Effectiveness of Guidance and Counseling Services Amongst Secondary School Teachers in Malaysia

Manchelah A/P Natesan¹, Fonny Hutagalung¹, Lau Poh Li¹, and A. R. Rushdan²

¹Department of Educational Psychology, Faculty of Education, University of Malaya, 50603, Kuala Lumpur, Malaysia
²Faculty of Applied Social Sciences, Open University Malaysia, 50480, Kuala Lumpur, Malaysia

This study examined the effectiveness of guidance and counseling services in secondary schools by using Model Theory Context, Input, Process and Product (CIPP) developed by Stuflebeam (1960). The study used a survey design to examine the effectiveness of Guidance and Counselling services in schools. Theoretical Model CIPP by Stufflebeam used as a model study in view of the effectiveness of these services in secondary schools in Malaysia. A total number of 420 counseling teachers in secondary schools in the national 5 Zone in Malaysia were selected. Based on the results, the C dimension (Context) shows a total of number of 8 teachers counseling (1.9%) and use 10% less time only to carry out individual and group counseling sessions. A total number of 8 counseling teachers (1.9%) and 10% less time use only to carry out individual and group counseling sessions. Process (P) indicates that total number of 48 teachers (11.4%) show only a high effectiveness in carrying out their duties. Product (P) indicates 48 teachers (11.4%) show only a high effectiveness in carrying out their task of product dimensions. The majority of effectiveness of guidance and counseling services showed moderate level.

Keywords: Effectiveness, Guidance and Counselling.

1. INTRODUCTION

Guidance and Counselling Services counselors in Malaysia have been introduced in secondary schools since 1996. The approval from the Malaysian government on The Counsellors Act 1998 (Act 580) is to ensure the quality services of a registered counselor. Implementation of Guidance and Counselling services in Malaysia can be said to be a new phenomenon in our educational system compared to other countries. There is still a room for local research in the field of Guidance and Counselling. Most of the research is focused on the needs and problems of perception counseling only. While the effectiveness of guidance and counseling services less studied and carried out, there is no typical assessment model that can serve as an example for measuring the effectiveness of guidance and counseling services in schools.

Zamani (2014) noted that despite the counseling profession in Malaysia has reached forty year, there are still a number of issues and concerns relating to this service. In general there is a doubt as to the actual role of counselors in schools. Williams¹ stated that the role of doubt contributed to the confusion and lack of clarification on the role of school counseling.

Studies by Falvey,⁴ Holt⁵ also expressed doubts such a role and Podemski and Childers⁹ said that perception is incorrect regarding the role of professional counselor will negatively affect the effectiveness of school counselors. Harrison³ states that no proper definition of the roles of professional school counselors, administrators, teachers, counselors and students can lead roles doubt, the lack of responsibility of the organization and the decline in job satisfaction among counselors.

Wilgus and Shelly¹² also encourage counselors to document their functions to generate significant roles and well defined and carefully assess the respective roles. Drury² noted the existence of continued counseling programs in schools will be threatened if the role of professional school counselors and respect the important role of the misinterpretation by important groups in the school and community.

2. DEFINITION CONCEPTS

2.1. What is Effective Counselor?

Effective counselor is a counselor who can show results through the implementation of guidance and counseling services specified in the Handbook of Guidance and Counseling Services (1984).

2.2. CIPP Model

According to Daniel Stufflebeam (1960) CIPP model approach is the acronym CIPP model for Context, Input, Process and Product. This model sees evaluation as an instrument which to assist the
3. METHODOLOGY

Design of Study using a survey design is to examine the effectiveness of Guidance and Counselling services in schools. The effectiveness of the service being viewed is referring to the input given by the teachers counseling to achieve the objectives of this service in schools.

3.1. Respondent of Study

Subjects for this study are composed of counseling teachers who have been appointed as full-time counseling teachers where they are required to work from 8.00 am to 4.00 pm. The process of teaching and learning in the classroom is excluded with the intention that counseling teachers can design and implement this service within the systems.

3.2. Instruments

Instrument in this study is a questionnaire designed by the researcher based on the dimensions found in the CIPP evaluation model, Stufflebeam (1984). The questionnaire for the purpose of this study is divided into several sections as follows:

The questionnaire assesses Context, Input, Context and Process Dimensions.

In questionnaire counseling services have been requested in respect of (a) the position (b) gender (c) age (d) working experience (e) the level of education (f) the number of clients served (g) goals (h) philosophy (i) curriculum guidance (k) program evaluation (l) the percentage of time spent counseling session. The questionnaire consists of 8 pages, (a) the title page (b) pages demographics (c) 6 pages containing over 114 items counselling high school. There are five pages of questions on demographic and 10 questions service for teachers/counseling answer. Instructions are presented in simple form and printed in letters ‘bold’ in the face of the letter. Respondents only firm up using Likert Scale follows: 5 (always), (4) many times, 3 (sometimes), 2 (rarely), and (1) never.

4. FINDINGS

Finding of this study for CIPP Dimension indicates:

- Context (C) dimension shows that a total of 8 teachers counseling (1.9%) and use 10% less time only to carry out individual and group counseling sessions. Meanwhile, 15 counseling teachers (3.6%) are using between 20–30% time to conduct individual and group counseling sessions. While 37 teachers (8.8%) are using between 30–40% time to conduct individual and group counseling sessions. Subsequently, it was found that most of the teachers counseling namely a total of 213 (50.7%) are using between 40–50% time to conduct individual and group counseling sessions. A total number of 58 teachers (13.8%) are using between 50–60% of the time to carry out individual and group counseling sessions. A total number of 29 people were (6.9%) using between 60–70% time to conduct individual and group counseling sessions. A number of 27 counseling teachers (6.4%) are using 70–80% of the time provided to conduct individual and group counseling sessions. The balance of the 80% upward is used to conduct individual and group counseling sessions with 33 teachers (7.9%).

- Input dimension (I) shows that of the total number of 420 respondents, a total of 21 teachers (5.0%) shows only a high effectiveness in carrying out their duties. While the majority of who are classified into simple stages in which a total of 391 patients (93.1%) showed moderate efficacy. The remaining one counseling teacher shows a low level of effectiveness in which a total of 8 teachers (1.9%) fall into this category.

- Process (P) indicates that of the total number of 420 respondents, a total of 48 teachers (11.4%) show only a high effectiveness in carrying out their duties. While the majority of who are classified into simple stages in which a total of 348 teachers (82.9%) showed moderate efficacy. The remaining one counseling teacher shows a low level of effectiveness in which a total of 24 teachers (5.7%) fall into this category.

- Product (P) indicates that of the total number of 420 respondents, a total of 48 teachers (11.4%) show only a high effectiveness in carrying out their task of product dimensions. While the majority of who are classified into simple stages in which a total of 348 patients (82.9%) showed moderate efficacy. The remaining one counseling teacher shows a low level of effectiveness in which a total of 24 patients (5.7%) fall into this category.

Findings in this study are supported by Syafirman (2010) that the level of effectiveness of guidance and counseling services is in moderate level. The reason is that counseling services need recognition of the community namely parents as well as principal of school. Without their support from them counseling service practices will be ethically bad. On the other-hand, it indicates the effectiveness of counseling teachers to input the dimensions of the principal aspects of support is high and this shows that in secondary schools this service would have the support of the administration. Study by Aminah show that the success of this service depends on the school counselor itself and recognition from his superiors and the members of the organization concerned.

This study provides some of the implications of which found its first two-thirds of the teachers counseling classified as having a moderate effectiveness. This shows that the effectiveness of guidance and counseling services in secondary schools is still not well established even-though in every secondary school there is a teacher who is full time counseling, yet the services provided by them showed less effective counseling. This issue should be given serious attention by the Ministry of Education as these services are required in high schools to assist the students to face many challenges in this borderless world.

5. CONCLUSION

The majority of effectiveness of guidance and counseling services showed moderate efficacy. This is because the input of the teachers is what helps in effectively running their services. It was
found that there are several components in Guidance and Counselling service goes a special skills and expertise in handling these service components. Counseling teachers in schools are required to carry out various development programs and growth in students.

References and Notes

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