

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to investigate the perceptions of counselors, students, and teachers toward the role of public secondary school counselors in the Province of East Java, Indonesia. This chapter discusses the research design, instrumentation, research procedure, and data analysis.

Research Design

The main purpose of this study is to identify the role of public secondary school counselors as perceived by students, teachers, and counselors in the Province of East Java, Indonesia. An attempt is also made to investigate the utilization of counseling services by students and teachers, problems brought by students and teachers to school counselors, and barriers faced by school counselors in implementing the guidance programs.

To achieve the above objective, the descriptive method was used. According to McMillan & Schumacher (1993), research using a descriptive design simply describes an existing phenomenon by using numbers to characterize individuals or a group. It assesses the nature of existing conditions. This method is frequently used in educational research because accurate information can be obtained for large numbers of people with a small sample. The present study is concerned with the current status of students', teachers', and counselors' perceptions, opinions, and

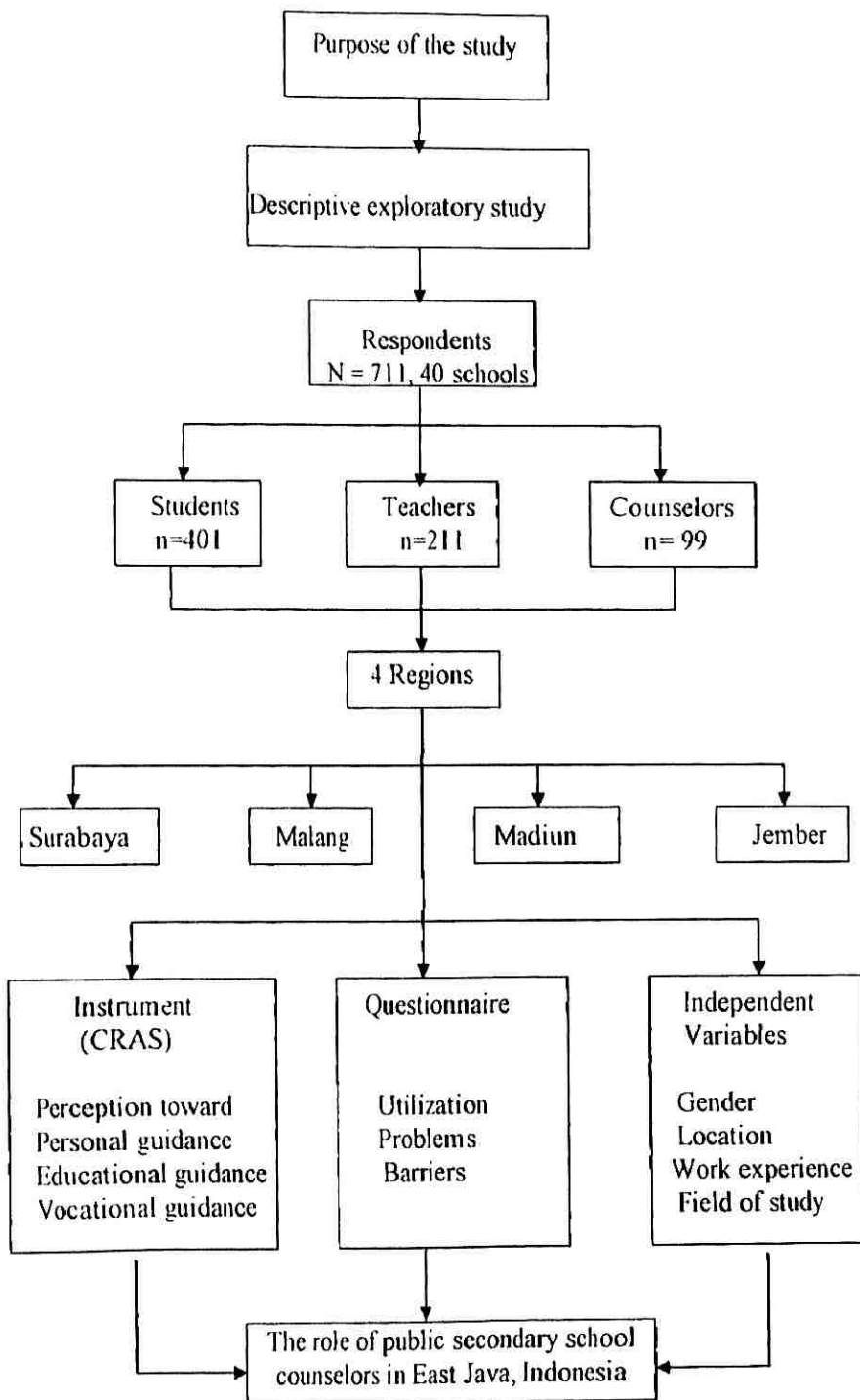
beliefs toward the role of public secondary school counselors in the Province of East Java, Indonesia.

The respondents of this study consisted of 401 students, 211 teachers, and 99 counselors. The respondents were drawn from four regions in the Province of East Java (Surabaya, Malang, Madiun, and Jember). The respondents were drawn using a simple random sampling technique. This technique, as McMillan & Schumacher (1989) note, enables the researcher to give every member of the population an equal chance of being chosen to be in the sample.

In this study an adapted version of the Counselor Role Assessment Survey (CRAS) developed by See (1996) was used. This questionnaire is aimed at measuring the perceptions of students, teachers, and counselors toward the importance and the performance of the counselor's role in providing personal, educational, and vocational guidance. The respondents were asked to rate the importance of the counselor's role using a 5 Likert scale from 1 (Don't know) to 5 (Very important). They were also required to rate the frequency school counselors performed their role using a 6 Likert scale from 1 (Don't know) to 6 (Always perform). The questionnaire consisted of 37 statements that described the role of school counselors. There were 15 role statements related to personal guidance, 13 role statements pertaining to educational guidance, and 9 role statements that described vocational guidance.

In addition, open-ended questions were also used to obtain further information on the utilization of counseling services by students and teachers, problems brought by students and teachers to school counselors, and barriers faced by school counselors. The independent variables involved in this study were gender, school location, work experience, and field of study. The findings of this study may help the public secondary school counselors in identifying their roles and functions, and to determine the extent to which guidance and counseling programs recommended by the Ministry of Education and Culture were being implemented in public secondary schools in the Province of East Java, Indonesia. The research design of the study is shown in Figure 4.

Figure 4
Research Design



Population

There are 1,009 Senior Secondary Schools in the Province of East Java. These schools are located in seven regions, namely, Surabaya, Malang, Madiun, Kediri, Bojonegoro, Jember, and Madura. Of the 1,009 secondary schools, there are 312 Public Senior Secondary Schools and 697 Private Senior Secondary Schools. In this study, only the Public Senior Secondary Schools were included because these schools have uniform guidance services as they are fully funded and directly controlled by the Ministry of Education and Culture, Indonesia. As shown in Table 4 there are 312 public secondary schools, 192,174 students, 12,949 teachers, and 776 counselors in East Java.

Table 4
Number of public senior secondary schools, students, teachers, and counselors
by region in East Java

Region	No. of schools	No. of students	No. of teachers	No. of Counselors
Surabaya	59	43,809	2,767	188
Malang	52	32,110	2,274	118
Madiun	57	34,059	2,195	143
Kediri	47	24,451	2,203	103
Bojonegoro	28	18,507	1,088	56
Jember	41	24,035	1,462	110
Madura	28	15,203	960	58
Total	312	192,174	12,949	776

Source: Regional Office of Department of Education and Culture, East Java, 1999.

Sampling Procedure

Since it is not possible to send the questionnaire to all students, teachers, and counselors of public secondary schools in the Province of East Java and to ensure that the subjects were randomly selected, the following steps were followed. First of all, one region was selected from each area. The province of East Java consists of seven regions located in the following areas:

Southern area: Malang and Kediri

Northern area: Surabaya, Bojonegoro, and Madura

Western area : Madiun

Eastern area : Jember

Of the seven regions, only four were selected. The basis for selection is that one region represents one area. Since there are three regions in the Northern area and two regions in the Southern area, the selection of the region representing each area was made randomly. And since there is only one region each in the Western and Eastern areas, these two regions were chosen automatically. Using this procedure, the four regions selected for this study were Surabaya representing the Northern area, Malang representing the Southern area, Madiun representing the Western area, and Jember representing the Eastern area.

The second step is the selection of schools. A list of all Public Senior Secondary Schools in the four selected regions was obtained from the Regional Office of the Department of Education and Culture, East Java. The list consists of school names,

the principals' names, addresses, and locations. The schools are located in two different locations, namely, urban and rural areas. Urban schools are those schools located in the capital of the province and sub-regions or counties (Kabupaten or Kotamadya). Rural schools, on the other hand, are those schools situated outside the capital of the province or sub-region or counties. Table 5 displays the number of urban and rural schools in the four regions.

Table 5
Number of urban and rural schools in the four regions

Region	Urban	Rural	Total
Surabaya	26	33	59
Malang	21	31	52
Madiun	20	37	57
Jember	11	30	41
Total	78	131	209

From the list, 10 schools were randomly selected (5 urban and 5 rural) in each region by assigning numbers to the schools and then using the table of random numbers. A total of 40 schools was selected in the study. A copy of the proposal and a list of the schools selected for the study were sent to the Regional Office of the Department of Education and Culture and the Department of Social and Politics, East Java to request for the permission to conduct the study in the schools.

The last step is the selection of samples. The samples of the study were randomly selected using the simple random sampling technique. Selecting subject in this way gives everyone in the population an equal chance of being selected (Frenkel & Wallen, 1990). Shaver as cited in Ashraf (1995) argues, that without randomness, the result of the test of statistical significance is meaningless or, at best, its relevance to a statement of probability is indeterminate. In addition, representativeness and cost and time factors are the main concerns that were taken into account in the sample selection of the study.

A cover letter, the questionnaires and a photocopy of the approval letter from the Regional Office of the Department of Education and Culture and the Department of Social and Politics were then sent to the principals of the selected schools. Specific guidelines for selecting the respondents were also provided to the principals. Cooperation from the selected principals was acquired with regard to the selection of samples, questionnaire administration including returning the questionnaires to the researcher. In selecting the samples, the principals were required to randomly select 12 students, 7 teachers and 3 counselors in their school to complete the questionnaire. This number is more than the desired number of respondents, that is 10 students, 5 teachers, and 2 counselors from each school, to take into account the generally low response rate of mail questionnaires. Table 6 shows the composition of the samples in the study based on the usable questionnaires returned by the respondents through the school principals.

Table 6
Composition of samples

Subjects	Sample size
Students	401
Teachers	211
Counselors	99
Total	711

The student sample consisted of Form Three students enrolled in the selected Public Senior Secondary Schools in East Java during 1999-2000 school academic year. Form Three students were selected for this study because at this level they had gone through a six-year schooling in the secondary level. In other words, they are at the end of their school years, in which they have been receiving guidance services so they are able to render adequate judgment on these services. In addition, at this level they have to make decisions before leaving school, either to further their studies in higher educational institutions or to find jobs upon the completion of their studies. In making such complex and crucial decisions, students would have sought guidance from either teachers or school counselors.

Dependent and independent variables

The dependent variable of this study is the perceptions of students, teachers, and counselors toward the importance and performance of the school counselor's role. The independent variables are school location, gender, work experience, and field of study.

Instrumentation

In this study an adapted version of the Counselor Role Assessment Survey (CRAS), which was developed by See (1996), was used. In developing the instrument See (1996) established the face validity and content validity of the instrument through the feedback and discussion with three members in the Counselor Education Program, The Ohio State University, three statisticians, and three school counselors in Columbus. The original instrument consisted of 56 role statements. The internal consistency reliability (Alpha Coefficient) of the original instrument on the performance of the counselor's role was 0.94. The Alpha coefficient of the importance of the counselor's role ranged from 0.94 to 0.95.

In adapting the instrument for this study, the following changes were made. First, the content of the instrument was simplified from 56 to 37 role statements. Only the materials applicable to the purpose and the subjects of this study were used. Second, the functions and roles of school counselors in the original instrument were classified into six domains: individual and group counseling; developmental,

educational and career guidance; assessment and appraisal; consulting; coordination and management of a developmental and comprehensive program; and professional ethics, personal growth and development. In this study, the functions and roles of school counselors were categorized into three main areas of concerns, namely, personal, educational, and vocational guidance. There are 15 statements that describe personal guidance, 13 statements related to educational guidance, and 9 statements that explain vocational guidance. The details of each role statement are presented in the following section.

The statements that describe the counselor's roles and functions in personal guidance are:

1. meeting with students to address developmental needs (e.g. social skills, problem-solving skills, decision-making skills).
2. counseling students to resolve a problem (e.g. family conflict, drugs, interpersonal relationship problem).
3. counseling student who is facing disciplinary action.
4. working with parents/guardians to resolve a student's problem.
5. training and using students as helpers in the peer counseling programs.
6. counseling a teacher regarding personal concerns.
7. working with students to facilitate self-awareness (e.g. personality, interest, abilities) and/or understanding of others.

8. conducting special programs to meet the specific needs of students (e.g. truancy, drug abuse, smoking).
9. administering psychological tests (interest test, personality test, IQ test) to students.
10. interpreting and communicating assessment results to teachers, parents/guardians, and students.
11. consulting with teachers and parents/guardians about the needs or concerns of students.
12. referring students with special needs (e.g. health, finance, addiction) to other professional or community agencies.
13. conducting group counseling on social and emotional adjustment.
14. providing individual students an opportunity to talk through their problems.
15. helping students to make wise decisions without imposing his or her own ideas on the student's potential.

The statements that explain the counselor's roles and functions in educational guidance are:

1. meeting with students to discuss academic matters.
2. helping students in selecting courses or further study.
3. conducting a workshop for students to help them develop academic skills (e.g. time management skills, study skills, test-taking skills).
4. providing students with educational information.

5. helping students to plan steps to take in furthering their education.
6. administering to an individual or a large group of students an achievement test to assess students' achievement level.
7. administering to an individual or a large group of students an ability test to assess students' ability level to pursue higher education.
8. establishing and maintaining open lines of communication with administrators, teachers, parents, and students concerning the academic progress of students (e.g. dialogue, letters).
9. organizing an in-service training program for teachers.
10. conducting individual conferences with children who are not achieving well in school.
11. conducting follow-up studies of students after they have moved away or into higher grades.
12. making classroom placement of students with special abilities or needs.
13. conducting follow-up of new students to determine their academic adjustments to the school.

The statements that express the counselor's roles and functions in vocational guidance are:

1. meeting with students to discuss career information and/or to help them in career planning.
2. conducting a workshop for students to help them develop resume writing, interview and job seeking skills.

3. assisting students to seek employment (part-time or full-time employment).
4. administering to an individual or a large group of students a career inventory to assess students' career potential.
5. consulting with community agencies (education department, social services department) about job vacancies.
6. planning activities (discussion, field trip) to stimulate interest in the world of work.
7. providing vocational information to students wishing to explore career.
8. helping students relate their abilities to future career choices.
9. providing information on the qualifications needed for jobs.

The respondents were asked to respond to two parts in the questionnaire. In the first part, the respondents were asked to rate the degree of the importance of the counselor's role in providing personal, educational, and vocational guidance, using a five-point Likert scale ranging from 1 (Don't know) to 5 (Very important). In the second part, the respondents were asked to rate how often the school counselors perform their roles using a six-point Likert scale: (Always), 5 (Often), 4 (Sometimes), 3 (Rarely), 2 (Never), and 1 (Don't know). In addition, the respondents were required to provide further information regarding their demographic background, utilization of the counseling services by students and teachers, problems brought by students and teachers to school counselors, the level

of counselors' work satisfaction, and barriers faced by school counselors in implementing the guidance program.

The questionnaire, which was initially written in English was translated into Indonesian language as all the respondents were of Indonesian origin. The translated questionnaire then was submitted to a panel of experts in Indonesian language from Sekolah Indonesia Kuala Lumpur (SIK) and Institute of Teacher Training and Education (IKIP) Malang for review. The Indonesian version of the questionnaire is shown in Appendix C.

Validity and reliability of the instrument

According to Hopkins and Anters (1990) validity means the degree to which an observation consistently describes whatever is being observed. They also mention that test validity is concerned with how well the test measures what it is used to measure. In this study the face and content validity of the questionnaire were established through the following three steps: (1) review by a panel of experts, (2) pilot testing, and (3) questionnaire administration. In the first step, the questionnaire was submitted to a panel of experts in the field of guidance and counseling and education for review. As a result, minor modifications were made. They are: four role statements under personal guidance were combined into two role statements. The first two role statements, which were combined are: (1) counselor interprets and communicates the assessment results to parents/guardian and (2) counselor interprets

and communicates the assessment results to students. This resulted in a new role statement, that is counselor interprets and communicates the assessment results to parents/guardian and students as stated in role statement 10 under personal guidance in the questionnaire. The other two role statements that were combined are: (1) counselor consults with teachers about the needs or concerns of students and (2) counselor consults with parents/guardians about the needs or concerns of students. The newly combined role statement is the counselor consults with teachers and parents/guardians about the needs or concerns of students as written in role statement 11 under personal guidance in the questionnaire.

In the second step, the questionnaires were pilot tested on a group of 10 students, 5 teachers, 2 counselors from Sekolah Indonesia Kuala Lumpur (SIK). This school is controlled by the Indonesian Embassy and follows the Indonesian National curriculum as it is meant for the children of Indonesian citizens living in Kuala Lumpur. The purpose of this pilot test is to determine the clarity of the questionnaire. According to Babbie (1990) an item in the instrument achieves clarity when all respondents interpret it in the same way. The pilot test was also intended to determine the time needed to complete the questionnaire. A majority of respondents taking the pilot test understood the questionnaire and about 20 to 25 minutes of their time was taken to finish the questionnaire. Finally, to establish the validity of the counselors', students', and teachers' responses, careful attention was paid to the questionnaire administration. According to Babbie (1990) the validity of

the respondents' responses will also depend very much on the extent to which they reflect the respondents' honest opinions. Therefore, respondents were assured of anonymity to encourage them to answer all the items honestly.

The reliability of the instrument was done on the data obtained from the pilot test and the actual study. According to Fraenkel and Wallen (1990) the reliability of an instrument means how consistently the instrument yields the same results over repeated trials. For this study, the alpha coefficient method was used to estimate the internal consistency reliability of the questionnaire. Based on the data from the pilot test, the internal consistency reliability of the questionnaire was calculated as shown in Table 7. The alpha coefficient for the importance of counselor's role in providing the three functions (personal guidance, educational guidance, and vocational guidance) ranged from .74 to .82, while for the performance of the counselor's role in providing those three functions ranged from .82 to .86. This implies that the statements that describe the counselor's roles in the questionnaire were interrelated to each other.

Table 7
Reliability of the instrument based on the pilot test
(N = 17)

Aspect	No. of statements	Alpha Coefficients	
		Importance	Performance
Personal guidance	15	.82	.82
Educational guidance	13	.74	.84
Vocational guidance	9	.82	.86

The internal consistency reliability of the questionnaire based on the data from the actual study was calculated as shown in Table 8 below.

Table 8
Reliability of the instrument based on the actual study
(N = 711)

Aspect	No. of statements	Alpha Coefficient	
		Importance	Performance
Personal guidance	15	.86	.88
Educational guidance	13	.83	.84
Vocational guidance	9	.86	.87

As presented in Table 8, the alpha coefficient for the importance of the counselor's role in providing the three functions ranged from .83 to .86, while for the

performance of the counselor’s role ranged from .84 to .88. This indicates that the reliability of the questionnaire was relatively high.

The alpha coefficient as reported by each group of the respondents was also calculated and presented in Tables 9 to 11. Data presented in Table 6 shows that the alpha coefficient for the importance of the counselor’s role in providing the three functions ranged from .79 to .85, while for the performance of the counselor’s role ranged from .79 to .84.

Table 9
Reliability of the instrument based on the actual study as reported by students
(N=401)

Aspect	No. of statements	Alpha Coefficient	
		Importance	Performance
Personal guidance	15	.85	.84
Educational guidance	13	.79	.79
Vocational guidance	9	.82	.83

As shown in Table 10 below, the alpha coefficient for the importance of the counselor's role in providing the three functions, as reported by teachers ranged from .87 to .89, while for the performance of the counselor’s role ranged from .83 to .89.

Table 10
Reliability of the instrument based on the actual study as reported by teachers
(N=211)

Aspect	No. of statements	Alpha Coefficient	
		Importance	Performance
Personal guidance	15	.89	.89
Educational guidance	13	.87	.83
Vocational guidance	9	.89	.86

Data presented in Table 11 indicate that the alpha coefficient for the importance of the counselor's role in providing the three functions, as reported by counselors ranged from .85 to .87, while for the performance of the counselor's role ranged from .70 to .79.

Table 11
Reliability of the instrument based on the actual study as reported by counselors
(N=99)

Aspect	No. of statements	Alpha Coefficient	
		Importance	Performance
Personal guidance	15	.85	.79
Educational guidance	13	.85	.70
Vocational guidance	9	.87	.75

Research procedure

The study was carried out after the vetting Committee of the Faculty of Education, University of Malaya, approved the research proposal. The data collection was conducted within four months, from November 1999 to February 2000. Written permission to conduct this study was obtained from both the Heads of the Regional Office of the Department of Education and Culture and the Department of Social and Politics, East Java, Indonesia.

After identifying the schools, a letter describing the purpose of the study and requesting for cooperation was mailed to all the selected schools' principals (Appendix E). A photocopy of the approval letters from the Regional Office of the Department of Education and Culture and the Department of Social and Politics were also enclosed for reference. Twelve student questionnaires, 7 teacher questionnaires, and 3 counselor questionnaires were sent to each school. The letter also mentioned the date the school principals should return the questionnaire. Self-addressed stamped envelopes were enclosed in which the school principals were to return the questionnaire.

In order for the school principals to randomly select the respondents for the study, they were given specific guidelines. First of all, the school principals had to obtain a complete name list of Form Three students, teachers, and counselors. Once the list was obtained, they had to assign a number to each student and teacher and then

randomly select 12 students and 7 teachers using a table of random numbers. Since there were only 3 or 2 counselors in each school, they were automatically chosen to be the respondents of the study.

In addition, during the administration of the questionnaires, the following instructions were clearly explained to the respondents in an effort to obtain a high rate of response from them. The purpose of the questionnaires was made clear to the respondents in order to eliminate their resistance and encourage them to complete the questionnaires. The respondents were also informed that the results of the study will be made available to the Regional Office of the Department of Education and Culture of East Java. Finally, the respondents were not required to write down their names in order to keep all the information private and confidential.

Three weeks after the questionnaires were sent, a telephone call was made to the school principals to check whether they had received the questionnaires. Out of 40 school principals, 36 reported that they had received the questionnaires and had done the necessary action as requested in the guidelines, while 4 had not received the questionnaires. The four schools were SMU Negeri (Sekolah Menengah Umum Negeri--Public Secondary School) Krian, SMU Negeri Batu, SMU Negeri Pacitan, and SMU Negeri Glagah. To increase the response rate, the questionnaires were mailed again to those four school principals. This personal approach may have contributed to the high percentage of returns. Of the 880 questionnaires sent, 763

were returned. Of the 763 questionnaires returned, 52 were incompletely filled out. The 711 usable questionnaires that were finally used represent a return rate of 93%. Table 12 shows the returned, usable and unusable questionnaires.

Table 12
Usable and unusable questionnaires

Subjects	Questionnaires			
	Sent	Returned	Unusable	Usable
Students	480	424 (88%)	23 (5%)	401(95%)
Teachers	280	228 (81%)	17 (7%)	211(93%)
Counselors	120	111 (92%)	12 (11%)	99(89%)
Total	880	763 (87%)	52 (7%)	711 (93%)

Data analysis

The returned questionnaires were screened, numbered and coded. To process the data, the Statistical Package for Social Sciences (SPSS) was used. Descriptive statistics such as percentages, frequencies, means and standard deviations were used to analyze the data with regard to the perceptions of students, teachers, and counselors toward the importance and performance of the counselor's role in providing personal, educational, and vocational guidance; utilization of counseling services by students and teachers; problems brought by students and teachers to school counselors; level of students' and teachers' satisfaction toward counseling services; and barriers faced by school counselors. Product-moment correlation was used to find the relationship between the perceptions of students, teachers, and

counselors toward the importance and performance of the counselor's role in providing the three roles (personal, educational, and vocational guidance). The statistical procedure employed was the One-way analysis of variance (ANOVA) with Scheffe post hoc tests to determine the significant differences between the group at the .05 level. Comparisons were then made between: (1) the perceptions of students, teachers, and counselors toward the importance and the performance of the counselor's role in providing personal, educational, and vocational guidance; (2) the perceptions of students, teachers, and counselors from different regions toward the importance and the performance of the counselor's role in providing personal, educational, and vocational guidance; and (3) the perceptions of teachers and counselors of different work experience toward the importance and the performance of the counselor's role in providing personal, educational, and vocational guidance. Also employed in the analysis was independent-sample t-tests to determine the differences between the two independent variables with regard to the perception toward the roles of school counselors. The independent variables involved in the t-test analysis were school location (urban and rural), gender (male and female), and field of study (Science and Social studies).

Summary

In this chapter, the research design, population, sampling procedure, instrumentation, the validity and reliability of the questionnaire, research procedure as well as the statistical procedures were presented.