



PROSPECTIVE TEACHERS' AND SCHOOL COUNSELORS' EXPECTATIONS OF MATTERING IN THE SCHOOL ENVIRONMENT: PERCEIVED SUPPORT AND PROFESSIONAL MOTIVATION

Sinem Tarhan

Bartın University, Türkiye
E-mail: tarhansinem@gmail.com

Abstract

Mattering is the personal perception of individuals that they are valuable for others and that they make a difference in the lives of others. Mattering affects the sense of belonging at work, motivation, and job satisfaction. This study aims to determine prospective teachers' and prospective school counselors' expectations regarding the extent to which they will matter to students, parents, colleagues, and administrators after they start working. The study adopted a qualitative approach and was designed as a case study. The data collected from 57 prospective teachers and school counselors from different disciplines were analyzed using the content analysis method. Participants expect to matter as they have an effective teaching and counselling attitude towards their students and as they have good communication with parents. They also expect to matter to their colleagues as they are simply colleagues and work in collaboration, and they expect to matter to their administrators as they have an idealistic learning attitude and contribute to the school. Participants who expect not to matter to students and parents list the reasons as prejudices against their discipline and negative attitudes towards teachers. Similarly, there are also participants who state that they do not matter because of their colleagues' prejudices against their discipline and the indifference of their administrators. The study revealed that the general sense of mattering they feel in the school environment positively affects their professional motivation, and that in case of anti-mattering, they continue their profession by finding alternative routes.

Keywords: expectation of mattering, prospective teachers, anti-mattering, school counselors

Introduction

Choosing a profession is one of the most important decisions an individual ever makes. Teaching is one of the popular professions in Türkiye (The Council of Higher Education [CoHE], 2024). The reasons why prospective teachers choose the teaching profession are commonly grouped into three categories: intrinsic, extrinsic, and altruistic motivations (Kılıç, 2022). Intrinsic reasons include a love of learning and teaching, considering teaching an ideal career, the belief that one has the characteristics required for the profession, and an affection for children. Among the extrinsic reasons are the profession's status, monthly income it offers, working conditions, job security, and its frequent recommendation by others. As for altruistic reasons, the list includes the perception of teaching as a valuable profession, the individual's desire to make a difference in teaching and be a role model, and the need for competent teachers in the education system (Çakmak & Kayabaşı, 2017; Kılıç, 2022; Özsoy et al., 2010; Tünkler, 2021). Another popular profession in Türkiye is psychological counseling. Guidance and psychological counseling (GPC) department is under the roof of the faculty of education in universities, and graduates of this program usually get a job in public schools (Asarlı &

Külahoğlu, 2022; Görgülü & Demirtaş Zorbaz, 2024; Uğur et al., 2023). The graduates work in schools as “school counselors” (Ministry of National Education [MoNE], 2020). The Guidance and Psychological Counseling (GPC) program ranks among the top three choices of students in the university entrance exam. Some students designate the GPC program as their sole preference, and their families often support these decisions (Bacanlı&Aslan, 2020). The reasons for choosing GPC include the compatibility of one’s personality traits with the characteristics required by the GPC program, desire to help people, and the wide range of employment opportunities the GPC program offers. In this context, intrinsic, extrinsic, and altruistic reasons can be listed among the reasons leading students to choose GPC as a profession (Uğur et al., 2023).

One of the factors positively affecting the intrinsic and altruistic motivations of prospective teachers and prospective school counselors is the perception of mattering. Mattering is defined as the feeling that people experience when they feel that others care about them and value their contributions (Rosenberg & McCullough, 1981). Mattering gives individuals a sense of being emotionally and cognitively connected to someone special, makes their lives meaningful, provides them with a purpose, and boosts their psychosocial health (Marshall, 2001). Therefore, mattering is a fundamental need (Dixon Rayle, 2006). An individual evaluates mattering to others by considering four sub-factors; (1) whether their actions are noticed by others (attention), (2) whether others make them feel valued (importance), (3) whether people consider their personal interests when acting (reliance), and (4) whether people are emotionally invested in them (ego-extension) (Rosenberg& McCullough, 1981). Sometimes, even though all of these components are in place, individuals may still feel that they do not matter to others. Therefore, the perception of goodwill in behavior is more important than the actual act of mattering (Elliott et al., 2004). Individuals need to know whether others think about them, care about them, seek their help or advice, or will care about them when needed. While an unfulfilled sense of mattering leads individuals to question their existence (Elliott et al., 2004), fulfilling this need is important for their well-being (Taylor & Turner, 2001).

Teachers face various challenges in the first year of their profession and while developing teaching skills (Çakmak et al., 2018). Novice school counselors who struggle with the challenges of school counseling need support regarding personal and professional aspects. Mattering is relevant for the personal and professional needs of school counselors and therefore deserves an in-depth examination (Curry & Bickmore, 2012). The transition from school to work is a difficult phase in the life of a professional (Öztürk & Yıldırım, 2013). The perception of mattering is important not only for students’ achievement and well-being but also for both in-service (Campbell, 2016) and prospective teachers. Teachers with a sense of mattering feel that they make a difference in the world (Flett, 2018). Studies indicate that teachers whose psychological needs are not met in the school environment experience higher levels of burnout (Van den Broek et al., 2008), while those who are content with their workplace experience higher job satisfaction (Birkholz & Wininger, 2013). It has also been identified that teachers with positive emotions had healthier relationships with principals (Gareis & Tschannen-Moran, 2015), other teachers (Guzman & Viernes, 2005), and students (Klassen et al., 2012). Similarly, Curry and Bickmore (2012) have found that supportive management and collaborative relationships with students and other stakeholders played a key role in making school counselors feel that they matter.

Research Aim

In Türkiye, education faculties offer four-year programs. GPC programs are under the roof of the Faculty of Education. Graduates of the GPC program work as school counselors in schools (Ministry of National Education [MoNE], 2020). All senior students of the faculty of education have internships in schools during the fall and spring semesters. Internship allows

them to put the theoretical information into practice and affects the attitudes and motivations of prospective teachers towards their profession (Şengül Bircan, 2024). During the internship, prospective teachers observe the courses, prepare plans, and teach the courses, and prospective school counselors work in the school GPC service to support the social, emotional, academic, and career development of students. During this process, they gain insights into the school climate, engage in frequent communication with students, and observe the extent to which teachers in their discipline matter to students, parents, other teachers, and administrators. The review of the national literature has revealed that existing studies focus on topics such as self-efficacy beliefs and attitudes toward the teaching profession (Demirtaş et al., 2011), perceptions of communication skills (Pehlivan, 2005), lifelong learning tendencies (Tunca et al., 2015), perceptions of distance education (Başar et al., 2019), and perception of teachers (Atabek-Yiğit & Balkan-Kıyıcı, 2019). However, studies focusing on prospective teachers' perception or expectation of mattering are missing. Similarly, although the national literature has delved into topics such as the self-efficacy perceptions of prospective school counselors regarding GPC services in special education (Derin Kılıç & Er, 2021), professional dedication and regrets (Tunç & Tunç, 2022), emotional awareness levels (Gençtanırım Kurt et al., 2015), and personal inclination to the profession (Korkut Owen & Tuzgöl Dost, 2020a), no study has been conducted on the perception of mattering by prospective school counselors. However, various groups, especially key stakeholders in the field of education, such as students, parents, colleagues, and school administrators, play an important role in shaping teachers' perceived sense of mattering (Gaudreault et al. 2018). Prospective teachers tend to develop a sense of belonging as a result of mattering (Strayhorn, 2012). Similarly, Rayle (2006) has indicated a relationship between school counselors' perception of mattering to others at work and job stress and job satisfaction. Accordingly, understanding prospective teachers' expectations concerning their perceived sense of mattering was considered a significant area of inquiry.

This study has two main objectives:

1. To determine the expectations of prospective teachers and prospective school counselors regarding the extent to which they matter to students, parents, colleagues, and administrators.
2. To determine the views of prospective teachers and prospective school counselors regarding how their expectations of mattering by school stakeholders affect their professional motivation.

Research Methodology

Model

This study was conducted to determine the expectations of prospective teachers and prospective school counselors regarding the extent to which they matter to stakeholders in the school environment and how these expectations may affect their professional motivation. The study used a case study design, one of the qualitative research methods. Qualitative research aims to observe phenomena in their natural environment and to present the findings in a holistic way, without distortion (Yıldırım&Şimşek, 2013). A case study examines what is actually happening in the environment, collects and analyzes data systematically, and presents the results (Davey, 2009). Prospective teachers and prospective school counselors made observations and practices in different schools for two semesters and had observations regarding their relationships with stakeholders in the school. Based on these experiences, they have developed an expectation regarding how mattering or anti-mattering they perceive in their relationships with stakeholders in the school environment as teachers/school counselors may affect their professional motivation. The study attempted to determine these expectations in detail by using a semi-structured questionnaire.

Study Group

The study group consisted of volunteer senior students enrolled in a teacher training program at a university in the Western Black Sea Region, all of whom had completed the “School Practices” course. Maximum variation sampling, one of the purposive sampling methods, was used to form the study group. To achieve maximum variation, the views of students from all teacher training programs were included in the study. 60 prospective teachers and school counselors volunteered to participate in the study; however, the answers of 3 students (male GPC, female Science, male Physical Education) were found insufficient in the initial analysis and excluded, reducing the number of participants to 57. The participants were initially coded according to their disciplines (e.g., English Teaching, GPC), and then by gender (female-F, male-M).

Characteristics of the prospective teachers and school counselors included in the study group are presented in Table 1.

Table 1
Characteristics of the Participants

Variable		<i>n</i>	%
Sex	Female	35	61
	Male	22	39
Department	Science	9	16
	Mathematics	6	11
	Turkish	3	05
	GPC	10	18
	Social Sciences	7	12
	English Teaching	5	09
	Physical Education	7	12
	Islamic Studies	7	12
	Art	3	05
	Total	57	100

When Table 1 is examined, it is seen that 32 out of 57 participants are female (61%), and 22 are male (39%). 9 (16%) of the participants study Science, 6 (11%) study Mathematics, 3 (05%) study Turkish, 10 (18%) study Guidance and Psychological Counselling, 7 (12%) study Social Sciences, 5 (9%) study English Teaching, 7 (12%) study Physical Education, 7 (12%) study Islamic Studies, and 3 (05%) study Art.

Data Collection Tool

Four items of the School Counselors Mattering Scale (SCMS), developed by Dixon-Rayle (2006), regarding students, parents, other teachers, and administrators, were adapted into open-ended questions. In addition, a five-item interview form was developed by adding another question not included in the SCMS. The scale items did not include a statement specifically aimed at determining the school counselors' perception of mattering. Therefore, the scale items were formulated as open-ended questions and were used to determine all prospective teachers' and prospective school counselors' perception of mattering. A consent form was included on the

first page of the data collection tool. The form introduced the purpose of the study, clarified that the study was unrelated to participants' courses, and that participation was entirely voluntary.

To evaluate the relevance of the questionnaire for the purpose of the study, a GPC specialist and an Assessment and Evaluation expert experienced in qualitative studies were asked for their opinions. This process aimed to ensure the internal validity of the study (Yıldırım & Şimşek, 2013). A pilot study was conducted with two volunteer students from different departments (Mathematics and GPC) to test the comprehensibility and relevance of the questions. In the pilot study, the students stated that they found the questions clear and understandable but recommended that the purpose of the study be explained in the consent form, and that a reminder be included to ensure that participants do not take the questions personally but respond from the perspective of their discipline. In line with this feedback, the questionnaire was finalized, and the actual study was conducted.

Data Collection

First, ethical approval was obtained from the Social and Human Sciences Ethics Board of the university where the researcher was employed. Then, upon approval of the course instructors, classes were visited, students were introduced to the study and informed about its purpose and scope. Open-ended questions, turned into a Google form, were shared with the students through class representatives and academic advisors of the courses. Students volunteering to participate in the study were asked to answer the questions. They were asked to read the questions carefully and answer them sincerely and clearly. Participants were able to proceed to the questions after approving the voluntary participation statement on the first page of the Google Form. No personal information other than their gender and department was requested. It was clearly stated that their participation in the study or their withdrawal from it would not affect their courses or course grades. The data was collected in May-June 2024. The data collected are kept in line with the principles of research ethics.

Data Analysis

The data were analyzed using the content analysis method, which determines the frequency of written and spoken expressions in accordance with the guidelines prepared (Aziz, 2011). It aims to capture the concepts that will describe and explain the data collected. Accordingly, first the data is coded and conceptualized, then the relationships between these codes are identified and themes are created, and finally the findings are interpreted (Yıldırım & Şimşek, 2005). The data analysis of the study was carried out by two independent experts experienced in the qualitative study process. The codes and themes independently generated by the experts were compared, and a consensus was reached on the common codes and themes. Inter-coder reliability was calculated using Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$), and the reliability coefficient was found to be .85.

Guba and Lincoln (Guba & Lincoln, 1981; Lincoln & Guba, 1985 as cited in Spencer & Ritchie, 2012) emphasized the need for credibility in qualitative research and identified four basic criteria, namely credibility, reliability, confirmability, and transferability. Creswell (2018) also stated that methods such as long-term interaction, peer review, and triangulation contribute to the credibility of qualitative research. The extension of the interaction between the researcher and the data source over a long period of time increases the credibility of the research data (Yıldırım & Şimşek, 2013). Since the researcher visited the classes and provided information about the research process while teaching in teacher training departments, it can be stated that the researcher and the students had a longitudinal relationship in this study. In addition to the researcher, the data were examined and analyzed by another expert, thus ensuring a peer review. Samples from the participants' views were presented to ensure credibility.

Research Results

In Table 2, the expectations of participants regarding the extent they matter to their students were grouped under three themes: participants matter to students, participants do not matter to students, and participants partially matter to students.

Table 2

The Expectations of Participants Regarding the Extent They Matter to Students

Theme	Sub-theme	<i>n</i>	<i>f</i>
Matter	Effective teacher	30	ENGM2, ENGF2, ISM4, ISF7, ISM6, ISF8, PEF9, PEM9, PEM10, PEF11, PEF12, MF13, MM11, MM13, SSF15, SSM14, SSM16, GPCM16, SF21, ArtM20, GPCF24, SF26, SF27, GPCF28, SF30, SF31, SF32, SM21, SM22, SSF33
	Discipline is important	10	ENGF1, TF6, PEM8, PEF10, MF14, GPCM17, GPCF18, GPCF19, GPCF20, GPCF23
	Teacher	3	ISF5, ISM7, MF25
	Young teacher	2	MM12, PEF17
Do not matter	Discipline	4	GPCM19, ArtF22, SSF34, ArtF35
	Attitude towards teacher	2	ENGM1, ENGF3
Partially matter	Inexperienced teacher	1	TM3
	Student profile	3	TF4, ISM5, SF29
	Discipline	3	SSF16, GPCM18
Total		57	

ENG: English, T: Turkish, IS: Islamic Sciences, PE: Physical Education, Art: Art, M: Mathematics, S: Science, GPC: Guidance and Psychological Counselling, SS: Social Sciences

Under the theme of “participants matter to students”, 30 participants stated that they would matter because of their effective teaching attitude, 10 participants stated that their discipline is considered important by students, 3 participants stated that they would matter as they are colleagues, and two participants stated that they would matter because they are young teachers. Under the theme of “participants do not matter to students”, 4 participants stated that their discipline is not considered important. Two participants stated that they would not matter because of the attitude towards the teacher. Under the theme of “participants partially matter to students”, three participants stated that they have such an expectation because of their student profile and discipline, and one participant stated that he/she has such an expectation because they are considered inexperienced.

Examples of participants' views that they matter to students are presented below.

- I think I will be highly valued because the methods I use during my courses will draw my students' attention, and my interaction with them will be positive (SF21).
- Since my discipline is mathematics, and it is an important course, I expect students to value me highly (MF14).
- I am aware that my profession has been gaining importance recently. I have also seen that school counselors are highly valued by students in the places where I had my internship and that students visit their school counselors freely (GPCF19).
- Due to my discipline, I think I will be valued the most compared to other disciplines because Turkish is a course that students will use throughout their lives, whether in school or at work. It is also the course with the highest weight in exams and where the highest threshold is set to pass the course (TF6)
- I will be highly valued. Because children are always very interested in sports (PEM8)
- Considering that teachers are role models, I expect to be highly valued because we are even the heroes of some students (SF27)

Examples of participants' views that they do not matter to students are presented below.

- I think I will matter very little. Because respect for teachers is decreasing day by day, and students no longer respect teachers (ENGM1)
- Students generally value teachers of basic subjects more. Since they do not care much about English and most students will not be asked to answer English questions in the university exam, I can say that they do not value their teachers at all (ENGf3)
- As a social sciences teacher, I do not think we will matter a lot, the reason for this is my observations... They care more about subjects like mathematics and Turkish (SSF34)
- I think I will be considered as teaching a "useless subject" for students who are not interested in art. When I think back to my youth, art courses were considered fun in primary school and an easy way to earn grades in secondary school. I studied fine arts in high school, but if it had been in another high school, it would be a course used to do a test (ArtF35).

Examples of participants' views that they do partially matter to students are presented below.

- I do not think we will matter at all to students when we start working as they consider us inexperienced (TM1)
- I do not think they will value us a lot as I am not a math or science teacher (SSF16)
- I do not think we will matter at all. Teachers and psychological support staff do not matter at all in our country (GPCM19).

Table 3

The Expectations of Participants Regarding the Extent They Matter to Parents

Theme	Sub-theme	<i>n</i>	<i>f</i>
Matter	Communication with parents	15	ENGM2, ISM7, PEF9, PEF10, PEM9, PEF11, PEF12, MF13, SSF15, SSM14, SSM15, GPCM16, ArtM20, SF26, SF31
	Conscious parent	10	TF4, GPCM17, GPCF18, GPCF 23, MF25, FF27, GPCF 28, SF30, SM22, SSF34
	Discipline is important	8	ENGf1, ENGf3, TF6, MM13, MF14, GPCM18, SF29, SF32
	Impact of the student	6	ENGf2, PEM10, GPCF20, SF21, GPCF 24, SM21
	Teacher	2	SSM4, SSF5
Do not matter	Discipline	5	PEM8, SSF16, GPCM19, SSF33, ArtF35
	Attitude towards teacher	2	ENGM1, GPCF19
	Inexperienced	2	TM3, ISF7
Partially matter	Attitude of parents	4	ISM6, ISF8, MM11, SSF17
	Discipline	2	ArtF22, ISM5
	Student profile	1	MM12
Total		57	

As it is observed in Table 3, the expectations of participants regarding the extent they matter to parents were grouped under three themes: they matter to parents, they do not matter to parents, and they partially matter to parents. Under the theme of “they matter to parents”, 15 participants stated that they would matter as they would have good interaction with parents, 10 participants stated that they would matter as parents are conscious, 8 participants stated that they would matter as their disciplines would be considered important by parents, 6 participants stated that they would matter due to impact of students and two participants stated that they would matter simply because they are colleagues. Under the theme of “they do not matter to parents”, 5 participants stated that their disciplines would be considered unimportant, and two participants stated that they would not matter as they would be considered inexperienced and because of their attitude towards teachers. Under the theme of “they partially matter to parents”, 4 participants expected that they would matter partially because of parents’ attitudes, 2 participants stated that they would matter because of their disciplines, and one participant stated that he/she would matter partially because of the student profile.

Examples of participants’ views that they matter to parents are presented below.

- Parents generally have little contact with teachers, but when they do, they will respect me and value my ideas thanks to my sincerity and good communication skills (ENGM2)
- I think I will matter a lot to parents. Because I will be the person students can talk to about their psychological mood and academic success (GPCM18)

- I think English teachers are highly valued by parents. Every parent wants their child to learn English more or less and improve themselves in terms of language. For these reasons, they value the contribution of English teachers to students (ENG3)
- I expect to be valued at least to the extent of the positive relationship between me and my students (SM21)
- I think I will matter greatly to parents. Since science is an important subject for high school and university entrance exam, parents value this subject (SF32)

Examples of participants' views that they do not matter to parents are presented below.

- Parents do not value at all as they consider physical education course useless (PEM8)
- Except for conscious parents, it is always considered an unnecessary course. It is inevitable for me to see reactions such as “will they grow up to be artists, what’s the point of drawing pictures”, and “how can such a nonsense course have grades” if a student gets low marks (ArtF35)
- I think parents see themselves as superior to teachers. Therefore, I think many of them will not value [us](GPCF19)
- Parents may consider me inexperienced because I am a new graduate. They may not value [us] much (ISF7)

Examples of participants' views that they partially matter to parents are presented below.

- I am not sure. The reason is that there are various types of parents (MM11).
- I think I will partially matter to parents. Social sciences course is not valued as much as mathematics or Turkish (SSF33).
- We are followed closely by some conscious parents, but in general, numerical and verbal courses have priority in Turkish society (ArtF22).
- I think we will matter in proportion to the needs of the students. Parents of students who do not have expectations and desires will not value us at all, and we may not have much contact (MM12).

Table 4

The Expectations of Participants Regarding the Extent to Which They Matter to Other Teachers

Theme	Sub-theme	<i>n</i>	<i>f</i>
Matter	Colleagues	13	ENGM1, ENGM2, ENGF2, ENGF3, ISM4, ISF5, TF6, PEM8, MM12, SSF16, ArtF22, SM21, PEF33
	Collaboration	13	ISM6, PEM9, PEM10, PEF12, SSF15, SSM14, GPCF19, TF4, GPCF20, ArtM20, SF26, GPCF28, SM22
	Effective teacher	4	ENGf1, PEF9, SF21, GPCF24
	Workload	3	TM3, PEF34, PEF11
	New appointment	1	MF14
Do not matter	Prejudice	2	PEF10, GPCF23
Partially matter	Attitude	8	SSM15, GPCM19, SF30, SF31, ArtF35, SF1 MF13, GPCM17
	Prejudice	5	GPCM16, GPCM 18, MM11, MF25, MM11
	Inexperienced	3	SSF7, MM13, SF29
	Routinization	2	SSF17, SF27
	Collaboration	1	ISM5
OTHER		2	SF32, ISF8
Total		57	

When Table 4 is examined, it is seen that the participants' expectations of mattering to other teachers were gathered under four themes as they matter to other teachers, they do not matter to other teachers, they partially matter to other teachers, and other. Under the theme of "they matter to other teachers, 13 participants stated that they expect to matter because they are colleagues, 13 participants stated they expect to matter as they will collaborate, 4 participants stated that they expect to matter as they will be effective teachers, 3 participants stated that they expect to matter as they will share the workload of other teachers and one participant stated that he/she expects to matter since they will be newly appointed. Under the theme of "they do not matter to other teachers", two participants stated that they think they will not matter because of prejudices. Under the theme of "they partially matter to other teachers", 8 participants stated that they expect to matter partially because of attitude, 5 participants stated that they expect to matter partially because of prejudice, 3 participants stated that they expect to matter partially because of inexperience, 2 participants stated that they expect to matter partially due to routinization of meeting new teachers and one participant stated that he/she expects to matter partially as they will collaborate. The opinions of two participants could not be put under any theme and therefore were designated as "other". Examples of participants' views that they matter to other teachers are presented below.

- Everyone is valuable regardless of their discipline, and everyone cares about each other (SSF16).
- Teachers from other disciplines have repeatedly stated that they have difficulty with changing student profile. They need us for collaboration. Therefore, I think 90% of them will value [us](GPCF19).
- I think that I will matter greatly as I am competent in my profession (SF21).
- I think that I will matter not only because I have mastered the foreign language, but also because of my skills in the field of education and my commitment to self-improvement (ENGF1).
- I think that we will have a heavier workload compared to other teachers in the school and that we will become individuals who take on the work of teachers in a way (TM3).

Examples of participants' views that they do not matter to other teachers are presented below.

- If you are different, you are not loved (PEF10)
- Because even while we were studying at university, our friends in other departments had a negative attitude towards school counselors. Everyone thought that standard counselors do nothing in their offices, and the number of these people is quite high, and when these people start working in schools, their perspectives will not change (GPCF23).

Examples of participants' views on the fact that they partially matter to other teachers are presented below.

- I think we will be a bit excluded, especially by teachers who are close to retirement (MM13)
- I would say half and half. Generally, other than the group teachers, other teachers do not care much about each other (SF31)
- I do not think I will matter a lot to the other teachers at school. They may be prejudiced because I am newly appointed (ISF7)
- I know that other subject teachers have negative perceptions about school counselors. For this reason, I do not think I will matter a lot (GPCM18)
- I think I will matter partially because of the possibility that teachers may consult me to understand children (ISM5).

Table 5

The Expectations of Participants Regarding the Extent They Matter to Their Administrators

Theme	Sub-theme	<i>n</i>	<i>f</i>
Matter	Idealist teacher	17	ENGf1, ENGM2, ENGf2, ISM4, TF4, ISM7, PEM10, PEF11, MF13, MM12, SSF15, SSM15, SF21, GPCF24, MF25, SF26, SF31
	Contribution to school	10	ISM5, ISM6, PEM8, PEM 9, GPCM16, GPCF19, GPCM 18, ArtM20, GPCF28, SSM34
	Discipline is important	8	TF6, SSF7, MM11, MF14, GPCM17, GPCF20, GPCM19, ArtF35
	Colleagues	7	ENGf3, ISF5, ISF8, PEF16, ArtF22, SM22, SSF33
	Empathy	3	ENGM1, MM13, SSF17
	Workload	3	TM3, SSM14, GPCF23
Partially	Indifference	3	SF27, SF30, PEF9,
	Inexperienced	1	SF29
	Prejudice	1	GPCF18
Other		4	PEF10, PEF12, SF32, SM21
Total		57	

It can be observed in Table 5 that the expectations of the participants to matter to their administrators were gathered under three themes: they matter to administrators, they partially matter to administrators, and other. Under the theme of “they matter to administrators”, 17 participants stated that they expect to matter as they are idealistic, 10 participants stated that they expect to matter since they will contribute to the school, 8 participants stated that they expect to matter as their discipline is important, 7 participants stated that they expect to matter as they are colleagues and 3 participants stated that they expect to matter because of empathy and as they share the workload. Under the theme of “they partially matter to administrators”, 3 participants stated that they have low expectations of mattering because of administrators’ indifference, and 1 participant stated that they have low expectations of mattering because of their inexperience and others’ prejudices. The views of 4 participants could not be included in any theme and were designated as “other”. Examples of participants’ views that they matter to their administrators are presented below.

- I think they will care about me 80% of the time. I am both hardworking and disciplined. I quickly adapt, so I do not think I will have a problem (SSF15).
- I hope they will take a new teacher seriously when he/she is idealistic and tries to do his/her job (MF25).
- The administrators will value me a lot because it is very important for them to take the school’s sports success to the next level (PEM8).
- Maybe it may differ due to the weight of the course or the course for which the student is held responsible in central exams (TF6).
- I think the administrators’ views are the same as the teachers’, that is, they care about my discipline as much as they care about other teachers (ENGf3).

- My administrators will care about me just like my other colleagues. I do not think that they will have a preference for certain subjects (SSF33).
- I think that administrators will be more careful because they are experienced (MM13).

Examples of participants' views that they partially matter to their administrators are presented below.

- When I am assigned as a science teacher, I do not expect to matter much to the administrators, as the majority have the attitude of "Just do your job, do not bother me" (SF30).
- Because I think some administrators consider it a useless profession (GPCF18).

Table 6
Views of the Participants on How This Expectation of Mattering Affect Them

Theme	Sub-theme	<i>n</i>	<i>f</i>
Mattering	Professional motivation	29	ENG1, ISM3, ISF5, ISF7, ISM6, ISF8, PEF9, PEM8, PEM9, PEM10, PEF11, PEF 12, MF13, MF14, SSF16, SSM14, SSM15, GPCM16, GPCM19, ArtM20, GPCF23, GPCF24, SF26, SF27, GPCF 28, SF32, SM21, SM22, SSF33
	Personal development	2	ENG1, SF21
	Productivity at work	2	TM3, SSF15
	Job satisfaction	1	GPCF19
Anti-mattering	Alternative route	8	TF4, MM11, SSF15, GPCM16, MF25, SF30, SSF34, ArtF35
	Negative feelings	6	ENGM1, MM12, ArtF22, ArtF35, GPCF 24, GPCM18
	Demotivation	4	ENGM2, SSF17, GPCF18, SF29
	Undermined ideals	4	ENGM2, ENG3, TF6, ISM7
	Decrease in productivity at work	2	ENG2, SSF15
Other		5	ISM5, PEF10, MM13, GPCM17, SF31
Total		63	

In Table 6, how the participants' expectations of mattering affect them were grouped under three themes: they matter, they do not matter, and other. Under the theme of mattering, 29 participants stated that mattering would increase their motivation for their profession, 2 participants stated that it would enhance their personal development and productivity at work, and one participant stated that it would increase their job satisfaction. Under the theme of "anti-mattering, 8 participants stated that they would find an alternative route, 6 participants stated that they would experience negative feelings, 4 participants stated that they would be demotivated, and their ideals would be undermined, and 2 participants stated that they would experience a decrease in productivity at work. The opinions of 5 participants were designated as "other". Examples of views on how expectations of anti-mattering affect participants are presented below.

- Mattering to various stakeholders can positively affect my work and help me create a more successful educational environment (PEM9)
- Seeing that my work is valued affects my motivation for the job and increases my job satisfaction (GPCF19)

Examples of views on how expectations of not mattering affect participants are presented below.

- When I face these problems, I will solve them in the best way possible and move forward because I value and love this profession. That's why I will not give up (SSF15)
- However, I am aware that there will be times when I am not taken seriously. This will not demoralize me. As a workaholic, I will embrace my profession with all my heart and fulfill my duty in the most correct way (GPCM16).
- Whenever I am not taken seriously, this may affect me negatively, but since this will not continue like this, I can also find ways to get motivated (TF4).
- The biggest factor in choosing this profession was my fondness of students and being able to establish a good relationship with them. However, realizing how little I matter to the students and other teachers in my field makes me question whether I made a mistake by choosing this profession (ENGf3).
- Frankly, even the thought of not being taken seriously scares me because the possibility that a job that you will do for the rest of your life is not taken seriously will eventually make you lose interest in the profession (TF6).

Discussion

In Türkiye, prospective teachers and prospective school counselors have internships in schools during the last year of their education. The aim of this study was to determine the expectations of prospective teachers and prospective school counselors regarding the extent to which they matter to their stakeholders in schools based on the impressions and experiences they have gained during their internships and how these expectations affect their professional motivation. The study was designed employing a qualitative method, and data from 57 participants were analyzed.

Mattering to Students

The participants were asked about their expectations regarding the extent to which they would matter to students. The participants stated that they would matter to students because of their effective teaching attitude, the importance students attach to their subject areas, and simply because they are colleagues. The participants who described themselves as having an effective teaching attitude stated that they would use a variety of methods and techniques in their lessons, teach in line with the principle of learning by doing and experiencing, master technology, excel in classroom management, and have good interaction with students. Studies have shown that in addition to transferring knowledge, teachers are expected to perform various tasks such as utilizing technology, being open to cooperation, working with children with special education needs, and contributing to school management (Alp & Levent, 2020; Göker & Gündüz, 2017). The characteristics that an educator should have for effective classroom management and healthy communication are listed as personality traits such as patience, tolerance, friendliness, and professional skills such as communication skills, eagerness to learn, and research skills (Duman & Taş, 2021). It is vital that prospective school counselors have strong communication

skills, love helping people, have high self-awareness, are psychologically healthy, are open to differences/innovations, and are committed to ethical principles (Korkut Owen & Tuzgöl Dost, 2020b). It can be said that prospective teachers and prospective school counselors think that they can live up to these expectations with the knowledge they have gained and thanks to the internship they have completed. This study revealed that the professional attitudes of prospective teachers from different disciplines and prospective school counselors were strong, which can be interpreted as their satisfaction with the education they received, that they can use the knowledge and skills they have acquired during an internship, and that their self-efficacy and self-confidence are high.

Prospective teachers who consider their subject area important emphasized the importance of knowing a foreign language. Participants from Turkish, Mathematics and Science disciplines mentioned the fact that their courses had more weight in exams. Participants from Physical Education and psychological counselling highlighted the students' interest in sports and the increasing importance attached to mental health. Those who emphasized being colleagues and being young teachers, believe that they can serve as role models and understand students more easily as their ages are closer to those of the students. Findings supporting this result have been reported by the studies conducted with prospective teachers from various disciplines. It has been revealed that prospective teachers of physical education, music, art, and social sciences have more positive attitudes towards the teaching profession compared to those in other disciplines (Sandıkçı, 2021). It is also observed that Turkish prospective teachers attribute high value to the teaching profession and have positive and high expectations of being successful in practicing the profession (Zırın, 2023). In Türkiye, it is required to take an exam to study in high school (MoNE, 2014) and at university (ÖSYM, 2011). In order to be successful in exams, it is necessary to be successful in Turkish, Math, and Science courses. Furthermore, Turkish is a must course in secondary schools to pass to the next grade (MoNE, 2014). Therefore, prospective teachers in the fields of Turkish, Math, and Science expect to matter due to the exam system applicable in the country. It can be stated that the increasing dominance of English in daily language, the widespread use of technological tools, and the interest in physical education and sports due to the perception of sports as a profession as well as the successes in various sports disciplines, have strengthened the participants' expectations that their disciplines are valued. Prospective school counselors may think that their field of expertise is valued due to the increasing number of students seeking support from mental health specialists for problems such as adolescence-related challenges, exam anxiety, loneliness, and bullying.

Participants with the expectation of not mattering or partially mattering listed their reasons as their subject areas being considered unimportant, negative attitudes towards teachers, student profile, and being perceived as inexperienced. Prospective teachers and prospective school counselors stated that their expectations of mattering are low due to the decrease in societal respect for the teaching profession, students' lack of respect for teachers, being considered inexperienced, teaching subjects not included in the exam (English, Art), teaching verbal courses described as boring (Social Sciences) and the prejudices against those providing psychological services. This finding is supported by several studies in existing literature. A study conducted with teachers has demonstrated that respect for teachers decreased in society in recent years due to reasons such as laws and regulations, families, politicians, school administration, teachers, development of technology, and changes in the value judgments of society (Külünkoğlu, 2017). It has also been emphasized that students' learning behaviors, moral values, and views on social rules have changed due to the frequent use of digital tools, with these changes being largely negative (Alp & Levent, 2020). It can be stated that the value attributed to schools and teachers has decreased in line with technological advancements and changes in society's core values, and that students have also been affected by this process. Another factor that negatively affects prospective teachers' expectations to matter is exams.

High school and university entrance exams are students' primary concern. Exams have fostered a competitive culture, bringing individualism to the fore (Keskin, 2012). This situation can be interpreted as students attaching more importance to the courses with more weight in the exams and to the teachers teaching these courses.

Mattering to Parents

The expectations of the prospective teachers and school counselors regarding the extent to which they matter to parents were asked. Participants expected to matter to parents because they would have effective communication with them and be valued by those who prioritize education and who regularly monitor their child's adaptation and success. They also expected to matter to parents because of their good interaction with students. The majority of prospective teachers believed that they would establish healthy communication with parents, and that they would deal with parents who considered learning a foreign language important, valued Math and Science courses due to their greater weight in exams and children's social and emotional development are regarded as equally important as their academic development. During their internship for a year, prospective teachers observed communication between parents and teachers and attended parent-teacher meetings. It can be stated that they expect to matter as a result of these experiences. On the other hand, prospective school counselors expressed their expectation to matter to parents due to their ability to establish effective communication with parents, the importance of their discipline, the belief that their quality communication with students would positively influence parents' views, as well as the expectation that they would matter especially to conscious parents. Parents are increasingly facing challenges in raising their children and seek support from school counselors to address these problems and support their children's adaptation. In this context, it can be inferred that prospective school counselors expect to matter to parents.

Those who expected not to matter or to partially matter to parents stated that their expectations resulted from their discipline being considered unimportant, negative attitudes towards teachers, their lack of experience, and the student profile. Especially prospective teachers of physical education, arts and social sciences noted that parents would be prejudiced against their disciplines and attach more importance to Math and Science courses due to their greater weight in exams. Moreover, they expected not to matter due to the changing parent profile, some parents' perception of being superior to teachers or viewing them as inexperienced, along with the fact that the parents of students with no academic goals and intention to study would not attend meetings with teachers or show concern for the educational process. This finding is consistent with the other findings in literature. The status of teachers in society is determined by factors such as teachers' salary, whether this salary is fair or not, how much parents want their children to be teachers, respect for teachers, and the degree of trust the society has in education systems (Varkey GEMS Foundation, 2013). The majority of prospective teachers think that the teaching profession is not respected by society (Polat et al., 2015). In a study conducted by the Varkey Foundation, data from 2013 were compared with data from 2018, and it was identified that Türkiye ranked third among the countries where teachers experienced the greatest decline in status over the past five years (Euronews, 2018). Teachers believe that since 2005, parents have increasingly interfered in the functioning of schools, become overprotective, glorified themselves through their children, acted inconsiderately, and shown less trust in teachers (Ünsal et al., 2022). In societies that prioritize material income and status over education and fail to respect expertise, education and educators do not get the value they expect. At the same time, the lack of awareness among parents makes it difficult to show teachers the respect and value they deserve. Some prospective teachers stated that they did not matter as their discipline was not considered important by students and parents. Studies have shown that subject areas had

different status levels in the professional environment of schools (Kougioumtzis et al., 2011). Non-exam subjects have a low status within the education system; thus, it can be assumed that they are essentially outside the central functioning of the school (Hendry, 1975, p.6, cited in Kougioumtzis et al., 2011). In some schools, physical education courses and teachers are defined as less important or marginal to the main purpose of the school (Gaudreault et al. 2018). While disciplines that require mental effort, such as mathematics and science, are considered more academically challenging, subject areas such as physical education, arts, and music are structured as less challenging and considered insignificant in terms of the primary mission of the school (Richards et al., 2014). When exam success is the key focus, students are steered towards Math and Science courses. It is not unusual in schools that almost no time is allocated to courses that support students' physical and spiritual development, such as art, music, and physical education. It can be inferred that this situation causes parents to prioritize courses and teachers according to their importance.

Mattering to Other Teachers

The study addressed prospective teachers' expectations regarding the extent to which they would matter to other teachers. Participants stated that they expected to matter to their colleagues simply because they would be colleagues, collaborate, become effective teachers, share the workload, and be newly appointed. Evidence from the literature supports this finding. The feeling of mattering is one of the main factors in reducing the feelings of marginalization (Richards et al., 2017). The acceptance of a newly appointed teacher by colleagues at school will lead them to see themselves as individuals and professionals, fostering a sense of belonging to the school (Özgan, 2013). Teachers working in the same school are colleagues who aspire to achieve the goals of the same organization in the same context (Van Maele & Van Houtte, 2009). Solidarity among teachers is defined as teachers from different generations coming together and contributing to each other's professional development. Teachers feel stronger when they are supported by their administrators and colleagues (Sağlam, 2024). In fact, it has been identified that collegiality is important for school counselors, who provide mental health services, to cope with psychological problems such as stress and burnout (Çoban, 2005). Some of the benefits of collegiate learning are listed as learning new methods and techniques, sharing experiences, collaboration, support, motivation, self-awareness, and gaining different perspectives (Yeşilyurt & Göksoy, 2023). This study revealed that prospective school counselors' expectations to matter focused on collaboration with colleagues. Delivery of effective and efficient mental health services in schools is possible if all stakeholders, especially teachers, believe in the importance of GPC services and work in collaboration. This is considered a key factor in the expectations of prospective school counselors to matter to their colleagues. When prospective teachers matter to colleagues, it ensures the exchange of professional knowledge and skills. It also makes it easier to overcome possible challenges in the early days of teaching. Prospective teachers in the study expected to matter to their colleagues in schools where they would work and have a positive relationship with others. This can be interpreted as an indication that prospective teachers experienced cooperative school environments during their internship.

Participants who stated that they would not matter or would partially matter to other teachers cited prejudices, negative attitudes, being perceived as inexperienced, and the routinization of meeting new teachers as the reasons. Especially, prospective physical education teachers and school counselors mentioned that their colleagues may have a prejudiced attitude. The existing body of literature supports this finding. In studies conducted with school counselors, insufficient cooperation between teachers, ineffective teaching approaches, unrealistic expectations and perceptions of teachers (Yorğun, Mert, & Köksal, 2019), and teachers not providing sufficient support for guidance services (Tuzgöl Dost, 2020) have been listed among

the problems experienced in schools. In addition, school counselors sometimes face difficulties or prejudices because they do not teach a course like other teachers (Kurnaz & Bozkurt, 2022). Physical education teachers also face challenges in the field of education (Richards et al., 2023) and feel the need to constantly prove themselves when they compare their performance to that of other teachers in the school (Richards et al., 2018). Participants from all disciplines had an expectation that teachers close to retirement would not value young teachers and that, other than group teachers, teachers would not value each other and new teachers. However, education is a process in which all teachers must work with a common understanding and in collaboration. The lack of common understanding and collaboration makes it difficult for teachers to feel a sense of belonging to the school and to work for its common goals.

Mattering to Administrators

The study addressed on the expectations of the prospective teachers and prospective school counselors regarding the extent to which they would matter to their administrators. The participants stated that they expected to matter because they were idealistic teachers, would contribute to the school, serve as colleagues, share the workload with empathy, and because of the importance of their discipline. The prospective teachers defined an idealistic teacher as someone who was hardworking, disciplined, easygoing, someone who performed their job properly, was open to development and learning, respectful, cooperative, committed to professional ethics, and contributed to the school's and student success. They believed that they could contribute to the school by directing students to sports activities, enhancing student success, and working in collaboration with administrators to solve the problems of the students. Prospective Turkish teachers expected that their courses would be valued because of their involvement in organizing school activities, while prospective math and science teachers expected that their courses would be valued because of their weight in exams. Prospective physical education teachers expected that their courses would be valued as they would prepare students for sports competitions, and participants in the GPC discipline expected that their discipline would be valued as they would try to solve students' problems. All prospective teachers and prospective school counselors believed that their administrators would approach them with empathy and value them because they had once been teachers themselves. Similar findings have been reported in the literature. Prospective teachers expect their administrators to engage in healthy communication with them, protect their rights, share their feelings (Özgan, 2013), value their opinions, get to know them, and encourage collaboration among teachers (Yeşilbaş Özenç & Başaran, 2024), as the perceived support of administrators can have a positive or negative effect on employee motivation (Yıldız, 2021). It can be stated that prospective teachers who believed they would contribute to the school had a high perception of mattering in this study. In addition, prospective teachers had the perception that they would matter when they could engage in healthy communication with their administrators and share their problems.

Participants with the expectation to matter partially stated that their expectations of mattering were low due to the indifference of administrators, being seen as inexperienced, and facing prejudices. Similar findings have been reported in the literature. In a study conducted by Kurnaz (2023) in which he examined the mutual expectations and problems of school counselors with school administrators, teachers, and parents, it was found that school counselors valued interaction and cooperation and believed that negative attitudes and prejudices should be changed. Similarly, unrealistic expectations of administrators towards school counselors/guidance teachers (Yorğun et al., 2019) and inadequate support (Tuzgöl Dost, 2020) were mentioned among the problems. Young teachers may feel that they do not matter to their administrators due to factors such as the large number of teachers in the school, employment of teachers with different statuses (e.g., permanent, contracted), administrators' indifference, and prejudices against some disciplines.

General Expectation of Mattering

The study also addressed how the value they expected in the school environment would affect prospective teachers and prospective school counselors. Participants stated that mattering would increase their motivation, personal development, productivity, and job satisfaction. Self-determination theory suggests that when people's basic psychological needs are met, their psychological health will improve, and symptoms of depression, anxiety, and somatization will decline (Ryan et al., 2008). Mattering is a basic need and enhances individuals' well-being. Teachers' perceived success or failure is usually based on the strength of their relationships with students and their ability to guide students throughout the learning process. When teachers feel that they matter to their schools or students, they see their relationships, and therefore themselves, as successful (Campbell, 2016). Uras and Kunt (2006) have found that education faculty students are optimistic about their professions and hope that their expectations regarding "being proud of the profession" and "enjoying the work done" will be met at a high level.

The majority of prospective teachers and school counselors stated that, in the case of anti-mattering, they would find an alternative route without giving up and developing negative feelings, while some noted that they would experience negative feelings, become demotivated, have their ideals undermined, and see a decline in productivity. These findings are consistent with those reported in the literature. Job satisfaction affects the emotional and physical well-being of individuals (Ducharme & Martin, 2000). Studies show that if prospective teachers' expectations from the profession are not met, their motivation and productivity may decline (Uras & Kunt, 2006). Kılıç (2022) has identified three sub-themes under the main theme of future expectations from the profession, namely professional, social, and economic expectations. Professional expectations are listed as professional development, work environment, academic progress, raising well-equipped students, and passion for the profession. Social expectations include shaping the future, social status and healthy communication, and economic expectations include salary. If some of these expectations are not met, individuals may perceive that they do not matter, and therefore, they may experience professional dissatisfaction and unhappiness. One of the most significant findings of this study was that prospective teachers and school counselors stated they would be upset for a while if they did not matter, but would continue their profession by finding alternative routes, which indicates that they have strong hopes for practicing their profession. Snyder (2002) defines hope as a way of thinking in which individuals see themselves as having the ability to create, activate, and continuously use the routes leading to their desired goals. When an individual encounters hurdles in attaining a goal, the idea of alternative routes enables them to formulate new solutions and to reach the goal (Snyder, 2005). In addition to the individuals seeing themselves as competent in a certain task, the task must also have value for them (being interesting, useful, and important, etc.) (Wigfield & Tonks, 2002). Prospective school counselors particularly emphasized that if they did not matter to administrators, colleagues, and parents, they would focus on their relationships with students and pay attention to the student's development and performing their jobs better. This study revealed that teaching and counselling were important for the participants. In their longitudinal study, Bümen and Ercan Yıldız (2013) determined that prospective teachers' self-efficacy beliefs increased significantly throughout their undergraduate education and that participants still had high self-efficacy beliefs at the end of their first year of teaching. Furthermore, research has indicated that individuals who chose teaching as a profession, despite its limited benefits, emphasized intrinsic factors such as their passion for the profession (Papanastasiou & Papanastasiou, 1997) and that prospective teachers who considered teaching as the ideal profession for themselves had high expectations from the future (Bursal & Buldur, 2016). The study has revealed that the most important expectation of guidance and psychological counseling of the students' future was job security (Ulutaş & Güney, 2019), that most of them wanted to be employed in schools

and work as school counselors (Asarlı & Külahoğlu, 2022; Görgülü & Demirtaş Zorbaz, 2024), and that the job satisfaction of GPC graduates working in schools was significantly higher than those working in other institutions (Helvacı et al., 2023). In this study, the majority of the participants stated that teaching and counselling were their ideal professions, that they put a lot of effort into mastering this profession and that they could perform their profession effectively. Therefore, they stated that they would strive to continue their profession even if they were not valued as they expected. Prospective teachers and prospective school counselors are determined to practice their profession, which can be explained by the investment model (Van Dam, 2005). Participants have spent time and exerted efforts to learn their profession, and have economic, social, and emotional expectations. They have expectations about their work environment, the salary, and the pleasure they will get while practicing their profession. Therefore, they want to get a return on their investment.

Conclusions and Implications

Prospective teachers and prospective school counselors have been in schools during the last year of their education. They engage in communication with students, parents, other teachers, and administrators during the internship. As a result of observations and practices, they have some expectations about how much they will matter to the stakeholders in the school after they start working as a teacher or a counselor and how mattering may affect their professional motivation.

In this study, the expectations of prospective teachers and prospective school counselors about how much they matter to their stakeholders in the school and how this expectation of mattering may affect their professional motivation were examined in detail with a semi-structured questionnaire. In the study, a case study design was employed, and the data of 57 prospective teachers from different disciplines volunteering to participate were analyzed using content analysis.

Participants expected to matter to students and their parents due to their effective teaching attitude, as well as the perceived importance of their disciplines, and their strong communication skills. Participants expected to matter to other teachers and administrators because of factors such as being colleagues, cooperating, contributing to the school, and the perceived importance of their disciplines. The education system in Türkiye is largely evaluated based on students' performance in standardized exams. For this reason, success-oriented students and their parents prioritize teachers of Math and Science and Turkish Language and Literature courses due to their greater weight in exams. On the other hand, it is a fact that conscious students and parents consider courses such as English, art, and physical education important as well. Participants were expected to matter to other teachers and administrators also because they would fulfill their duties, cooperate with them, and contribute to the school. Participants who expected not to matter or to partially matter to students and parents listed reasons such as their disciplines being considered unimportant, the decrease in societal respect for teachers, the changes in student and parent profiles, and being perceived as inexperienced. The decreasing respect for the teaching profession leads students and parents to act toward teachers with a lack of empathy and increased anger in their words and behavior.

Participants who expected not to matter or to partially matter to their colleagues and administrators listed the prejudices against their disciplines and being perceived as inexperienced as the reasons. Those who expressed prejudices against their disciplines were generally prospective teachers from the disciplines of art, physical education, and psychological counseling. Participants stated that a sense of mattering would increase their motivation, personal development, productivity, and job satisfaction. Some participants stated that in case of anti-mattering, they would experience negative feelings, loss of motivation, damage to

their ideals, and a decrease in productivity, while the majority stated that they would find an alternative route without getting trapped by negative feelings and would strive to perform their jobs in the best way possible. This study is important in terms of revealing the perceptions and expectations of prospective teachers and school counselors regarding their professions and their ability to cope with possible difficulties they will encounter in the school environment. The study contributes to literature by revealing the prejudices against some disciplines in society and the education system.

Mattering to students, parents, other teachers, and administrators at school is highly important for future teachers and school counselors. It can be stated that the more prospective teachers and prospective school counselors feel that they matter in the school environment, the happier and more productive they are.

Recommendations

This study was conducted with the participation of students from teacher training faculties and departments at a university located in the Western Black Sea Region in Türkiye. In future studies, data can be collected from universities located in different regions, and a larger sample can be included.

A quantitative dimension can be added to the study to examine the relationship between prospective teachers' and prospective school counselors' expectations of mattering and their life satisfaction, subjective well-being, self-esteem, hope, and distress.

A longitudinal study can be designed to examine the relationship between prospective teachers' and prospective school counselors' expectations before graduation and the reality shock they experience after starting to work.

Since school counseling is a different discipline from teaching, the expectation of school counselors to matter to educational institutions of different types and levels can be investigated.

21st century skills and competencies underline that students need to develop themselves in different areas. Art, music, physical education, and psychological counseling are areas that support these skills. It would be especially useful to organize training sessions and seminars to raise awareness among families about these competencies.

Teachers and school counselors have a key role in raising healthy, successful, and productive individuals. This aspect can be underlined in education policies, and the societal respect for teachers and school counselors can be addressed.

Note

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Sinem Tarhan

PhD, Associate Professor, Head of the Department of Educational Sciences, Bartın University, Kutlubey yerleşkesi, Kutlubeyyazıcılar köyü Yeni Köybağlısı Yeni Sokak No:32/2, Bartın 74100 Türkiye.
E-mail: tarhansinem@gmail.com
ORCID: <https://orcid.org/0000-0001-7297-2499>