceive school psychologists

Strategies, Approaches & Resources

SR 1. Approaches and strategies

SR 2. Tools (Tests, exercises, etc)

SR 3. Skills and competencies

Student Information

SI 1. Interests

SI 2. Strengths and talents

SI 3. Motivation

SI 4. Values

Support

S 1. Support from School and Administration

S 2. Support from other teaching staff

S 3. Support from the Government and Ministry

S 4. Material Support provided

S 5. Support needed

S 6. Support from parents

Issues on Career Guidance

ICC 1. Working with Gifted Students

ICC 2. Gender differences

ICC 3. Parents' Role in CG

ICC 4. Teachers role

ICC 5. Friends role

ICC 6. Grandparents role

ICC 7. Challenges and reasons

Category	Theme	Quotations
<p>School Psychologists</p> <p>Role at school</p>	<p>SPR 1:The role (Diagnosis, consultation, Training) and responsibilities, in general</p>	<p>My role in the school as a whole is to advise children. There is a separate consultation in which children sign up in advance to discuss their situations... life problems. This is my main role. (SPR 1) - Participant 1</p> <p>My main responsibilities are diagnostics, observation, interpretation and seminars for students, teachers, as well as for parents (SPR 1). - Participant 1</p> <p>My job is to consult students, parents, teachers and conduct trainings on various topics. My actual job responsibilities are consultations, diagnostics and trainings. (SPR 1) - Participant 2</p> <p>My role is probably to identify possible problems and work on them. If problems come from outside, then process them, talk, analyze,</p>

		educate at workshops and seminars. (SPR 1) - Participant 3
Support	S 1. Support from Administration	<p>I believe that I fully, maximally receive support from the Administration of the school, as well as from teachers. This is that they are open to any ideas. That is, you provide an idea or a project, say how long it will last, what forces and resources are needed. Our administration is always ready to support and help. Has empathy for me as a school psychologist and also for children (S 1) - Participant 1</p> <p>In fact, our school does not pay much attention to the psychologist, but recently we have noticed that our work is going well, buy tests, support our needs (S1) - Participant 2</p> <p>I get support. If necessary. Does as much support as possible when asked. As the saying goes, picking up children after school for a seminar. However, if two events come at the same time, unfortunately, our seminar trainings are transferred to another time, and the second</p>

		<p>event is not often. Sometimes it doesn't happen at all. (S 1) - Participant 6</p>
Issues on Career Guidance	ICC 7. Challenges and reasons	<p>First of all, children often do not want to come to the consultation, there is a stereotype in our country. It is not good to go to a psychologist, it is scary and it is said that sick children with mental disorders go to a psychologist (ICC7).- Participant 2</p> <p>To start talking to a student about career guidance, we need to generally start talking to a student. As I said, we should use tests or interesting seminars there to attract a student to a consultation. They don't come themselves, that is, the majority. Psychology is not as important to students as mathematics, physics, or English. But we ourselves also cannot consult with everyone directly. There are a lot of students, but there are only two of us psychologists. - (ICC7). - Participant 3</p> <p>Diagnostics are old, the university does not provide education in this direction, we find a solution on our own. - (ICC 7) Participant 5</p>