

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

This chapter presents the findings of this study. The presentation is organized into two main sections. The first section describes the respondents' demographic characteristics, while the second section is the presentation of the findings.

Section I: The Demographic Characteristics of the Respondents

The population of this study refers to all students, teachers, and counselors in the Province of East Java, Indonesia. There are 312 Public Secondary Schools in East Java with a total of 192,174 students, 12,949 teachers, and 776 counselors located throughout the seven regions, namely Surabaya, Malang, Madiun, Kediri, Bojonegoro, Jember, and Madura.

Out of the seven regions, four were randomly selected. The selected regions are Surabaya, Malang, Madiun, and Jember. The list of the public secondary schools from the four regions was obtained from the Regional Office of the Department of Education and Culture, East Java. In these four regions there are 209 Public Secondary Schools with a total student enrollment of 134, 013; 8,698 teachers, and 559 counselors. From each region 10 schools were randomly selected. Therefore, out of 209 schools, 40 were selected in this study. The 40 selected schools consist of 20 urban and 20 rural schools.

From the 40 selected schools, a total of 401 students, 211 teachers, and 99 counselors were randomly selected. The student sample consisted of Form Three students during 1999-2000 school academic year. Of the 889 questionnaires sent, 763 were returned and 711 were completely filled out. The distribution of respondents by region, location and gender is shown in Tables 13 and 14.

Table 13
Distribution of the respondents by region and school location

Region	No. of schools		Respondents					
	<u>Urban</u>	<u>Rural</u>	S	<u>Urban</u>	C	S	<u>Rural</u>	C
				T			T	
Surabaya	5	5	52	23	14	52	28	13
Malang	5	5	52	28	16	54	30	12
Madiun	5	5	52	34	11	45	19	12
Jember	5	5	44	21	7	50	28	13
Total	20	20	200	106	48	201	105	51
S= Students	T=Teachers		C=Counselors					

Table 14
Distribution of the respondents by region and gender

Region	Respondents					
	S	<u>Male</u> T	C	S	<u>Female</u> T	C
Surabaya	53	24	9	51	27	18
Malang	51	34	13	55	24	16
Madiun	41	30	9	56	23	14
Jember	44	29	10	50	20	10
Total	189	117	41	212	94	58

Data presented in Tables 15 through 17 show the demographic characteristics of the respondents. As can be seen a majority of the students (88.5%) were between the ages of 17 and 19, while 11.5% were between 15 and 16 years of age. More than half of the students (53%) were female and 47% were male. In terms of study program, 71% were Science students, while 29% were Social Studies students.

Table 15
The students' demographic characteristics

Demographic characteristics	n	%
<u>Age</u>		
15-16	46	11.5
17-19	355	88.5
<u>Gender</u>		
Male	189	47
Female	212	53
<u>Field of study</u>		
Social studies	116	29
Science	285	71

Data presented in Table 16 show that the age of teachers ranged from 21 to 55 years. Most of the teachers aged between 31 to 40 years (41.2%), and only a few of the teachers are between 21 to 30 years (2.4%). In terms of gender, 117 (55.5%) teachers were male and 94 (44.5%) were female. A majority of the teachers (92.4%) have bachelor's degrees and 6.6% of them held diplomas and only 0.9% of them have a Master's degree.

As for teaching experience, 37.0% of the teachers surveyed had 31 years and above of teaching experience, 24.6% and 24.2% had 21 to 30 years and 11 to 20 years of teaching experience respectively. 14.2% had 1 to 10 years of teaching experience.

Table 16
The teachers' demographic characteristics

Demographic characteristics	n	%
<u>Age</u>		
21-30	5	2.4
31-40	87	41.2
41-50	58	27.5
51-55	61	28.9
<u>Gender</u>		
Male	117	55.5
Female	94	44.5
<u>Years of teaching experience</u>		
1-10	30	14.2
11-20	52	24.2
21-30	51	24.6
31 and above	78	37.0
<u>Qualification</u>		
Diploma	14	6.6
Bachelor's degree	195	92.4
Master's degree	2	.9

The counselors ranged from 21 to 55 years of age. More than half of the counselors (54.5%) fall between the age of 31 to 40 years, while 25.3% between 41 to 50 years. 16.2% are between 21 to 30 years and only 4% of them are between 51-55 years. More than half (58.6%) of the counselors surveyed were female while 41.4% were male. With regards to the counselors' position/status, 87.9% were full-time counselors, while 12.1% were part-time counselors. In terms of qualifications, a

majority of the counselors (83.8%) have bachelor's degrees while 16.2% have diplomas. More than half (55.6%) of the counselors have 31 years and above of counseling experience, while 24.2% have 21 to 30 years of counseling experience and 10.1% have 11 to 20 years of counseling experience, and 10.1% have 1 to 10 years of counseling experience.

The data in Table 17 further show that more than half (51.5%) of the counselors have attended in-service training on techniques of counseling, while 28.3% have attended in-service training on educational research, 16.2% have attended in-service training on the use of psychological test, and only 4% followed other in-service training.

Table 17
The counselors' demographic characteristics

Demographic characteristics	n	%
<u>Age</u>		
21-30	16	16.2
31-40	54	54.5
41-50	25	25.3
51-55	4	4.0
<u>Gender</u>		
Male	41	41.4
Female	58	58.6
<u>Status</u>		
Full time	87	87.9
Part time	12	12.1
<u>Qualification</u>		
Diploma	16	16.2
Bachelor's degree	83	83.8
<u>Years of counseling experience</u>		
1-10	10	10.1
11-20	10	10.1
21-30	24	24.2
31 and above	55	55.6
<u>In-service training</u>		
Technique of counseling	51	51.5
Educational research	28	28.3
Psychological test	16	16.2
Other	4	4

Section II: Presentation of Findings

This section presents the findings of the study. The presentation is organized in the following subtitles.

1. Perceptions of students, teachers, and counselors toward the importance of the school counselor's role in providing personal guidance, educational guidance, and vocational guidance (research questions 1 to 4).
2. Perceptions of students, teachers, and counselors toward the performance of school counselors in providing personal guidance, educational guidance, and vocational guidance (research questions 5 to 8).
3. Relationship between the perceptions of students, teachers, and counselors toward the importance of counselor's role and the performance of school counselors (research question 7).
4. Comparison between the perceptions of students, teachers, and counselors from different regions toward the importance of the counselor's role and his/her performance (research questions 10 and 11).
5. Comparison between the perceptions of students, teachers, and counselors from urban and rural locations toward the importance of the counselor's role and his/her performance (research questions 12 and 13).
6. Comparison between the perceptions of male and female students, teachers, and counselors toward the importance of the counselor's role and his/her performance (research questions 14 and 15).

7. Comparison between the perceptions of Science and Social Studies students toward the importance of the counselor's role and his/her performance (research questions 16 and 17).
8. Comparison between the perceptions of teachers and counselors of different years of work experience toward the importance of the counselor's role and his/her performance (research questions 18 and 19).
9. Utilization of counseling services by students and teachers (research question 20)
10. Problems brought by the students and teachers to the school counselor (research question 21).
11. Level of students' and teachers' satisfaction toward counseling services (research question 22).
12. Barriers faced by the school counselor (research question 23).

1. Perceptions of students, teachers, and counselors toward the importance of the school counselor's role in providing personal guidance, educational guidance, and vocational guidance (research questions 1 to 4).

This section addresses research questions 1 to 4:

Research question 1 : Do students, teachers, and counselors perceive personal guidance as an important role of the school counselor?

Research question 2 : Do students, teachers, and counselors perceive educational guidance as an important role of the school counselor?

Research question 3 : Do students, teachers, and counselors perceive vocational guidance as an important role of the school counselor?

Research question 4 : Are there any significant differences between students, teachers, and counselors in their perceptions toward the importance of counselor's role?

The respondents were asked to indicate the importance of the counselor's role in personal, educational and vocational guidance. The importance of the counselor's role was measured using the five-point Likert scale: don't know (1), not important (2), slightly important (3), important (4), and very important (5). The following rating system was used to interpret the means scores.

Mean value	Interpretation
.99 or less	Don't know
1 to 1.99	Unimportant
2 to 2.99	Slightly important
3 to 3.99	Important
4 or over	Very important

Table 18 below shows the means and standard deviations of responses from students, teachers, and counselors of the three roles. Taken as a whole, these data comprise the present perceived importance of the school counselor's role.

Table 18
Means and Standard Deviations of students', teachers', and counselors' perceptions toward the importance of the counselor's role in providing personal, educational, and vocational guidance

Role	Students (n=401)		Teachers (n=211)		Counselors (n=99)	
	Mean	SD	Mean	SD	Mean	SD
1. Personal guidance	3.96	.46	4.09	.56	4.16	.46
2. Educational guidance	3.88	.56	4.08	.69	4.06	.51
3. Vocational guidance	3.81	.66	3.80	.76	3.97	.52

In general, students, teachers, and counselors have favorable perceptions toward the role of the counselor in providing personal, educational, and vocational guidance.

As presented in Table 18, all the three groups of respondents have mean scores ranging from 3.80 (SD = .76) to 4.16 (SD = .46) for all the three roles and functions (personal, educational, and vocational guidance), which means they perceived the roles of school counselors in providing those three functions as either important or very important. This favorable perception might help school counselors perform their roles more effectively in providing personal, educational, and vocational guidance to meet the needs of students.

Looking at the mean score for each group it can be seen that the mean score for teachers is slightly higher than that of students' and the mean score for counselors is slightly higher than that of teachers'. This seems to give the general picture that teachers have a more favorable perception toward the importance of the counselor's role in providing the three functions compared to the perception of students. Counselors, on the other hand, have more favorable perceptions than students and teachers. One possible explanation for counselors to have a more favorable perception than students and teachers is that counselors feel they are the ones who are responsible for preparing and conducting the guidance program, while students and teachers are the recipients of guidance services.

To see whether the differences in the perceptions between students, teachers, and counselors are significant, further analyses is done and presented in the following section.

1.1. Perceptions toward the importance of providing personal guidance

One of the primary goals of school counseling programs is to facilitate the personal and social development of students. Generally speaking, personal guidance is a core element of counseling service. Personal guidance may be defined as the assistance made available to an individual by a competent person to enable him to make the best of his choices, plans, and adjustments in his personal life. Anand (1992) describes personal guidance as follows:

Personal guidance is the core of all types of guidance worth the name. It revolves around the total individual to help him to explore himself, know himself as to what he is and what he is not. Personal guidance projects the personality of an individual to himself so that he is able to truly visualize himself in the right perspective. It helps him to arrive at his own most objective self-concept which is the core element to his entire personality (p.5).

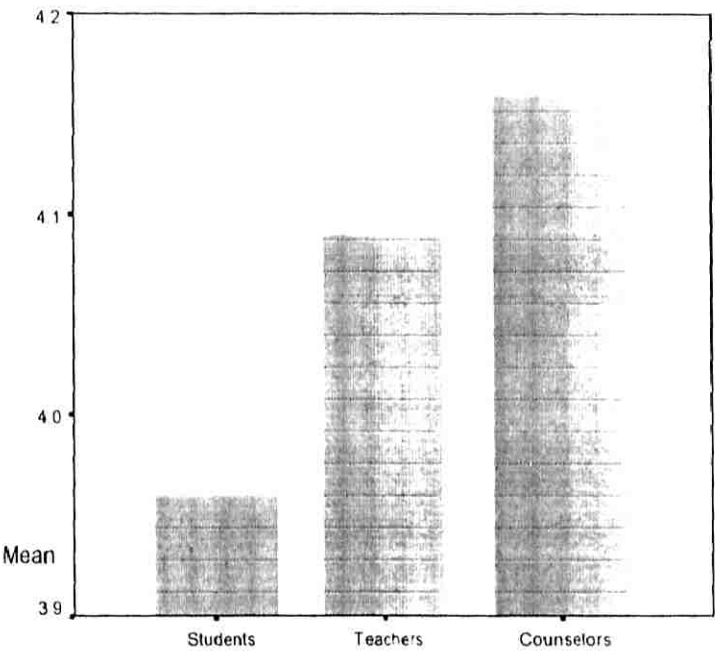
Kochhar (1984) points out that personal guidance is for the development of self-confidence, self-reliance, and self-direction in one and all the spheres of an individual's life. Pietrofesa et al., (1984) note that personal development includes the acquisition of skill, attitudes, and knowledge to help students understand and respect themselves and others and acquire effective interpersonal skills. Commenting on the importance of personal guidance, Schmidt (1999) says that achieving academically and choosing a successful career are incomplete goals unless students understand and accept themselves personally, and use this understanding to successfully relate

with others. In brief, the importance of personal guidance is to support and maximize each student's personal growth. Personal guidance enables students to achieve success in school and develop into contributing members of the society.

Recognizing the importance of the counselor's role in personal guidance for students' personality development, it is crucial to look at how students, teachers, and counselors actually perceive the importance of personal guidance. In other words, do students, teachers, and counselors perceive personal guidance as an important role of the school counselors?

As presented in Table 18, students, teachers and counselors positively perceived the importance of the counselor's role in providing personal guidance. The mean score of counselors is slightly higher than that of teachers' and the mean score for teachers is slightly higher than that of students'. As can be seen, the mean score for counselors is 4.16 (SD = .46), for teachers it is 4.09 (SD = .56) and the for students it is 3.96 (SD = .46). This indicates that counselors and teachers perceived providing personal guidance as a very important role of school counselors, while students viewed it as only an important role. All the three groups, in general, have favorable perceptions toward the importance of the counselor's role in providing personal guidance for students. An illustration of the mean score for each group is shown in Figure 5.

Figure 5
The mean scores for students, teachers, and counselors in their perceptions toward the importance of the counselor's role in providing personal guidance



To determine whether the differences in the mean scores between students, teachers, and counselors are significant, a one-way analysis of variance (ANOVA) was conducted. The independent variables are the three groups of respondents, namely students, teachers, and counselors. The dependent variable is the perception toward the importance of the school counselor's role in providing personal guidance. Tables 19 and 20 display the results of the one-way analysis of variance.

Table 19
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing personal guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	2	4.75	2.37	9.55	.000 (sig.)
Within groups	708	176.18	.24		
Total	710	180.93			

Table 20
Differences between students, teachers, and counselors in their perceptions toward the importance of the counselor's role in providing personal guidance

Group	Mean	SD	Students	Teachers
Students	3.96	.46		
Teachers	4.09	.56	*	
Counselor	4.16	.46	*	n.s.

Note : * denotes pairs of group significantly different at the .05 level using the Scheffe procedure
n.s. = no significant difference between pairs of means

The results of the analysis of variance show significant differences between the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing personal guidance (F - ratio = 9.55; $p < .05$). The Scheffe post hoc analyses were used to investigate the differences between groups at .05 level of significance because of unequal sample size (Gay, 1992). As presented

in Table 20, the results of Scheffe post hoc analyses reveal that there were significant differences between the mean score for teachers (mean = 4.09; SD = .56) and mean score for students (mean = 3.96; SD = .46), and between the mean score for counselors (mean = 4.16; SD = .46) and the mean score for students (mean = 3.96; SD = .46). However, there were no significant differences between the mean score for teachers (mean = 4.09; SD = .56) and the mean score for counselors (mean = 4.16; SD = .46). These findings show that teachers significantly differed from students in their perceptions toward the importance of the counselor's role in providing personal guidance, and teachers have more favorable perceptions toward the importance of personal guidance compared to the perceptions of students. Similarly, counselors significantly differed from students in their perceptions toward the importance of the counselor's role in providing personal guidance, which indicates that counselors have more favorable perceptions toward personal guidance compared to students. However, counselors and teachers were not significantly different in their perceptions toward the importance of the counselor's role in providing personal guidance, which reveals that they have similar perceptions toward the importance of personal guidance. Therefore, it can be inferred that counselors and teachers perceived that it is very important that school counselors provide personal guidance, while students perceived that it is only important for school counselors to provide personal guidance. This may be the reason why very few students confide with school counselors because unlike teachers and counselors who perceived that providing personal guidance as a very important function, students perceived it as only an important role of school counselors.

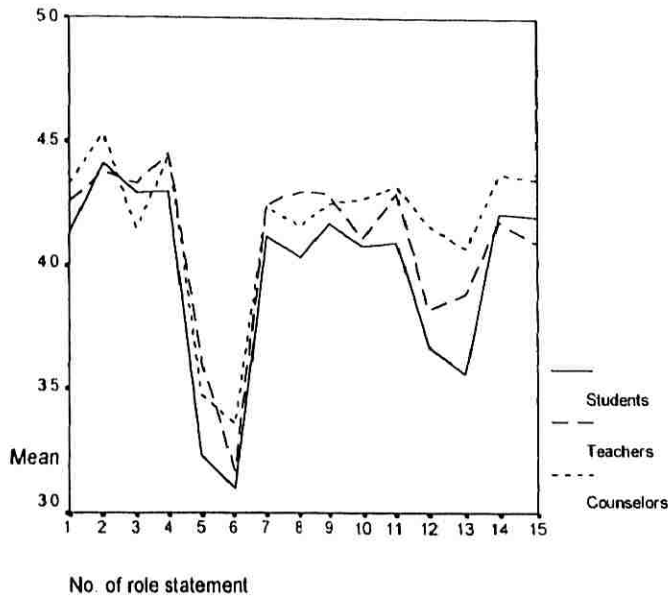
As mentioned earlier in Chapter Three, there were 15 role statements related to personal guidance. The means and standard deviations as reported by students, teachers, and counselors for each role statement of personal guidance is presented in Table 21. An illustration of the importance of each role statement is shown in Figure 6.

Table 21
Means and standard deviations for students, teachers, and counselors
in their perceptions toward each role statement of personal guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to address developmental needs (e.g. social skills, problem-solving skills, decision-making skills)	4.13	.74	4.26	.76	4.33	.67
2. Counselor counsels individual students to resolve a problem (e.g. family conflicts, drugs, interpersonal relationship)	4.41	.73	4.38	.86	4.53	.64
3. Counselor counsels individual students who are facing disciplinary action	4.29	.75	4.33	.79	4.15	.82
4. Counselor works with parents/guardians to resolve a student's problem	4.30	.77	4.45	.76	4.44	.68
5. Counselor trains and uses students as helpers in the peer counseling programs.	3.23	1.07	3.61	.96	3.48	.77
6. Counselor counsels teachers regarding a personal concern	3.10	1.26	3.17	1.05	3.36	.94
7. Counselor works with a class size or large group of students to facilitate self-awareness (e.g. interest, personality, abilities) and/or understanding of others	4.12	.87	4.25	.71	4.24	.74
8. Counselor conducts a class size or large group special programs to meet the specific needs of the students (e.g. truancy, drug abuse, smoking)	4.03	1.20	4.30	.85	4.16	.85
9. Counselor administers to an individual or a class or a large group of students psychological tests (interest tests, personality tests, IQ tests).	4.17	.89	4.29	.91	4.25	.81
10. Counselor interprets and communicates assessment results to teachers, parents/guardians, and students	4.08	.97	4.11	.85	4.27	.75
11. Counselor consults with teachers and parents or guardians about the needs or concerns of students	4.09	.95	4.29	.87	4.32	.79
12. Counselor refers students with special needs (e.g. health, finance, addiction) to other professional or community agencies.	3.67	1.18	3.82	1.02	4.16	.81
13. Counselor conducts group counseling on social and emotional adjustments	3.56	1.08	3.89	.90	4.07	.74
14. Counselor provides individual students an opportunity to talk through their problems	4.21	.96	4.18	.85	4.37	.73
15. Counselor helps students to make wise decisions without imposing his or her own ideas on students' potential	4.20	.88	4.09	.86	4.35	.77

Figure 6

The level of importance of each role in personal guidance



Note : The statement represented by number is as stated in Table 18

Data presented in Table 21 indicate that students perceived 11 out of 15 roles in providing personal guidance as very important functions of school counselors, while 4 were viewed as only important. Similarly, teachers perceived 11 out of 15 roles in providing personal guidance as very important functions of school counselors, while 4 were seen as only important. Counselors, on the other hand, perceived 13 out of 15 roles in providing personal guidance as very important functions of school counselors, while 2 were viewed only as important functions. This shows that the three groups of respondents felt that all the 15 roles were either important or very important functions that school counselors should provide in personal guidance. These favorable perceptions indicate that students, teachers, and counselors were

highly aware of the importance of the counselor's role in providing personal guidance. Therefore, it can be interpreted that the three groups of respondents felt that school counselors play a very important role in facilitating personal and social development of students. This may be the reason why personal guidance is a core element of counseling services.

Based on the mean scores of students, teachers, and counselors shown in Table 18, the following roles were perceived by the three groups as very important functions of school counselors: meeting students to address developmental needs, such as, social skills, problem-solving skills, and decision-making skills; counseling students to resolve problems, for instance, family conflict, drugs, and interpersonal relationship problem; counseling students who are facing disciplinary action and working with parents/guardians to resolve students' problem.

Students, teachers and counselors also believed that it is very important for school counselors to work with students to facilitate self-awareness (e.g. personality, interest, abilities) and/or understanding of others; conduct a special program to meet the specific needs of students; administer psychological tests, such as, interest tests, personality tests, and IQ tests; interpret and communicate assessment results to teachers, parents/guardians, and students; consult with teachers and parents/guardians about the needs or concerns of students; provide students an opportunity to talk through their problems; and help students to make wise decisions without imposing counselor's own ideas on students' potential.

On the other hand, counselors perceived that it is very important for school counselors to refer students with special needs, such as health, finance, and addiction to other professional or community agencies and conduct group counseling on social and emotional adjustments, while students and teachers perceived these two roles as only important. Data presented in Table 21 further indicate that students, teachers, and counselors reported that it is important for school counselors to play their roles in training and using students as helpers in peer counseling programs as well as counseling teachers regarding their personal concerns.

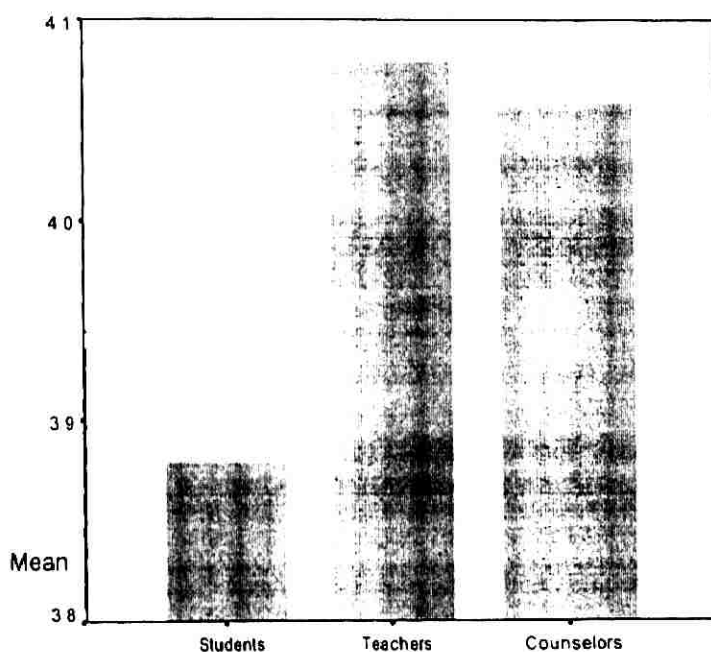
1.2. Perceptions toward the importance of providing educational guidance

The review of literature reveals that educational guidance is aimed at assisting an individual to make the best of his choices, plans, and adjustments in his educational life. What to study, what courses of studies to be pursued, what type of study habits to be developed and how to develop and maintain a healthy attitude and motivation for studies are some of the popular questions dealt with in educational guidance. Educational guidance assists an individual to develop himself as an educated person who is loved and appreciated not only by himself but also by the society as a whole. According to Anand (1992) educational guidance plays a constructive and very positive role in the life of a person in order to use his creative potentialities correctly for the attainment of self-actualization in life.

The emphasis is on success for all students in their academic life. To do so, the school must create climates that give every student an equal opportunity to succeed academically. School counselors contribute to this goal by assessing students' abilities, guiding teachers in placing students in instructional programs, providing services for parents to learn about their children's development and progress in school, and counseling students about their goals and plans in life (Schmidt, 1999).

Given the importance of educational guidance, this section discusses the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing educational guidance. More specifically, do students, teachers, and counselors perceive educational guidance as an important role of school counselors? Data presented in Table 18, once again, reveal that students, teachers and counselors positively perceived the importance of the counselor's role in providing educational guidance. As can be seen, the mean score for teachers (mean = 4.08; SD = .69) is similar to the mean score for counselors (mean = 4.06; SD = .51), but it is much higher than that of students (mean = 3.88; SD = .56). This indicates that teachers and counselors perceived that providing educational guidance is a very important role of school counselors, while students viewed it as only an important function. Therefore, it can be inferred that one of the most important guidance services that school counselors should provide for students is educational guidance in order to help them succeed academically. The mean score for each group is shown in Figure 7.

Figure 7
The mean scores for students, teachers, and counselors in their perceptions toward the importance of the counselor's role in providing educational guidance



To find out whether there are any significant differences in the mean scores between students, teachers, and counselors, a one-way analysis of variance (ANOVA) was performed. Tables 22 and 23 give the summary of data and results of the one-way analysis of variance.

Table 22
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing educational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	2	6.25	3.12	8.65	.000 (sig.)
Within groups	708	256.01	.36		
Total	710	262.26			

Table 23
Differences between students, teachers, and counselors in their perceptions toward the importance of the counselor's role in providing educational guidance

Group	Mean	SD	Students	Teachers
Students	3.88	.56		
Teachers	4.08	.69	*	
Counselor	4.06	.51	*	n.s.

Note : * denotes pairs of group significantly different at the .05 level using the Scheffe procedure
n.s. = no significant difference between pairs of means

As presented in Table 22, the results of the one-way analysis of variance show significant differences between the perceptions of students, teachers, and counselors toward the importance of educational guidance (F - ratio = 8.65; $p < .05$). To find out whether a significant difference exists between the three groups of respondents, a Scheffe post hoc analysis was performed. The results of Scheffe post hoc analysis

(Table 23) revealed significant differences at .05 level of significance between the mean score of teachers (mean = 4.08; SD = .69) and the mean score of students (mean = 3.88; SD = .56). Similarly, a significant difference was detected between the mean score of counselors (mean = 4.06; SD = .51) and the mean score for students (mean = 3.88; SD = .56), but there was no significant difference between the mean score of counselors (mean = 4.06; SD = .51) and the mean score of teachers (mean = 4.08; SD = .69). These findings indicate that teachers significantly differed from students in their perceptions toward the importance of the counselor's role in providing educational guidance. This means that teachers have more favorable perceptions toward the importance of providing educational guidance than the perceptions of students. Similarly, counselors significantly differed from students in their perceptions toward the importance of the counselor's role in providing educational guidance, which suggests that counselors have more favorable perceptions toward the importance of providing educational guidance compared to the perception of students. However, counselors and teachers did not significantly differ in their perceptions toward the importance of the counselor's role in providing educational guidance, which indicates that they have similar perceptions toward the importance of providing educational guidance. This implies that teachers and counselors perceived the role of school counselors in providing educational guidance as very important, while students viewed it as only important.

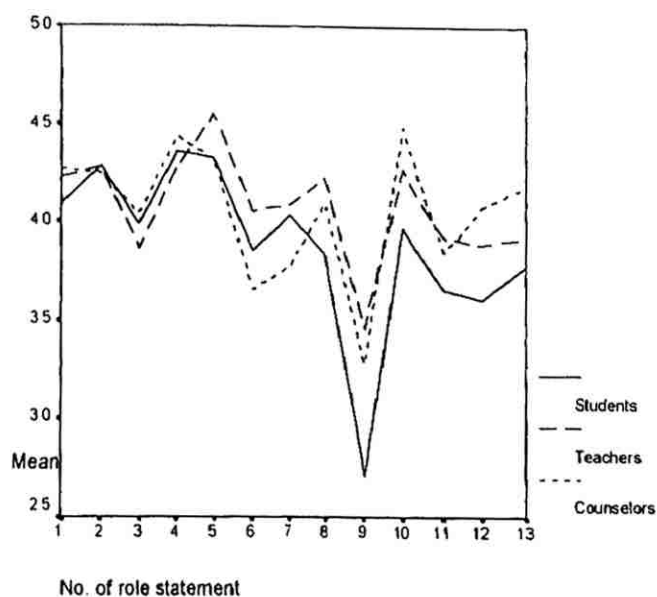
As reported earlier in Chapter Three, there are 13 role statements that describe the functions of school counselors in educational guidance. The means and standard deviations as reported by students, teachers, and counselors for each role statement are presented in Table 24. An illustration of the importance of each role statement is graphically shown in Figure 8.

Table 24
Means and standard deviations for students, teachers, and counselors in their
perceptions toward each role statement of educational guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to discuss academic matters	4.10	.93	4.23	.85	4.27	.80
2. Counselor helps individual students in selecting courses or further training	4.29	.79	4.28	.75	4.25	.77
3. Counselor conducts a class size or large group workshop for students to help them develop academic skills (e.g. time management skills, study skills, test-taking skills)	3.99	.95	3.87	.90	4.04	.76
4. Counselor provides a class size or large group of students with educational information.	4.36	.81	4.28	.79	4.44	.75
5. Counselor helps a class size or large group of students to plan steps to take in furthering their education.	4.33	.83	4.55	3.57	4.32	.76
6. Counselor administers to an individual or a class size or a large group of students an achievement test to assess students' achievement level.	3.86	1.00	4.06	.86	3.66	1.10
7. Counselor administers to an individual or a class size or a large group of students an ability test to assess students' ability level to pursue higher education	4.04	1.04	4.09	.87	3.78	.95
8. Counselor establishes and maintains open lines of communication with administrators, teachers, parents, and students concerning the academic progress of students (e.g. dialogues, letters).	3.84	1.02	4.23	.87	4.10	.96
9. Counselor designs and conducts an in-service training program for teachers.	2.71	1.37	3.46	1.10	3.28	1.02
10. Counselor conducts individual conferences with students who are not achieving well in school	3.97	.96	4.27	.82	4.49	.78
11. Counselor conducts follow-up studies of students after they have moved away or into higher grades.	3.66	1.13	3.92	.97	3.85	.89
12. Counselor makes classroom placement of students with special abilities or needs.	3.61	1.25	3.89	.94	4.08	.84
13. Counselor conducts follow-up of new students to determine their academic adjustments to school.	3.78	1.14	3.92	.98	4.19	.70

Figure 8

The level of importance of each role in educational guidance



Note : The statement represented by number is as stated in Table 24

Data presented in Table 24 show that students perceived 5 out of 13 roles of counselors in providing educational guidance as very important functions, while they viewed 7 out of 13 roles as only important. The data also indicate that students viewed one out of the 13 roles as a slightly important function of the school counselors. Of the 13 roles, teachers perceived 8 roles as very important, while 5 were seen as only important. Counselors, on the other hand, viewed 9 out of the 13 roles as very important for school counselors, while 4 were reported as only important. This means that students, teachers, and counselors believed that each role of educational guidance is either important or very important for school counselors,

except for role statement no. 24 which was seen by students as only a slightly important function. This favorable perception shows that students, teachers, and counselors rated the importance of the counselor's role in providing educational guidance very highly. Therefore, it can be concluded that school counselors should provide educational guidance to meet the needs of students.

Based on the mean scores for students, teachers, and counselors (Table 24), all three groups perceived that it is very important for school counselors to perform the following four roles: (1) meeting students and discussing their academic matters; (2) helping students in selecting courses; (3) providing students with educational information; and (4) helping students to plan steps to take in furthering their education.

The data also reveal that teachers and counselors perceived that it is very important for school counselors to establish and maintain open lines of communication with administrators, teachers, parents, and students concerning the academic progress of students (role no. 8) and conduct individual conferences with students who are not achieving well in school (role no. 10), while students reported that providing these two roles as only important functions of school counselors.

In addition, counselors felt that helping students develop academic skills, such as, time management skills, study skills, and test-taking skills (role no. 3); making classroom placement for students with special abilities or needs (role no. 12); and

conducting follow-up assessments for new students to determine academic adjustment to school (role no. 13) as very important functions of school counselors, while students, and teachers viewed these roles as only important.

Students and teachers perceived administering ability tests to assess students' ability level to pursue higher education (role no. 7) as a very important role of school counselors, while counselors reported it as only an important function. Similarly, teachers felt that it was very important for school counselors to administer achievement tests to assess students' achievement level (role no. 6), while students and counselors viewed it as only an important role.

All three groups of respondents perceived that conducting follow-up studies on students after they have moved away or promoted into higher grades (role no. 11) is a very important function of school counselors. Surprisingly, students reported that the role of school counselors in conducting in-service training program for teachers (role no. 9) as only a slightly important function, while teachers and counselors viewed it as an important function.

1.3. Perceptions toward the importance of providing vocational guidance

The school counseling profession, as noted in Chapter 2, has its roots in vocational guidance. Over its brief history, the profession has changed and expanded its role, but career development remains a vital part of comprehensive school counseling programs.

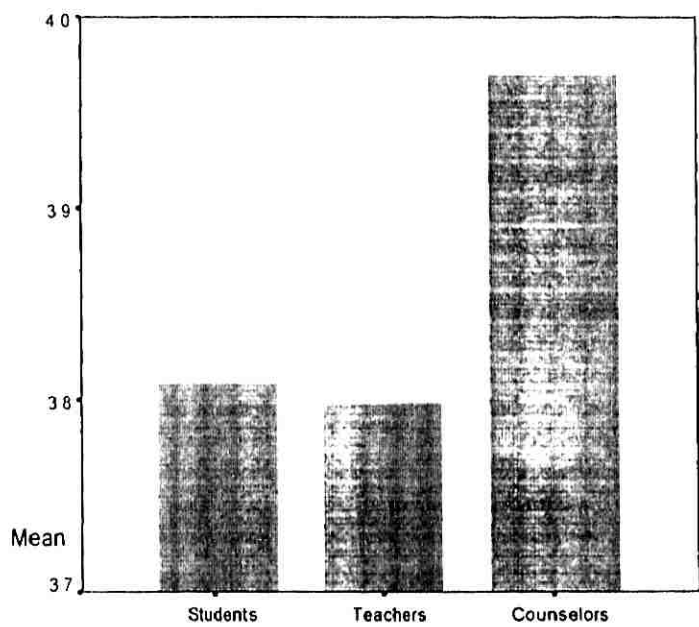
Vocational guidance is the assistance provided for selection of a vocation and preparation for the same. It is concerned with enabling students to acquire information about career opportunities, career growth and training facilities (Pietrofesa et al., 1984).

In this age of growing industrialization and specialization, there are various jobs available from the very simple ones to the most complicated and complex ones. There are skilled and unskilled jobs. There are jobs meant only for the well-educated, professionally trained persons and there are jobs as well where the least educated manpower is absorbed. For these reasons students at all levels of education benefit from activities that introduce the world of work, help them examine their career interests, and make decisions about educational plans that align with these interests (Schmidt, 1999). Having the knowledge and ability to make informed choices about a career is imperative for one's self-development and fulfillment in life. School counselors have a responsibility to assist students in this endeavor.

Realizing the importance of vocational guidance, in this study the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing vocational guidance are sought. More specifically, this study sought answer to the following question: do students, teachers, and counselors perceive vocational guidance as an important role of school counselors? As can be seen from the data presented in Table 18, in general, students, teachers, and counselors perceived vocational guidance as an important role of the school counselors. As can

be seen, the mean score for counselors is 3.97 (SD = .52), for teachers it is 3.80 (SD = .76) and for students it is 3.81 (SD = .66). This suggests that students, teachers, and counselors viewed providing vocational guidance as an important function of the school counselors. All three groups have favorable perceptions toward the counselor's role in providing vocational guidance, which means that they all agreed that school counselors should provide vocational guidance to students. The mean score for each group is shown in Figure 9.

Figure 9
The mean scores for students, teachers, and counselors in their perceptions toward the importance of the counselor's role in providing vocational guidance



To find out whether significant differences exist in the mean scores between students, teachers, and counselors, a one-way analysis of variance (ANOVA) was conducted. Table 25 displays the summary of data and the result of the analysis.

Table 25
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p <.05
Between groups	2	2.24	1.12	2.44	.087 (n.s.)
Within group	708	324.84	.45		
Total	710	327.08			

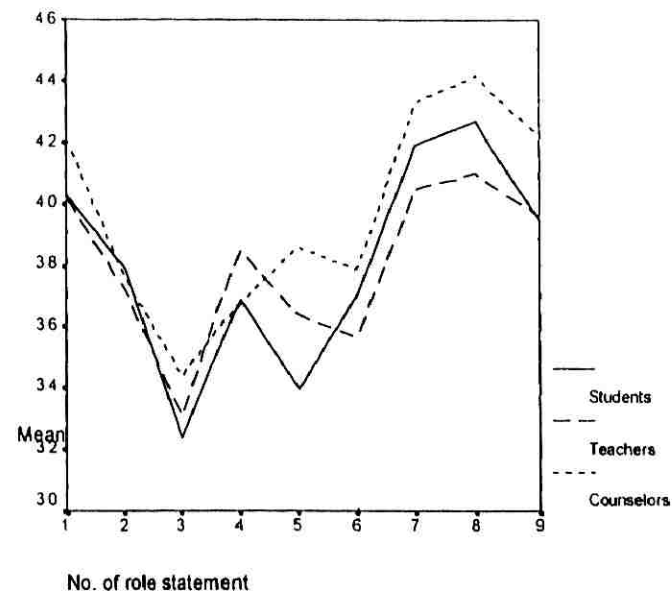
The results of the analysis of variance show no significant differences between the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing vocational guidance (F- ration = 2.44; p >.05). This suggests that these respondents have similar perceptions toward the importance of the counselor's role in providing vocational guidance. Therefore, it can be interpreted that all three groups of respondents believed it is important for school counselors to provide vocational guidance to students.

As reported earlier in Chapter Three, there were 9 role statements pertaining to the role of counselors in providing vocational guidance. The mean and standard deviation for each role statement is presented in Table 26. An illustration of the importance of each role for vocational guidance is shown in Figure 10.

Table 26
Means and standard deviations for students, teachers, and counselors in their
perceptions toward each role statement of vocational guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to discuss career information and/or to help students in career planning.	4.03	.90	4.02	.92	4.21	.73
2. Counselor conducts a class size or large group workshop for students to help them develop resume writing, interview and job seeking skills	3.79	1.02	3.72	1.04	3.76	.83
3. Counselor assists student to seek employment (part-time or full-time employment)	3.24	1.27	3.31	1.15	3.44	.87
4. Counselor administers to an individual or a class size or a large group of students a career inventory to assess students' career potential	3.69	1.14	3.85	1.01	3.68	.88
5. Counselor consults with community agencies (education department, social services department) about job vacancies	3.40	1.32	3.64	1.12	3.86	.73
6. Counselor plans activities (discussion, field trip) to stimulate interest in the world of work.	3.70	1.05	3.57	1.04	3.79	.82
7. Counselor provides vocational information to students wishing to explore career.	4.19	.82	4.05	.86	4.33	.68
8. Counselor helps students relate their abilities to future career choices.	4.17	.79	4.10	.75	4.42	.65
9. Counselor provides information on the qualifications needed for jobs.	3.95	.95	3.96	.94	4.22	.69

Figure 10
The level of importance of each role in vocational guidance



Note: The statement represented by number is as stated in Table 26

Data presented in Table 26 reveal that students perceived 3 out of 9 roles of counselors in providing vocational guidance as very important functions of the school counselors, while 6 were seen as only important. Similarly, teachers perceived 3 out of the 9 roles of counselors in providing vocational guidance as very important, while 6 were viewed as only important. Counselors, on the other hand, reported 4 out of 9 roles of counselors in providing vocational guidance as very important, while they noted 5 out of 9 roles as important. This shows that all three groups of respondents felt that providing vocational guidance is either an important or very important function of school counselors, which means that students, teachers, and counselors have favorable perceptions toward the role of counselors in providing

vocational guidance. It can be interpreted that students, teachers, and counselors agreed that school counselors should provide vocational guidance to students to help them make their appropriate choices, plans, and adjustments in their respective vocational lives.

Based on the mean scores for students, teachers, and counselors presented in Table 23, it can be seen that the three groups of respondents felt that it was very important for school counselors to provide vocational information to students; meet with students to discuss career information and help them in career planning; and relate students' abilities to future career choices. Unlike students and teachers who perceived that the role of counselors in providing information on the qualifications needed for jobs as important, counselors reported that it is a very important function of school counselors.

The data also indicate that students, teachers, and counselors perceived the following functions as important for the school counselors in providing vocational guidance. These roles consisted of helping students in writing resumes, interview preparation and job seeking skills; helping students to seek part time or full time employment; and administering career inventory to assess students' career potential. The data further indicate that the three groups of respondents viewed that it was important for school counselors to consult with community agencies, such as, education departments and social service departments about job vacancies; and organize

activities (discussion or field trip) to stimulate students' interest in the world of work.

To sum up, significant differences exist between the perceptions of students and teachers, and between the perceptions of students and counselors but there were no significant differences between the perceptions of counselors and teachers regarding the importance of the counselor's role in providing personal guidance and educational guidance. However, there were no significant differences between the perceptions of students, teachers, and counselors toward the importance of the counselor's role in providing vocational guidance. These findings suggest that teachers and counselors have more favorable perceptions toward the importance of the counselor's role in providing personal guidance and educational guidance compared to the perception of students, but the three groups have similar perceptions toward the importance of the counselor's role in providing vocational guidance.

2. Perceptions of students, teachers, and counselors toward the performance of school counselors in providing personal, educational, and vocational guidance (research questions 5 to 8)

This section answers research questions 5 to 8:

Research question 5: Do students, teachers, and counselors perceive school counselors perform personal guidance?

Research question 6 : Do students, teachers, and counselors perceive school counselors perform educational guidance?

Research question 7 : Do students, teachers, and counselors perceive school counselors perform vocational guidance?

Research question 8 : Is there any significant difference between students, teachers, and counselors in their perceptions toward the performance of counselor's role?

The respondents were asked to indicate how often the school counselors perform their roles/functions in providing personal guidance, educational guidance, and vocational guidance, using a six-point Likert scale, that is from don't know (1), never perform the role (2), rarely perform the role (3), sometimes perform the role (4), often perform the role (5), and always perform the role (6). The following rating system was used to interpret the mean scores.

Mean value	Interpretation
.99 or less	Don't know
1 to 1.99	Never perform
2 to 2.99	Rarely perform
3. to 3.99	Sometimes perform
4 to 4.99	Often perform
5 or over	Always perform

Table 27 below shows the means and standard deviations of responses from students, teachers, and counselors toward the performance of school counselors in providing personal, educational, and vocational guidance.

Table 27
Means and standard deviations of students', teachers', and counselors' perceptions toward the performance of school counselors in providing personal, educational, and vocational guidance

Role	Students (n=401)		Teachers (n=211)		Counselors (n=99)	
	Mean	SD	Mean	SD	Mean	SD
1. Personal guidance	3.81	.71	4.31	.86	4.65	.44
2. Educational guidance	3.68	.81	4.16	1.00	4.56	.57
3. Vocational guidance	3.15	.92	3.62	.96	4.15	.61

Students' mean scores for personal, educational and vocational guidance are 3.81 (SD = .71), 3.68 (SD = .81), and 3.15 (SD = .92) respectively, which means students perceived that school counselors sometimes performed their roles in providing personal guidance, educational guidance, and vocational guidance. The mean scores for teachers for all the three roles are much higher than those of students. Teachers have mean scores of 4.31 (SD = .86), 4.16 (SD = 1.00) and 3.62 (SD = .96) for personal, educational, and vocational guidance respectively. This shows that teachers felt school counselors often performed their roles in providing personal guidance and educational guidance, but only sometimes performed their roles in providing

vocational guidance. The mean scores for counselors are much higher than those of teachers and students. The mean scores for counselors are 4.65 (SD = .44), 4.56 (SD = .57), and 4.15 (SD = .61) for personal, educational, and vocational guidance respectively, which means that counselors perceived school counselors often performed their functions in these three areas. These findings suggest that counselors have more favorable perception toward the performance of school counselors in providing personal, educational, and vocational guidance compared to students and teachers. Therefore, it can be inferred that counselors rated the performance of school counselors in providing the three roles and functions at a higher level than was perceived by teachers and students.

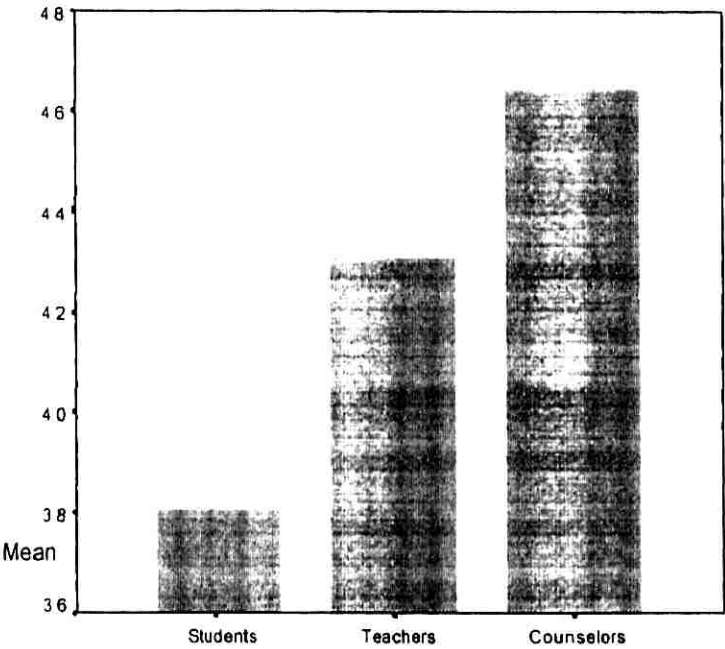
To examine whether the differences in the perceptions between students, teachers, and counselors are significant, a further analysis was carried out and presented in the following section.

2.1 Perceptions toward counselors' performance in providing personal guidance

This section examines the perceptions of students, teachers, and counselors toward the performance of school counselors in providing personal guidance. As presented in Table 27, the mean score for counselors is much higher than those of teachers and students in their perceptions toward the performance of school counselors in providing personal guidance. The mean score for students is 3.81 (SD = .71), while for teachers it is 4.31 (SD = .86), and for counselors it is 4.65 (SD = .44). This implies that while students perceived school counselors sometimes performed their

role in providing personal guidance, teachers and counselors viewed that school counselors often provide personal guidance. This seems to give the general picture that teachers and counselors have more favorable perceptions toward the performance of school counselors in providing personal guidance compared to students. This means that according to teachers and counselors, school counselors more frequently performed personal guidance. An illustration of the mean score for each group is shown in Figure 11.

Figure 11
The mean scores for students, teachers, and counselors in their perceptions toward the performance of school counselors in providing personal guidance



ANOVA was used to see whether the difference in the mean scores between students, teachers, and counselors are statistically significant. Results of the one-way analysis of variance are presented in Tables 28 and 29.

Table 28
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the performance of counselors in providing personal guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between group	2	72.41	36.20	67.70	.000 (sig.)
Within groups	708	378.61	.53		
Total	710	451.02			

Table 29
Differences between the perceptions of students, teachers, and counselors toward the performance of personal guidance

Group	Mean	SD	Students	Teachers
Students	3.81	.71		
Teachers	4.31	.86	*	
Counselor	4.65	.44	*	*

Note : * denotes pairs of group significantly different at the .05 level using the Scheffe procedure

As presented in Table 28, the results of analysis of variance indicate significant differences in the perceptions of students, teachers, and counselors toward the performance of school counselors in providing personal guidance (F - ratio = 67.70; $p < .05$). To determine the differences between each group of respondents, the Scheffe post hoc analysis was performed. The results of the Scheffe post hoc analysis (Table 29) indicate significant differences between the mean scores for teachers (mean = 4.31; SD = .86) and students (mean = 3.81; SD = .71), and between the mean score for counselors (mean = 4.65; SD = .44) and students (mean = 3.81; SD = .71). Similarly, there was a significant difference between the mean score for counselors (mean = 4.65; SD = .44) and teachers (mean = 4.31; SD = .86). These results show that teachers significantly differed from students in their perceptions toward the performance of school counselors in providing personal guidance, which means that teachers reported school counselors more frequently performed personal guidance than students. Similarly, counselors significantly differed from students in their perceptions toward the performance of school counselors in providing personal guidance. This indicates that counselors felt school counselors more frequently performed personal guidance. The findings further reveal that counselors significantly differed from teachers in their perceptions toward the performance of personal guidance. This shows that counselors viewed school counselors more frequently performed personal guidance than was perceived by teachers.

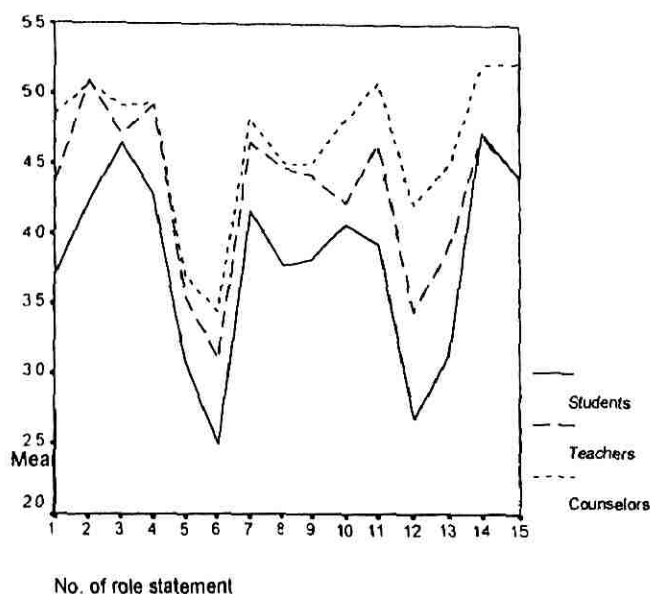
As mentioned earlier in Chapter III, there are 15 role statements on the counselor's role in providing personal guidance. The mean and standard deviation for each role statement is presented in Table 30. A line graph illustrating the level of performance of each role statement is shown in Figure 12.

Table 30
Means and standard deviations for students, teachers, and counselors in their perceptions toward the performance of each role statement for personal guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to address developmental needs (e.g. social skills, problem-solving skills, decision-making skills)	3.71	1.16	4.36	1.04	4.85	80
2. Counselor counsels individual students to resolve a problem (e.g. family conflict, drugs, interpersonal relationship problem)	4.24	1.18	5.09	4.96	5.07	75
3. Counselor counsels individual students who are facing disciplinary action.	4.64	1.21	4.71	.98	4.91	96
4. Counselor works with parents/guardians to resolve a student's problem.	4.29	1.33	4.92	.95	4.93	93
5. Counselor trains and uses students as helpers in the peer counseling programs.	3.09	1.45	3.56	1.34	3.70	79
6. Counselor counsels a teacher regarding a personal concern.	2.50	1.57	3.11	1.16	3.45	1.00
7. Counselor works with a class size or large group of students to facilitate self-awareness (e.g. interest, personality, abilities) and/or understanding of others	4.17	1.24	4.65	1.07	4.83	96
8. Counselor conducts a class size or large group special program to meet the specific needs of the students (e.g. truancy, drug abuse, smoking)	3.77	1.63	4.47	1.13	4.51	1.07
9. Counselor administers to an individual or a class size or a large group of students psychological tests (interest test, personality test, IQ test).	3.82	1.34	4.42	1.44	4.50	1.47
10. Counselor interprets and communicates assessment results to teachers, parents/guardians, and students	4.07	1.69	4.23	1.26	4.82	88
11. Counselor consults with teachers and parents or guardians about the needs or concerns of students	3.94	1.42	4.65	1.12	5.09	79
12. Counselor refers students with special needs (e.g. health, finance, addiction) to other professional or community agencies.	2.68	1.51	3.45	1.48	4.21	1.19
13. Counselor conducts group counseling on social and emotional adjustments	3.13	1.40	3.91	1.31	4.50	92
14. Counselor provides individual students an opportunity to talk through his problems	4.74	1.38	4.71	1.20	5.22	85
15. Counselor helps students to make wise decisions without imposing his or her own ideas on student's potential	4.41	1.39	4.41	1.38	5.23	79

Figure 12

The level of performance of each role in personal guidance



Note: The statement represented by number is as stated in Table 30

Data presented in Table 30 indicate that students rated school counselors as often performed 7 out of the 15 roles in personal guidance, sometimes performed 6 out of the 15 roles and rarely performed 2 out of the 15 roles. The teachers rated school counselors as always performed only one out of the 15 roles in personal guidance, often performed 10 out of the 15 roles and sometimes performed 4 out of the 15 roles. Counselors, on the other hand, rated school counselors as always performed 4 out of the 15 roles, often performed 9 out of the 15 roles and sometimes only performed 2 out of the 15 roles. Thus, it may be assumed that the performance of school counselors in providing personal guidance was not clearly understood by students because unlike teachers and counselors who rated the performance of school

counselors from sometimes performing to always performing the roles, students rated the performance of school counselors from rarely performing to often performing the roles. This may be the reason why only a few students see school counselors as the main source of help when the needs arise.

The mean scores of students, teachers, and counselors (Table 30), show that teachers and counselors reported that school counselors always performed their roles in helping students to resolve problems (role no. 2), while students felt school counselors only often performed this function. Counselors also felt that school counselors always provided an individual student with opportunities to talk through his problems (role no. 14) and always helped students to make wise decisions without imposing their own ideas on students' potential (role no. 15), while students and teachers reported that school counselors only often performed these two functions. Unlike counselors who felt that school counselors always consulted with teachers and parents or guardians about the needs or concerns of students (role no. 11), teachers felt that school counselors only often performed this role, while students felt that school counselors only sometimes performed this role.

The data also reveal that all three groups of respondents perceived that school counselors often performed roles no. 3, 4, 7 and 10. Those roles were counseling individual students who are facing disciplinary action; working with parents/guardians to resolve students' problems; working with students to facilitate self-awareness (e.g. interest, personality, abilities) and/or understanding of others;

and interpreting and communicating assessment results to teachers, parents/guardians, and students.

The data further reveal that students, teachers, and counselors reported that school counselors often helped students to address developmental needs, such as, social skills, problem-solving skills, and decision-making skills (role no. 1). The three groups also felt that school counselors often conducted special programs to educate students on truancy, drug abuse, and smoking (role no. 8) and often administered psychological tests, such as interest and personality tests to students (role no. 9).

With regard to the role of school counselors in conducting group counseling on social and emotional adjustments (role no. 13), counselors reported that school counselors often performed this function, while students and teachers reported that school counselors only sometimes did it. Counselors also reported that school counselors always referred students with specific problems (e.g. health, finance, drug addiction) to other professional or community agencies (role no. 12), while teachers felt that school counselors only sometimes performed it, and students viewed that school counselors rarely fulfilled this function.

All three groups of respondents perceived that school counselors sometimes trained and used students as helpers in the peer counseling program (role no. 5). As for counseling teachers regarding personal concerns (role no. 6), students felt that school

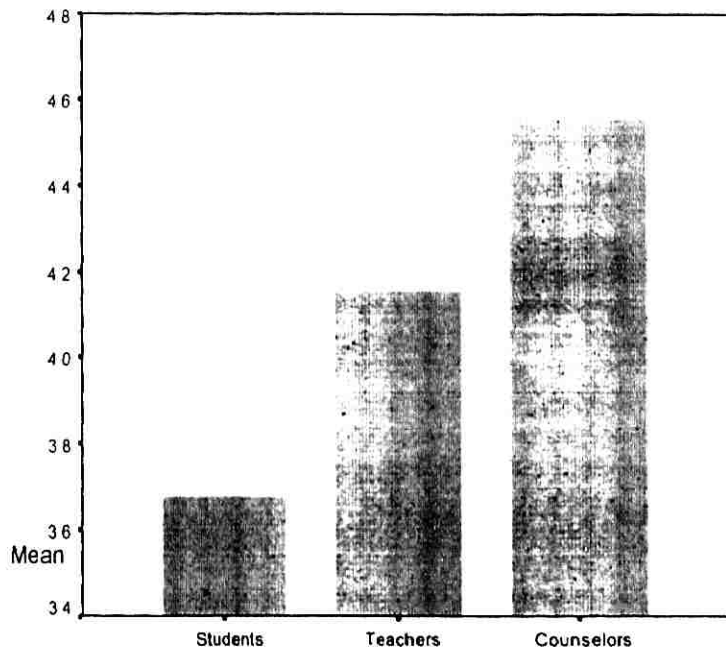
counselors only rarely performed this role, while teachers and counselors reported that school counselors sometimes performed this role.

In general, the findings suggest that school counselors performed their function in providing personal guidance, however, there are certain roles that school counselors need to enhance if meaningful and effective guidance services are to be offered.

2.2. Perceptions toward counselors' performance in providing educational guidance

This section discusses the perceptions of students, teachers, and counselors toward the school counselor's performance in providing educational guidance. The respondents were asked to indicate how often school counselors performed their role in providing educational guidance. From data presented in Table 27, it can be seen that counselors have a higher mean score compared to those of students and teachers. The mean score for students is 3.68 (SD = .81) for teachers it is 4.16 (SD = 1.00) and for counselors it is 4.56 (SD = .57). This indicates that to the students, school counselors only sometimes provide educational guidance while teachers and counselors felt that school counselors often performed this function. These findings show that teachers and counselors have a more favorable perceptions toward the performance of school counselors in providing educational guidance, compared to students. The mean score for each group is presented in Figure 13.

Figure 13
The mean scores for students, teachers, and counselors in their perceptions toward the performance of school counselors in providing educational guidance



To find out whether there are significant differences in the mean scores between students, teachers, and counselors, ANOVA was used. Tables 31 and 32 display the summary of data and results of the analysis of variance.

Table 31
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the performance of counselors in providing educational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	2	74.10	37.05	51.83	.000 (sig.)
Within groups	708	506.09	.71		
Total	710	580.19			

Table 32
Differences between students, teachers, and counselors in their perceptions toward the performance of school counselors in providing educational guidance

Group	Mean	SD	Students	Teachers
Students	3.68	.81		
Teachers	4.16	1.00	*	
Counselor	4.56	.57	*	*

Note : * denotes pairs of group significantly different at the .05 level using the Scheffe procedure

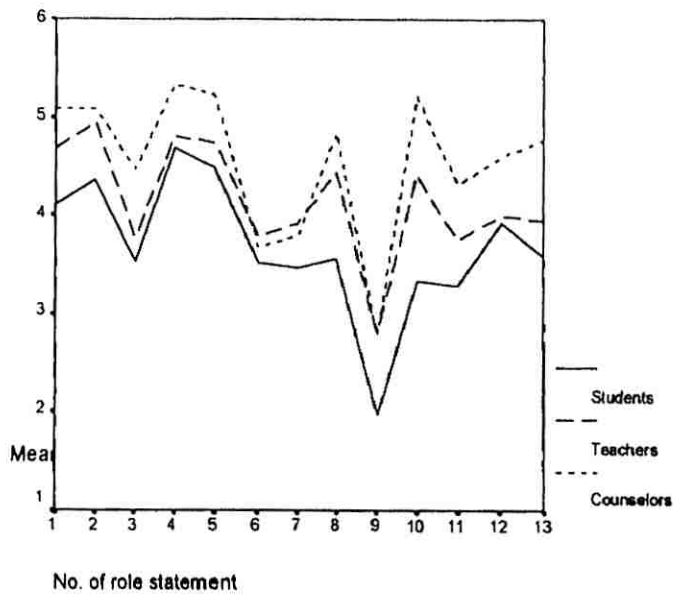
As presented in Table 31, the results of the one-way analysis of variance show significant differences between the perceptions of students, teachers, and counselors toward the performance of school counselors in providing educational guidance (F -ratio = 51.83; $p < .05$). The results of the Scheffe post hoc analyses (Table 32) reveal that significant differences exist between the mean score for teachers (mean =

4.16; SD 1.00) and students (mean = 3.68; SD = .81), and between the mean score for counselors (mean = 4.56; SD = .57) and students (mean = 3.68; SD = .81). Similarly, there was a significant difference between the mean score for counselors (mean = 4.56; SD = .57) and teachers (mean = 4.16; SD 1.00). These results indicate that teachers significantly differed from students in their perceptions toward the performance of school counselors in providing educational guidance. Teachers have a more favorable perception toward the performance of school counselors in providing educational guidance than students. Counselors significantly differed from teachers in their perceptions toward the performance of school counselors in providing educational guidance. Counselors have more favorable perceptions toward the performance of school counselors in providing educational guidance than teachers. Therefore, it can be concluded that counselors perceived that school counselors more frequently performed their roles in providing educational guidance compared to the perceptions of students and teachers. Similarly, teachers reported that school counselors more frequently performed their roles in providing educational guidance than as perceived by students.

There were 13 role statements that described the functions of school counselors in providing educational guidance. The means and standard deviations reported by students, teachers, and counselors for each role statement is shown in Table 33. An illustration of the level of performance of each role is presented in Figure 14.

Figure 14

The level of performance of each role in educational guidance



Note: The statement represented by number is as stated in Table 33

Table 33
Means and standard deviations for students, teachers, and counselors in their perceptions toward the performance of each role statement for educational guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to discuss academic matters	4.12	1.29	4.70	1.12	5.09	.72
2. Counselor helps individual students in selecting courses or further training	4.36	1.25	5.95	3.67	5.09	.70
3. Counselor conducts a class size or large group workshop for students to help them develop academic skills (e.g. time management skills, study skills, test-taking skills)	3.54	1.49	3.78	1.41	4.47	1.24
4. Counselor provides a class size or large group of students with educational information.	4.70	1.22	4.81	1.12	5.34	.78
5. Counselor helps a class size or large group of students to plan steps to take in furthering their education	4.50	1.16	4.74	1.09	5.23	.76
6. Counselor administers to an individual or a class size or a large group of students achievement tests to assess students' achievement level.	3.52	1.52	3.79	1.61	3.68	1.53
7. Counselor administers to an individual or a class size or a large group of students ability tests to assess students' ability level to pursue higher education	3.47	1.51	3.92	1.71	3.79	1.47
8. Counselor establishes and maintains open lines of communication with administrators, teachers, parents, and students concerning the academic progress of students (e.g. dialogues, letters).	3.56	1.68	4.45	1.36	4.85	1.22
9. Counselor designs and conducts an in-service training program for teachers.	1.98	1.41	2.80	1.40	2.80	1.10
10. Counselor conducts individual conferences with children who are not achieving well in school	3.34	1.55	4.42	1.28	5.22	.97
11. Counselor conducts follow-up studies of pupils after they have moved away or into higher grades.	3.29	1.65	3.75	1.54	4.32	1.22
12. Counselor makes classroom placement of students with special abilities or needs.	3.93	1.71	4.00	1.45	4.60	1.15
13. Counselor conducts follow-up checks of new students to determine academic adjustments to school.	3.59	1.62	3.94	1.56	4.77	1.20

Students perceived that school counselors often performed only 4 out of the 13 roles of educational guidance, while they sometimes performed 8 roles. One of the 13 roles was never performed. Of the 13 roles, teachers reported that school counselors always performed one role only, while they often performed 6 roles, sometimes performed 5 roles, and rarely performed one. Counselors, on the other hand, felt that school counselors always performed 5 out of 13 roles, often performed 5 roles, sometimes performed 2 roles, and rarely performed one. This indicates that the three groups of respondents rated the performance of school counselors in providing educational guidance for students from never performing the roles to always performing the roles. This seems to give the general picture that school counselors were not performing their roles in providing educational guidance as much as they were supposed to. This may be a reason why the role of school counselors was not clearly understood by students, teachers, administrators, and other school personnel.

Looking at the mean scores reported by students, teachers, and counselors for each role statement, counselors and teachers reported that school counselors always helped students in selecting courses or further training (role no. 2), while students viewed that school counselors often performed this role. Counselors perceived that school counselors always met students to discuss academic matters (role no. 1); provided students with educational information (role no. 4); and helped students to plan steps to take in furthering their education (role no. 5), while teachers and students felt that school counselors only often performed those functions. Counselors also felt that school counselors always conducted individual conferences with

students who are not achieving well in school (role no. 9), while teachers reported that school counselors only often did this function, and students believed that school counselors only sometimes performed it.

In addition, counselors and teachers reported that school counselors often made classroom placement of students with special abilities or needs (role no. 12) and often established and maintained open lines of communication with administrators, teachers, parents, and students concerning the academic progress of students through dialogues and newsletter (role no. 8), while students felt that school counselors only sometimes performed those two functions.

With regard to role statements nos. 3, 11, and 13, counselors perceived that school counselors often performed these three roles, while teachers and students felt that school counselors only sometimes performed them. The three roles were conducting workshop for students to help them develop academic skills, such as time management skills, study skills, and test-taking skills (role no. 3); conducting follow-up studies of students after they have moved away or into higher grades (role no. 11); and conducting follow-up checks of new students to determine their academic adjustments to school (role no. 13).

All three groups of respondents reported that school counselors sometimes administered achievement tests to assess students' achievement level (role no. 6) and also sometimes administered ability tests to assess students' ability level to pursue

higher education (role no. 7). Finally, counselors and teachers perceived that school counselors rarely performed their role in conducting in-service training programs for teachers (role no. 9), while students reported that school counselors never performed this function.

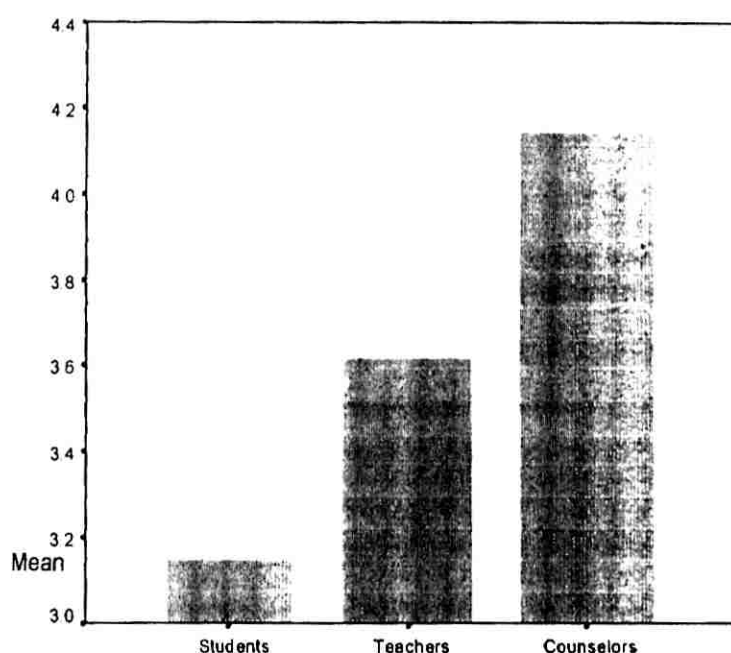
Generally, the findings suggest that school counselors need to improve their frequency in providing educational guidance. This is not only for students to benefit from the school guidance programs but also for the benefit of the school counselors to be accepted by students, teachers, and other school personnel.

2.3 Perceptions toward counselors' performance in providing vocational guidance

This section discusses the findings on the perceptions of students, teachers, and counselors toward the performance of school counselors in providing vocational guidance. Data presented in Table 24 indicate that the mean score of counselors is generally higher than that of teachers and students. As can be seen, the mean score for students is 3.15 (SD = .92), while for teachers it is 3.62 (SD = .96) and for counselors it is 4.15 (SD = .61). This means that students and teachers perceived that school counselors only sometimes performed their function in providing vocational guidance, while counselors felt that school counselors often performed this function. Therefore, it can be concluded that counselors, in general, have more favorable perceptions toward the performance of counselors in providing vocational guidance compared to students and teachers. This seems to give the general picture

that students and teachers were still doubtful of what school counselors actually do in providing vocational guidance. An illustration of the mean score for each group is shown in Figure 15.

Figure 15
The mean scores for students, teachers, and counselors in their perceptions toward the performance of school counselors in providing vocational guidance



To find out whether there are any significant differences in the mean scores between students, teachers, and counselors, ANOVA was employed. The independent variables were the three groups of respondents, namely, students, teachers, and counselors. The dependent variable was the perception toward the performance of school counselors in providing vocational guidance. Tables 34 and 35 display the summary of data and results of the analysis of variance undertaken.

Table 34
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors toward the performance of counselors in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	2	90.56	45.28	56.03	.000 (sig.)
Within groups	708	572.12	.80		
Total	710	662.68			

Table 35
Differences between students, teachers, and counselors in their perceptions toward the performance of counselors in providing vocational guidance

Group	Mean	SD	Students	Teachers
Students	3.15	.92		
Teachers	3.62	.96	*	
Counselor	4.15	.61	*	*

Note : * denotes pairs of group significantly different at the .05 level using the Scheffe procedure

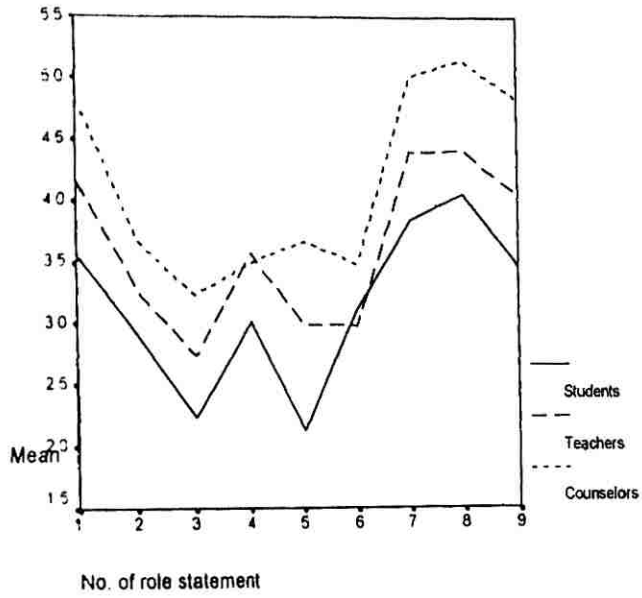
The results of the one-way analysis of variance show that counselors, teachers, and students were significantly different in their perceptions toward the performance of school counselors in providing vocational guidance (F – ratio = 56.03; $p < .05$). The results of the Scheffe post hoc analysis (Table 35) reveal that significant differences exist between the mean scores for teachers (mean = 3.62; SD = .96) and students (mean = 3.15; SD = .92); and between counselors (mean = 4.15; SD = .61) and

students (mean = 3.15; SD = .92). Similarly, there was a significant difference between the mean score for counselors (mean = 4.15; SD = .61) and teachers (mean = 3.62, SD = .96). These results indicate that teachers significantly differed from students in their perceptions toward the performance of school counselors in providing vocational guidance, which means that teachers reported that school counselors more frequently provided vocational guidance than was reported by students. Similarly, counselors significantly differed from students in their perceptions toward the performance of school counselors in providing vocational guidance. According to counselors, school counselors more frequently provided vocational guidance, while students did not perceive so. The findings further reveal that counselors significantly differed from teachers in their perceptions toward the performance of school counselors in providing vocational guidance. Counselors viewed the school counselors providing more vocational guidance, while teachers did not perceive so. Therefore, it can be concluded that among the three groups of respondents, counselors have more favorable perceptions toward the performance of school counselors in providing vocational guidance compared to students and teachers. Counselors felt that school counselors more often performed their roles in providing vocational guidance, while students and teachers viewed school counselors performed this function only sometimes.

There were 9 role statements related to counselors' functions in providing vocational guidance. The means and standard deviations for each role statement is presented in Table 36. A line graph illustrating the level of performance of each role in vocational guidance is shown in Figure 16.

Figure 16

The level of performance of each role in vocational guidance



Note: The statement represented by number is as stated in Table 36

Table 36
Means and standard deviations of students', teachers', and counselors' perceptions toward the performance of school counselors in providing each role in vocational guidance

Role statement	Student		Teacher		Counselor	
	Mean	SD	Mean	SD	Mean	SD
1. Counselor meets with individual students to discuss career information and/or to help them in career planning	3.55	1.43	4.16	1.26	4.82	.84
2. Counselor conducts a class size or large group workshop for students to help them develop resume writing, interview and job seeking skills.	2.90	1.37	3.27	1.46	3.67	1.12
3. Counselor assists student to seek employment (part-time or full-time employment)	2.24	1.18	2.74	1.28	3.24	1.05
4. Counselor administers to an individual or a class size or a large group of students a career inventory to assess students' career potential	3.02	1.37	3.58	1.59	3.50	1.34
5. Counselor consults with community agencies (education department, social services department) about job vacancies	2.14	1.43	3.00	1.38	3.67	1.20
6. Counselor plans activities (discussion, field trip) to stimulate interest in the world of work	3.12	1.50	2.99	1.34	3.49	1.14
7. Counselor provides vocational information to students wishing to explore career.	3.84	1.43	4.40	1.20	5.01	.90
8. Counselor helps students relate their abilities to future career choices.	4.06	1.39	4.41	1.32	5.15	.80
9. Counselor provides information on the qualifications needed for jobs.	3.48	1.51	4.04	1.46	4.83	.88

Table 35 indicates that students perceived that school counselors often performed 1 out of the 9 roles, sometimes performed 5 roles, and rarely performed 3 roles. On the other hand, teachers reported that school counselors often performed 4 roles, while they sometimes performed 3 roles and rarely performed 2 roles. Finally, counselors reported that school counselors always performed 2 out of 9 roles, often performed 2 roles and sometimes performed 5 roles.

Based on the mean scores for students, teachers, and counselors presented in Table 35, it can be seen that counselors reported that school counselors always helped students relate their abilities to future career choices (role no. 8), while teachers and students felt that school counselors only often performed this function. Counselors also reported that school counselors always performed their roles in providing vocational information to students wishing to explore career (role no. 7), while teachers perceived that school counselors often fulfilled this role and students felt that school counselors only sometimes did it.

In addition, counselors and teacher perceived that school counselors often performed their role in providing vocational guidance to students by meeting with students to discuss career information and/or to help them in career planning (role no. 1), and they often provided information on the qualifications needed for jobs (role no. 9). Students felt that school counselors only sometimes performed these two functions.

With regard to role statement nos. 2 and 5, counselors and teachers reported that school counselors sometimes performed these two roles, while students felt that the two roles were rarely performed. The two roles were conducting workshop for students to help them develop resume writing, interview and job seeking skills (role no. 2) and consulting with community agencies (education department and social service department) about job vacancies (role no. 5).

Data presented in Table 35 also indicate that all three groups of respondents felt that school counselors sometimes administered a career inventory to assess students' career potential (role no. 4). Students and counselors felt that school counselors sometimes planned activities (discussion or field trip) to stimulate interest in the world of work (role no. 6), while teachers felt that school counselors rarely performed this function.

Students and teachers reported that school counselors rarely assisted students to seek either part-time or full-time employment (role no. 3), while counselors perceived that school counselors sometimes performed this role. One possible explanation perhaps was the economic crisis in Indonesia which caused many people to lose their jobs as well as reduced job opportunities for students.

From the above discussion, it is obvious that students, teachers, and counselors significantly differed in their perceptions toward the performance of school counselors in providing the three functions, namely, personal, educational, and

vocational guidance. Counselors felt that school counselors more frequently performed the three roles compared to the perceptions of teachers and students. In other words, counselors rated the performance of school counselors in providing the three functions at a higher level compared to the teachers and students. Therefore, it can be inferred that students and teachers identified the school counselor as the one who assists them in personal guidance and educational guidance but not in vocational guidance. In order for the school counselors to be recognized as helpers in vocational guidance, they need to provide more services in this area.

3. Relationships between the perceptions of students, teachers, and counselors toward the importance of counselors' role and the performance of school counselors

This section is to answer research question 9: Are there any relationships between the perceptions of students, teachers, and counselors toward the importance and performance of the school counselor's role? Table 37 below shows the correlation coefficient of the perceptions of students, teachers, and counselors toward the importance of the counselor's role and the performance of school counselors in providing personal, educational, and vocational guidance.

Table 37
Correlation of the perceptions of students, teachers, and counselors toward the
importance of the counselor's role and the performance of school counselors
(N = 711)

Performance of counselors' role	Importance of the counselor's role		
	Personal guidance	Educational guidance	Vocational guidance
Personal guidance	$r = .50^{**}$	-	-
Educational guidance	-	$r = .50^{**}$	-
Vocational guidance	-	-	$r = .31^{**}$

Note: ** Correlation is significant at the 0.01 level (2-tailed)

Table 37 shows a significant relationship between the perceptions of students, teachers, and counselors toward the importance of the counselor's role and the performance of school counselors in providing personal, educational, and vocational guidance. As can be seen, the correlation coefficient between the perceptions of students, teachers, and counselors toward the importance of the counselor's role and the performance of counselors' roles in providing personal guidance is $r = .50$; $p < .01$, while in educational guidance it is $r = .50$; $p < .01$, and in vocational guidance it is $r = .31$; $p < .01$. This shows that there is a positive relationship between the two variables, which means that the higher the perception toward the importance of the counselor's role, the higher the perception toward the performance of school counselors.

4. Comparison between the perceptions of students, teachers, and counselors from different regions toward the importance of the counselor's role and the performance of school counselors (research questions 10 and 11)

This section deals with research questions 10 and 11:

Is there a significant difference between the perceptions of students, teachers, and counselors from different regions toward the importance of school the counselor's role?

Is there a significant difference between the perceptions of students, teachers, and counselors from different regions toward the performance of school counselors?

Table 38 below shows the means and standard deviations for students, teachers, and counselors from the four regions (Subaya, Malang, Madiun, and Jember) in their perceptions toward the importance of the school counselor's role in providing the three functions.

Table 38
Means and standard deviations for students, teachers, and counselors from different regions in their perceptions toward the importance of the counselor's role

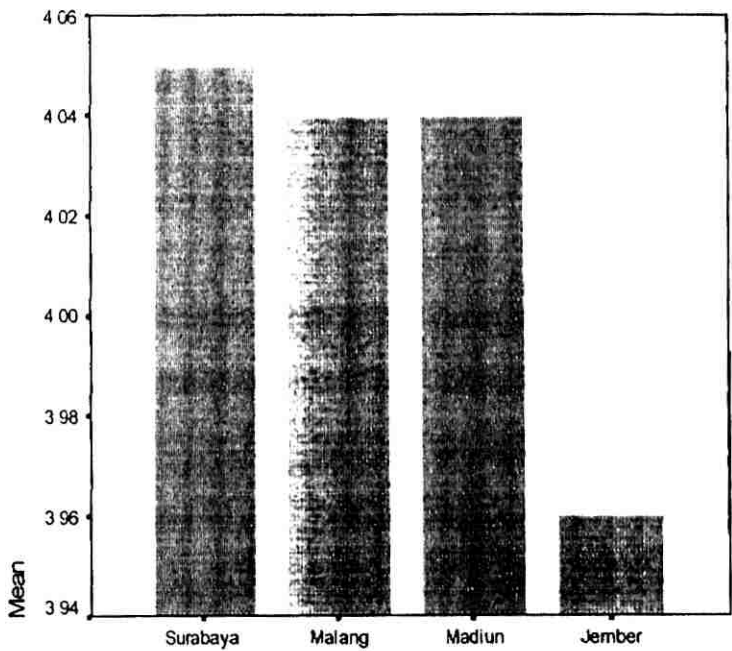
Role	Region							
	Surabaya		Malang		Madiun		Jember	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Personal guidance	4.05	.49	4.04	.47	4.04	.51	3.96	.53
Educational guidance	4.01	.57	3.98	.64	3.94	.58	3.94	.62
Vocational guidance	3.89	.66	3.80	.67	3.78	.70	3.85	.67

Data presented in Table 38 indicate that students, teachers, and counselors from the four regions, in general, have favorable perceptions toward the importance of the counselor's role in providing personal, educational, and vocational guidance. The mean scores reported by respondents in the four regions ranged from 3.78 ($SD = .70$) to 4.05 ($SD = .49$), which means that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember perceived that the role of school counselors in providing the three functions is either important or very important. This favorable perception suggests that students, teachers, and counselors felt that it is the responsibility of school counselors to provide personal, educational, and vocational guidance to students. A further analysis on the differences in the mean scores from the four regions is given in the following section.

As presented in Table 38, the respondents from the four regions positively perceived the importance of the counselor's role in providing personal guidance. The mean scores for respondents from Surabaya, Malang, and Madiun are similar, but slightly higher than the mean scores for the respondents from Jember. As can be seen, the mean score for Surabaya is 4.05 ($SD = .49$), while for Malang it is 4.04 ($SD = .47$), Madiun 4.04 ($SD = .51$), and Jember 3.96 ($SD = .53$). This indicates that respondents in Surabaya, Malang, and Madiun perceived the role of counselors in providing personal guidance as very important, while respondents in Jember felt that it was important for school counselors to provide personal guidance to students. The favorable perceptions held by the respondents in the four regions suggests that students, teachers, and counselors from the four regions felt that school counselors

should provide personal guidance to students to help them maximize their personal growth. The mean score for each group is shown in Figure 17.

Figure 17
The mean scores for the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing personal guidance



The differences in the mean scores between the respondents in the four regions were analyzed using ANOVA. Table 39 displays the summary of data and results of the analysis of variance.

Table 39
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing personal guidance

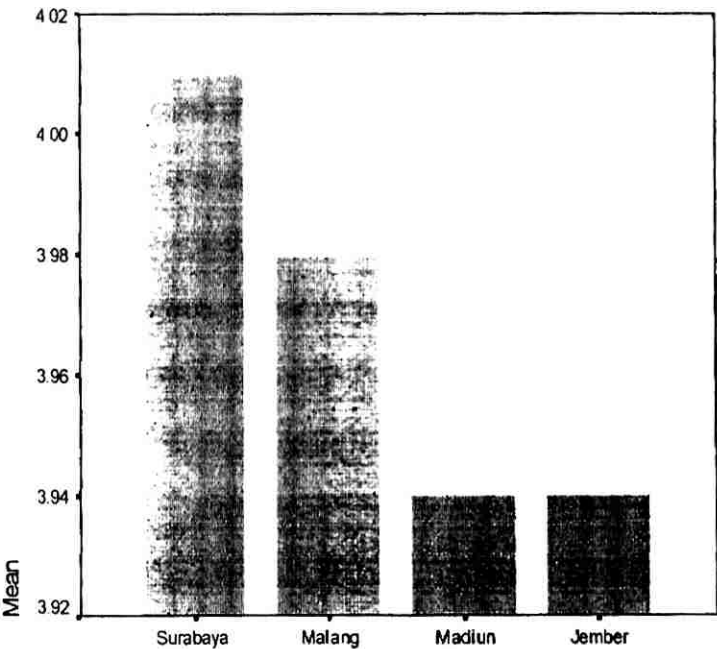
Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	.86	.28	1.13	.33 (n.s.)
Within groups	707	180.07	.25		
Total	710	180.93			

The results of analysis show no significant differences between the perceptions of students, teachers, and counselors from the four regions (F – ratio = 1.13; $p > .05$). The findings show that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember have similar perceptions toward the importance of the counselor's role in providing personal guidance. It can be concluded that all the respondents in the four regions have similar perceptions toward the importance of the counselor's role in providing personal guidance.

Data presented in Table 38 also reveal that the respondents from the four regions positively perceived the importance of the counselor's role in providing educational guidance. The mean score for Surabaya is slightly higher than the mean scores for Malang, Madiun, and Jember. As can be seen, the mean score for Surabaya is 4.01 ($SD = .57$), while the mean score for Malang is 3.98 ($SD = .64$), Madiun 3.94 ($SD = .58$), and Jember 3.94 ($SD = .62$). This indicates that respondents in Surabaya

perceived that the counselor's role in providing educational guidance is very important, while respondents in Malang, Madiun, and Jember felt that it is only important for school counselors to provide educational guidance to students. The favorable perceptions of respondents from the four regions indicate that they felt one of the main tasks of school counselors is to provide educational guidance to students. The mean score for each group is shown in Figure 18.

Figure 18
The mean score for the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing educational guidance



ANOVA was employed to determine whether the differences in the mean scores between the respondents from the four regions are significant. Table 40 displays the summary of data and results of the analysis of variance.

Table 40
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing educational guidance

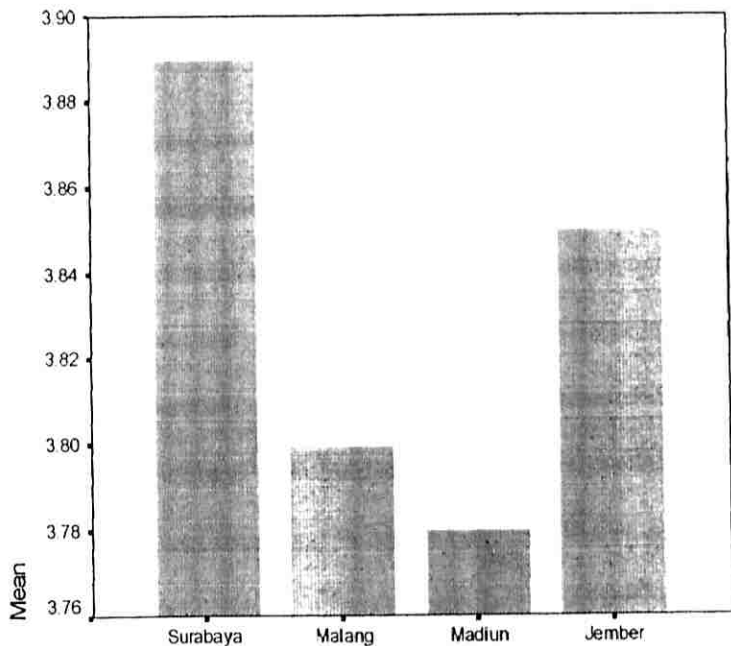
Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	.63	.21	.57	.63 (n.s.)
Within groups	707	261.63	.37		
Total	710	262.27			

As presented in Table 40, the results of the analysis show no significant differences between the perceptions of students, teachers, and counselors from the four regions toward the importance of the school counselor's role in providing educational guidance (F – ratio = .57; $p > .05$). These findings show that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember have similar perceptions toward the importance of the counselor's role in providing educational guidance. They believed that providing educational guidance is either an important or a very important function of school counselors. Therefore it can be concluded that there are no significant differences in the perceptions of respondents from the four regions toward the importance of the counselor's role in providing educational guidance.

In addition, data presented in Table 38 reveal that the respondents from the four regions positively perceived the importance of the counselor's role in providing vocational guidance. The mean score for respondents in Surabaya is slightly higher

than that of the respondents' in Malang, Madiun, and Jember. As can be seen, the mean score for Surabaya is 3.89 (SD = .66), while the mean score for Malang is 3.80 (SD = .67), Madiun 3.78 (SD = .70), and Jember 3.85 (SD .67). This indicates that respondents in the four regions perceived the counselor's role in providing vocational guidance as important. This shows that the respondents from the four regions have favorable perceptions toward the importance of the counselor's role in providing vocational guidance. The mean score for each group is shown in Figure 19.

Figure 19
The mean score for the perception of students, teachers, and counselors from the four regions toward the importance of counselor's role in providing vocational guidance



ANOVA was again employed to determine whether the differences in the mean scores between the respondents in the four regions are significant. Table 41 displays the summary of data and results of the analysis of variance.

Table 41
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	1.23	.41	.88	.44 (n.s.)
Within groups	707	325.85	.46		
Total	710	327.08			

The results of the analysis show no significant differences between the perceptions of students, teachers, and counselors from the four regions toward the importance of the school counselor's role in providing vocational guidance (F – ratio = .88; $p > .05$). Students, teachers, and counselors from Surabaya, Malang, Madiun, and Jember have similar perceptions toward the importance of the counselor's role in providing vocational guidance. They believed that providing vocational guidance is an important role of school counselors. It can be concluded that all respondents from the four regions were not different in their perceptions toward the importance of the counselor's role in providing vocational guidance.

From the above discussion, it is obvious that students, teachers, and counselors from the four regions (Surabaya, Malang, Madiun, and Jember) did not differ in their perceptions toward the importance of the school counselor's role in providing the three functions: personal guidance, educational guidance, and vocational guidance. Therefore, it can be concluded that there were no significant differences in the perceptions of students, teachers, and counselors from the four regions toward the importance of the counselor's role in providing personal, educational, and vocational guidance to students.

The following section discusses the differences between the perceptions of students, teachers, and counselors from the four regions toward the performance of school counselors. Table 42 presents the means and standard deviations of the perceptions of students, teachers, and counselors from the four regions toward the performance of the counselor's role in providing personal, educational, and vocational guidance.

Table 42
Means and standard deviations for students, teachers, and counselors from different regions in their perception toward the performance of counselors

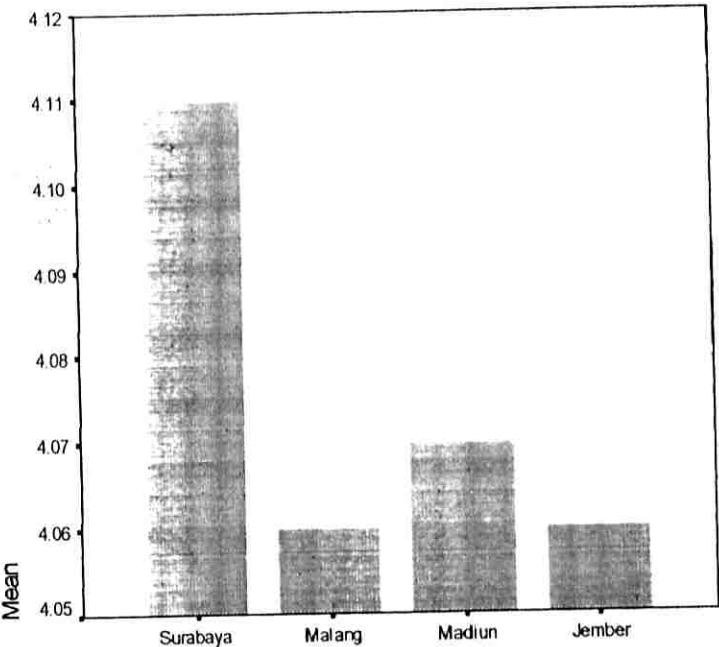
Role	Region							
	Surabaya		Malang		Madiun		Jember	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Personal guidance	4.11	.78	4.06	.78	4.07	.70	4.06	.90
Educational guidance	4.00	.87	3.94	.91	3.87	.92	3.96	.90
Vocational guidance	3.53	.95	3.35	1.00	3.42	.92	3.42	.97

Data in Table 42 indicate that all the groups of respondents from the four regions have mean scores above 4 for personal guidance, which means that students, teachers, and counselors in those regions perceived that school counselors often performed their roles in providing personal guidance. As for educational guidance, the mean score for the respondents in Surabaya is 4.00 ($SD = .87$), while the mean scores for Malang is 3.94 ($SD = .91$), Madiun 3.87 ($SD = .92$), and Jember 3.96 ($SD = .90$). This indicates that students, teachers, and counselors in Surabaya perceived that school counselors often performed their roles in providing educational guidance, while the respondents in the other three regions (Malang, Madiun, and Jember) reported that school counselors only sometimes performed this function. The mean scores for the perceptions of students, teachers, and counselors from the four regions toward the performance of vocational guidance ranged from 3.35 ($SD = 1.00$) to 3.53 ($SD = .95$), which means that respondents in all four regions perceived that school counselors sometimes performed their roles in providing vocational guidance. These findings, in general, indicate that students, teachers, and counselors in the four regions perceived that school counselors either sometimes or often performed the roles. A further analysis on the differences in the scores was done and presented in the following section.

As presented in Table 42, the mean score for respondents in Surabaya is slightly higher than those of respondents in the other three regions. As can be seen, the mean score for respondents in Surabaya is 4.11 ($SD = .78$), while the mean scores for Malang is 4.06 ($SD = .78$), Madiun 4.07 ($SD = .70$), and Jember 4.06 ($SD = .90$).

This indicates that all the respondents in the four regions perceived that school counselors often performed their roles in providing personal guidance for students. This shows that the respondents in the four regions have favorable perceptions toward the performance of the counselor's role in providing personal guidance. The mean score for each group is shown in Figure 20.

Figure 20
The mean scores for the perceptions of students, teachers, and counselors from the four regions toward the performance of counselors in providing personal guidance



ANOVA was employed to determine whether the differences in the mean scores between the respondents from the four regions are significant. Table 43 displays the summary of data and results of the one-way analysis of variance.

Table 43
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing personal guidance

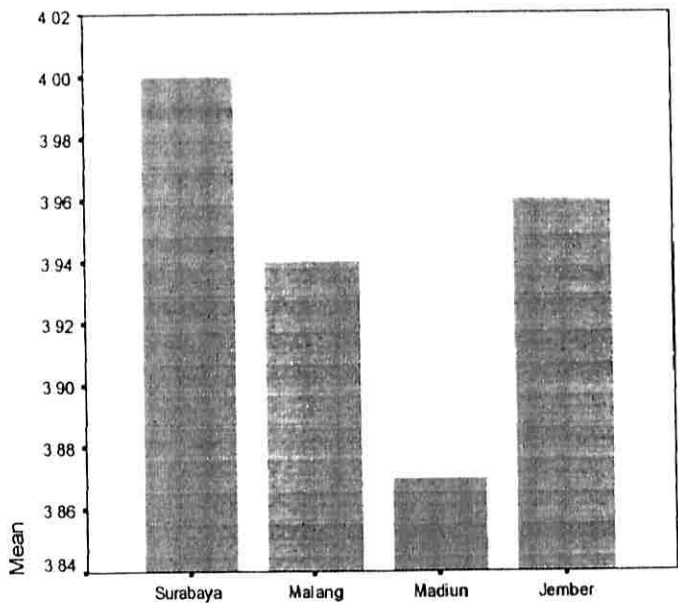
Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	.34	.14	.17	.91 (n.s.)
Within groups	707	450.69	.63		
Total	710	451.03			

As presented in Table 43, the results of the analysis show no significant differences between the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing personal guidance (F -ratio = .17; $p > .05$). The findings show that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember have similar perceptions toward the counselors' performance in providing personal guidance, which means that they believed that school counselors often provided personal guidance for students. Thus, it can be inferred that there were no significant differences between the perceptions of students, teachers, and counselors from the four regions as all of them perceived that school counselors often provided personal guidance to students.

Data presented in Table 42 indicate that the mean score for respondents in Surabaya is slightly higher than those of respondents' in Malang and Jember, and even much higher than that of respondents' in Madiun. As can be seen, the mean score for

Surabaya is 4.00 (SD = .87), Malang 3.94 (SD = .91), Madiun 3.87 (SD = .92), and Jember 3.96 (SD = .90). This indicates that the respondents in Surabaya perceived that school counselors often performed their roles in providing educational guidance for students, while the respondents in the other three regions reported that school counselors only sometimes provided educational guidance. This shows that the respondents in Surabaya have a more favorable perception toward the counselors' performance in providing educational guidance compared to the perceptions of respondents from Malang, Madiun, and Jember. The mean score for each group is shown in Figure 21.

Figure 21
The mean scores for the perceptions of students, teachers, and counselors from the four regions toward the performance of counselors in providing educational guidance



ANOVA was employed to determine whether the differences in the mean scores between the respondents in the four regions are statistically significant. Table 44 displays the summary of data and results of the analysis.

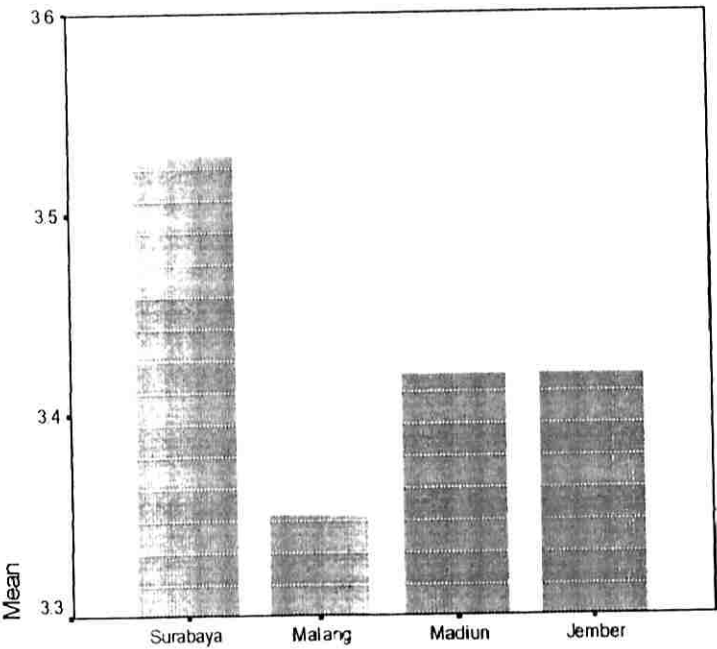
Table 44
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing educational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	1.51	.50	.61	.60 (n.s.)
Within groups	707	578.68	.81		
Total	710	580.19			

The results of analysis of variance show no significant differences between the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing educational guidance (F - ratio = .61; $p > .05$). These findings show that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember have similar perceptions toward the counselors' performance in providing educational guidance. Therefore, it can be concluded that all the respondents from the four regions have similar perceptions toward the counselors' performance in providing educational guidance.

As presented in Table 42, the mean score for respondents in Surabaya is slightly higher than those of the respondents in Malang, Madiun and Jember. As can be seen, the mean score for Surabaya is 3.53 (SD = .95), while the mean scores for Malang is 3.35 (SD = 1.00), Madiun 3.42 (SD = .92), and Jember 3.42 (SD = .97). Since the mean scores for all the respondents in the four regions are above 3, this indicates that they perceived school counselors as only sometimes providing vocational guidance for students. These findings reveal that students, teachers, and counselors from the four regions have similar perceptions toward counselors' performance in providing vocational guidance. The mean score for each group is shown in Figure 22.

Figure 22
The mean scores for the perceptions of students, teachers, and counselors from the four regions toward the performance of counselors in providing vocational guidance



To determine whether the differences in the mean scores between the respondents in the four regions are statistically significant, ANOVA was employed. Table 45 displays the summary of data and results of the analysis.

Table 45
Results of the one-way analysis of variance comparing the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	2.88	.96	1.03	.37 (n.s.)
Within groups	707	659.80	.93		
Total	710	662.68			

As presented in Table 45, the results of analysis of variance show no significant differences between the perceptions of students, teachers, and counselors from the four regions toward the counselors' performance in providing vocational guidance (F -ratio = 1.03; $p > .05$). These findings show that students, teachers, and counselors in Surabaya, Malang, Madiun, and Jember have similar perceptions toward the counselors' performance in providing educational guidance. They perceived that school counselors only sometimes provided vocational guidance to students. Therefore, it can be concluded that students, teachers, and counselors in the four regions found the performance of school counselors in providing vocational guidance lacking.

5. Comparison between the perceptions of students, teachers, and counselors from urban and rural locations toward the importance of the counselor’s role and the performance of school counselors (research question 12 and 13)

This section answers research questions 12 and 13:

Is there a significant difference between the perceptions of students, teachers, and counselors from urban and rural locations toward the importance of the school counselor’s role?

Is there a significant difference between the perceptions of students, teachers, and counselors from urban and rural location toward the performance of school counselors?

Table 46 shows the means and standard deviations for students, teachers, and counselors from urban and rural locations in their perceptions toward the importance of the school counselor’s role in providing personal, educational, and vocational guidance.

Table 46
Means and standard deviations for students, teachers, and counselors from urban and rural locations in their perceptions toward the importance of the counselor’s role

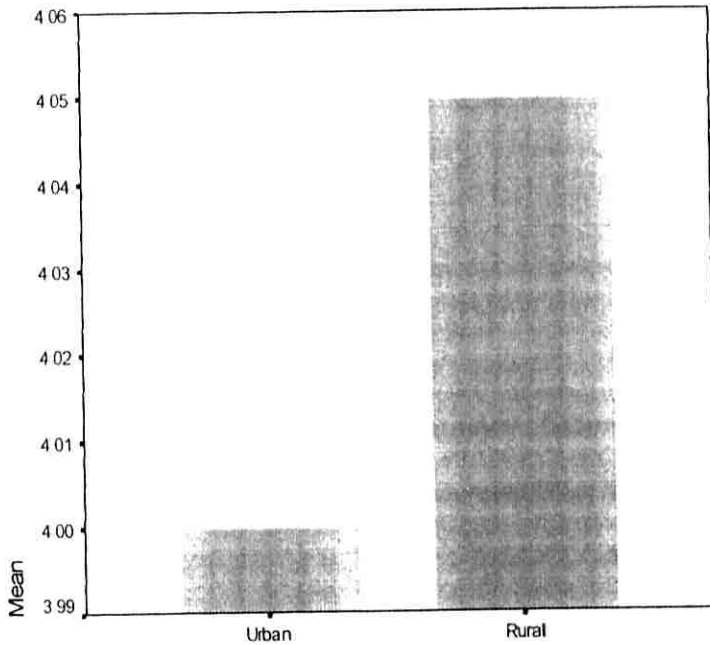
Role	Location			
	Urban (n = 354)		Rural (n = 357)	
	Mean	SD	Mean	SD
Personal guidance	4.00	.52	4.05	.48
Educational guidance	3.91	.60	4.03	.60
Vocational guidance	3.79	.70	3.87	.65

Data presented in Table 46 indicate that students, teachers, and counselors from urban and rural locations, in general, have favorable perceptions toward the importance of the counselor's role in providing personal, educational, and vocational guidance for students. As can be seen, the mean scores for all the three roles as reported by the respondents from the urban and rural locations ranged from 3.79 (SD = .70) to 4.05 (SD = .48), which means that students, teachers, and counselors from the two areas perceived that the role of school counselors in providing the three functions is either important or very important. Further analyses on the differences in the mean score were done and presented in the following section.

As presented in Table 46, all respondents positively perceived the importance of the counselor's role in providing personal guidance. The mean score for respondents from the rural location is slightly higher than that of respondents from the urban location. As can be seen, the mean score for respondents from the urban location is 4.00 (SD = .52), while the mean score for those from the rural location is 4.05 (SD = .48). This means that the respondents from the two areas perceived that the role of school counselors in providing personal guidance as very important. This shows that the respondents from urban and rural locations have favorable perceptions toward the importance of the school counselor's role in providing personal guidance. The mean score for each group is shown in Figure 23.

Figure 23

The mean scores for the perceptions of respondents from urban and rural areas toward the importance of the counselor's role in providing personal guidance



To determine whether the difference in the mean scores between the respondents from the urban and rural locations is significant, a t-test analysis was conducted. The independent variable was location. The dependent variable was the perception toward the importance of the school counselor's role in providing personal guidance. Table 47 displays the summary of data and the results of the t-test undertaken.

Table 47
 Result of the t-test comparing the perceptions of respondents from urban and rural areas toward the importance of the counselor's role in providing personal guidance (N = 711)

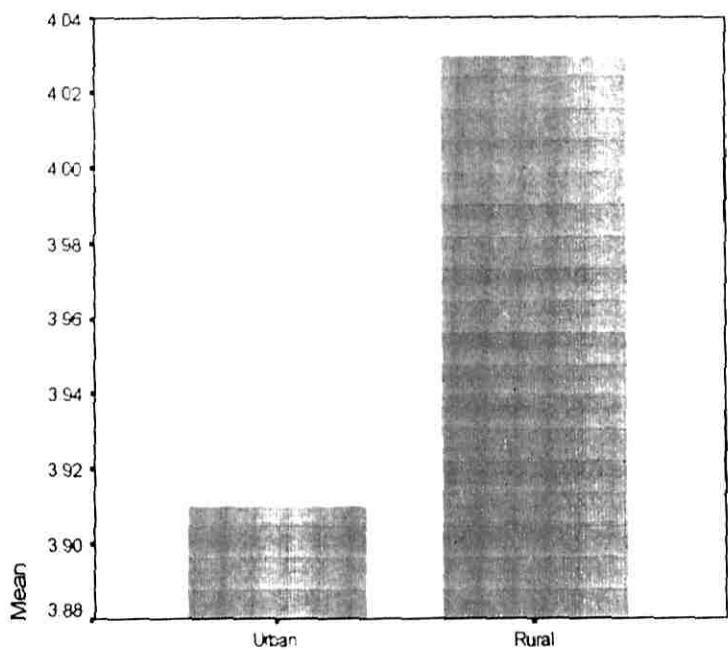
Location	n	Mean	SD	t	p < .05
Urban	354	4.00	.52	-1.49	.13 (n.s.)
Rural	357	4.05	.48		

The result of the t-test analysis shows no significant differences between the mean scores of urban and rural students, teachers, and counselors ($t = -1.49$; $p > .05$). This shows that the perceptions of respondents from the urban location were not significantly different from that of the respondents' from the rural location. It can be concluded that there is a general congruence between the opinions of students, teachers, and counselors from both locations regarding the importance of the counselor's role in providing personal guidance, as all of them viewed it as a very important function.

Data presented in Table 46 also indicate that respondents positively perceived the importance of the counselor's role in providing educational guidance. The mean score for respondents from rural areas is slightly higher than that of the respondents from the urban location. As can be seen, the mean score for the respondents from the urban location is 3.91 (SD = .60), while for the respondents from the rural location it

is 4.03 (SD = .60). Respondents from the urban areas perceived the counselor's role in providing educational guidance as only important, while those from the rural location viewed it as a very important function. The mean score for each group is shown in Figure 24.

Figure 24
The mean scores for the perceptions of respondents from urban and rural areas toward the importance of the counselor's role in providing educational guidance



To determine whether the difference in the mean scores between the respondents from the urban and rural locations is significant, a t-test analysis was conducted. Table 48 displays the summary of data and the results of the t-test undertaken.

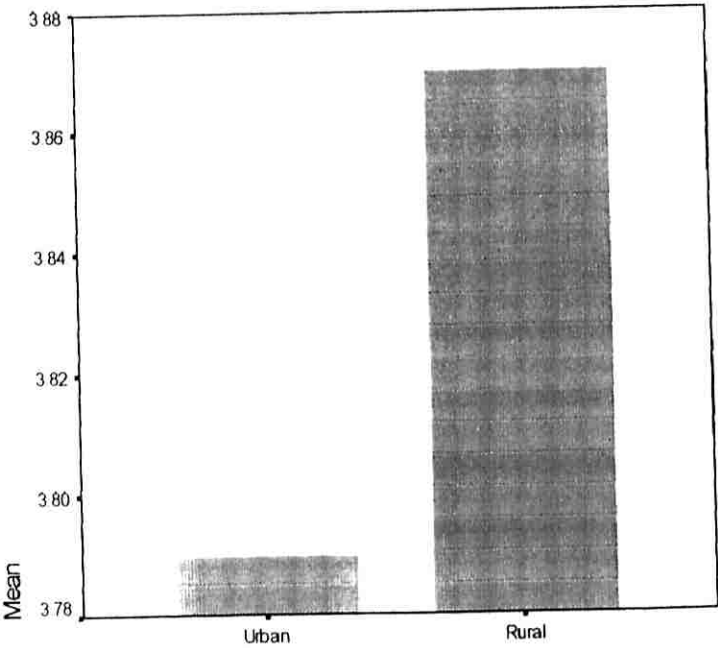
Table 48
 Results of t-test comparing the perceptions of respondents from urban and rural areas
 toward the importance of the counselor's role in providing educational guidance
 (N = 711)

Location	n	Mean	SD	t	p < .05
Urban	354	3.91	.60	-2.64	.00 (sig.)
Rural	357	4.03	.60		

As presented in Table 48, the result of the t-test analysis shows a significant difference between the mean scores of students, teachers, and counselors from the urban and rural locations ($t = -2.64$; $p < .05$). This shows that the perceptions of respondents from the urban location were different from that of the respondents from rural location. The respondents from the rural location have a more favorable perception toward the importance of the counselor's role in providing educational guidance compared to the perception of the respondents from the urban location. Therefore, it can be concluded that there was a significant difference between the perceptions of urban and rural respondents toward the importance of providing educational guidance. The respondents from the rural location placed more importance on educational guidance than respondents in the urban location as the former viewed this function to be very important, while the latter perceived it as only an important role.

As presented in Table 46, the mean score for respondents from the rural location is slightly higher than that of respondents from the urban location regarding their perception toward the importance of the counselor’s role in providing vocational guidance. The mean score for respondents from the urban location is 3.79 (SD = .70), while the mean score for those from the rural location is 3.87 (SD = .65). This means that the respondents from the urban and rural locations perceived the role of school counselors in providing vocational guidance as important. This shows that the respondents in urban and rural locations have favorable perceptions toward the importance of the school counselor’s role in providing personal guidance. The mean score for each group is shown in Figure 25.

Figure 25
The mean scores for the perceptions of respondents from urban and rural areas toward the importance of the counselor’s role in providing vocational guidance



To see whether the difference in the mean scores between the respondents from urban and rural location is significant, a t-test analysis was conducted. Table 49 displays the summary of data and the results of the t-test undertaken.

Table 49
Result of t-test comparing the perceptions of respondents from urban and rural areas toward the importance of the counselor's role in providing vocational guidance (N = 711)

Location	n	Mean	SD	t	p < .05
Urban	354	3.79	.70	-1.70	.09 (n.s.)
Rural	357	3.87	.65		

The results of the analysis indicate no significant difference between the mean scores of urban and rural students, teachers, and counselors in their perceptions toward the importance of the school counselor's role in providing vocational guidance ($t = -1.70$; $p > .05$). This means that the two groups of respondents have similar perceptions toward the importance of the counselor's role in providing vocational guidance.

In the following section, the differences between the perceptions of students, teachers, and counselors from the urban and rural locations toward the performance of school counselors are analyzed. Table 50 presents the means and standard deviations for students, teachers, and counselors from the two locations regarding

their perceptions toward the performance of counselors in providing personal, educational, and vocational guidance.

Table 50
Means and standard deviations for students, teachers, and counselors from urban and rural location in their perceptions toward the performance of counselors

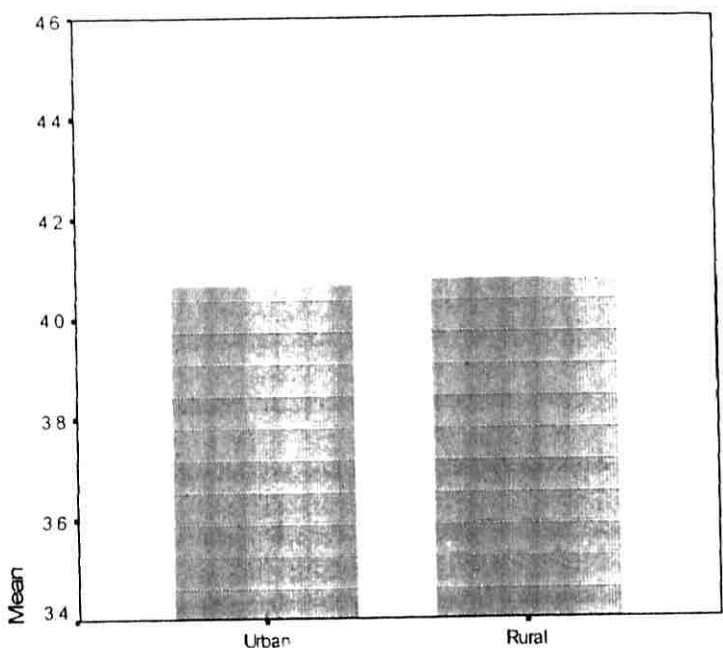
Role	Location			
	Urban (n = 354)		Rural (n = 357)	
	Mean	SD	Mean	SD
Personal guidance	4.07	.81	4.08	.77
Educational guidance	3.91	.90	3.98	.90
Vocational guidance	3.39	.95	3.47	.97

Students, teachers, and counselors from urban and rural locations have similar mean scores. The mean scores for the urban respondents is 4.07 (SD = .81), while for the rural respondents it is 4.08 (SD = .77). This means that respondents from the two locations perceived that school counselors often provided personal guidance to students. As for educational guidance, the mean score for the urban respondents is 3.91 (SD = .90), while for the rural respondents it is 3.98 (SD = .90), which means that the respondents from urban and rural areas reported that school counselors only sometimes performed their roles in providing educational guidance. Similarly, the mean score for the urban respondents is 3.39 (SD = .95), while for the rural respondents it is 3.47 (SD = .97) regarding their perceptions toward the performance of vocational guidance. This shows that urban and rural respondents believed that

school counselors only sometimes provided vocational guidance to students. Analyses on the differences in the mean scores for respondents from urban and rural areas are shown in the following section.

As presented in Table 50, respondents from the urban and rural locations have similar mean scores in their perceptions toward the performance of counselors in providing personal guidance. As shown, the mean score for respondents from the urban location is 4.07 ($SD = .81$), while the mean score for respondents from the rural location is 4.08 ($SD = .77$). This means that respondents from the two locations perceived that school counselors often provided personal guidance to students. Respondents from the urban and rural locations have favorable perceptions toward the performance of school counselors in providing personal guidance. The mean score for each group is shown in Figure 26.

Figure 26
The mean scores for the perception of respondents from urban and rural areas toward the performance of counselors in providing personal guidance



To determine whether the difference in the mean scores is significant, a t-test was conducted. Table 51 displays the summary of data and the results of the t-test undertaken.

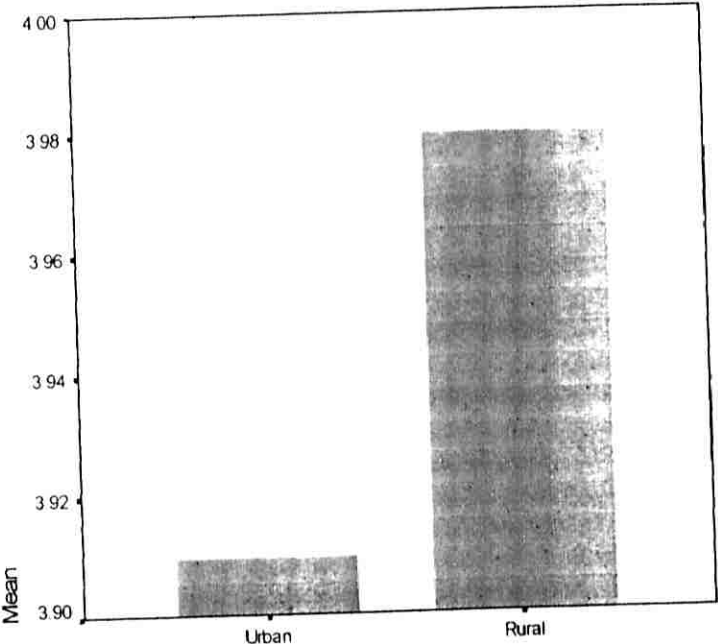
Table 51
Results of t-test comparing the perceptions of respondents from urban and rural areas toward the performance of counselors in providing personal guidance (N = 711)

Location	n	Mean	SD	t	p < .05
Urban	354	4.07	.81	-.20	.84 (n.s.)
Rural	357	4.08	.77		

The results of the t-test analysis show no significant difference between the mean scores of urban and rural students, teachers, and counselors in their perceptions toward the performance of school counselors in providing personal guidance ($t = -.20$; $p > .05$). This means that the perception of respondents from the urban location was not significantly different from that of the respondents' from the rural location. The two groups of respondents have similar perceptions toward the performance of counselors in providing personal guidance.

Data presented in Table 50 indicate that the mean score for respondents from the rural location is slightly higher than that of respondents from the urban location regarding their perception toward the performance of school counselors in providing educational guidance. The mean score for respondents from the urban location is 3.91 ($SD = .90$), while for respondents from the rural location is 3.98 ($SD = .90$). This means that respondents from the two locations perceived that school counselors only sometimes provided educational guidance to students. This seems to give the general picture that school counselors were not performing their role in providing educational guidance as much as they were required, according to these respondents. The mean score for each group is shown in Figure 27.

Figure 27
The mean scores for the perceptions of respondents from urban and rural areas toward the performance of counselors in providing educational guidance



To see if the difference in the mean scores between the respondents from the urban and rural locations is significant, a t-test analysis was conducted. Table 52 displays the summary of data and the results of the t-test undertaken.

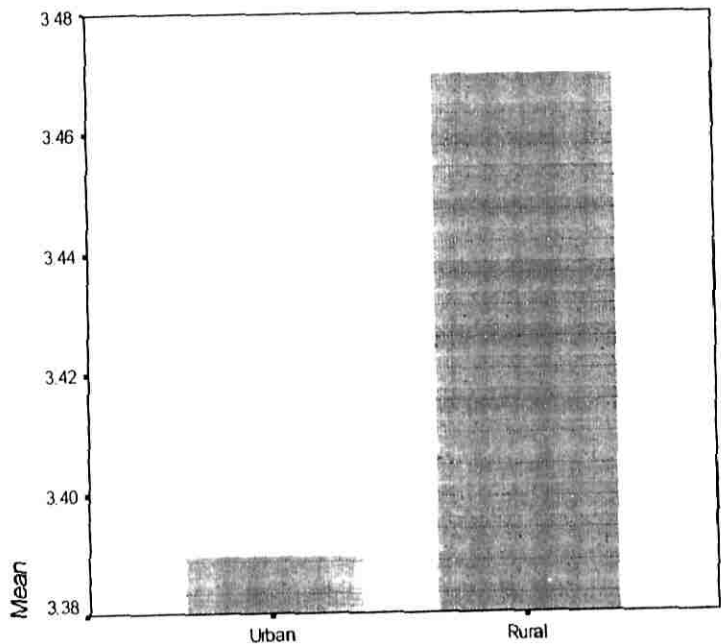
Table 52
Results of t-test comparing the perceptions of respondents from urban and rural areas toward the performance of counselors in providing educational guidance (N = 711)

Location	n	Mean	SD	t	p < .05
Urban	354	3.91	.90	-1.03	.30 (n.s.)
Rural	357	3.98	.90		

As presented in Table 52, the results of the analysis show no significant difference between the mean scores of students, teachers, and counselors from the urban and rural locations regarding their perceptions toward the performance of school counselors in providing educational guidance ($t = -1.03$; $p > .05$). This shows that the perception of respondents from the urban location was not significantly different from that of the respondents' from the rural location. Respondents from the two locations have similar perceptions toward the performance of counselors in providing educational guidance. Therefore, it can be concluded that there was no significant difference between the perceptions of students, teachers, and counselors from the two locations.

As presented in Table 50, the mean score for respondents from the rural location is slightly higher than that of respondents' from the urban area regarding their perception toward the performance of counselors in providing vocational guidance. The mean score for respondents from the urban location is 3.39 ($SD = .95$), while for respondents from the rural location it is 3.47 ($SD = .97$), which means that the respondents from the two locations perceived that school counselors only sometimes performed their roles in providing vocational guidance. This shows that the respondents from both locations reported that school counselors were not effectively performing their roles in providing vocational guidance to students. The mean score for each group is shown in Figure 28.

Figure 28
The mean scores for the perceptions of respondents from urban and rural areas toward the performance of counselors in providing vocational guidance



To determine whether the difference in the mean scores between the respondents from the urban and rural locations is significant, a t-test analysis was conducted. Table 53 displays the summary of data and the results of the t-test undertaken.

Table 53
Results of t-test comparing the perceptions of respondents from urban and rural areas toward the performance of counselors in providing vocational guidance (N = 711)

Location	n	Mean	SD	t	p < .05
Urban	354	3.39	.95	-.98	.32 (n.s.)
Rural	357	3.47	.97		

The results of the analysis show no significant difference between the mean scores of urban and rural students, teachers, and counselors in their perceptions toward the performance of school counselors in providing vocational guidance ($t = -.98$; $p > .05$). This shows that the perception of respondents from the urban location was not significantly different from that of the respondents' from the rural location. Therefore, it can be concluded that there was no significant difference between the perceptions of students, teachers, and counselors from both locations toward the performance of school counselors in providing vocational guidance to students, as they felt that school counselors only sometimes provided this service to students.

6. Comparison between the perceptions of male and female students, teachers, and counselors toward the importance of the counselor's role and the performance of school counselors (research questions 14 and 15)

This section answers research questions 14 and 15:

Is there a significant difference between the perceptions of male and female students, teachers, and counselors toward the importance of school counselor's role?

Is there a significant difference between the perceptions of male and female students, teachers, and counselors toward the performance of school counselors?

Table 54 shows the means and standard deviations for male and female students, teachers, and counselors in their perceptions toward the importance of the school counselor's role in providing personal, educational, and vocational guidance.

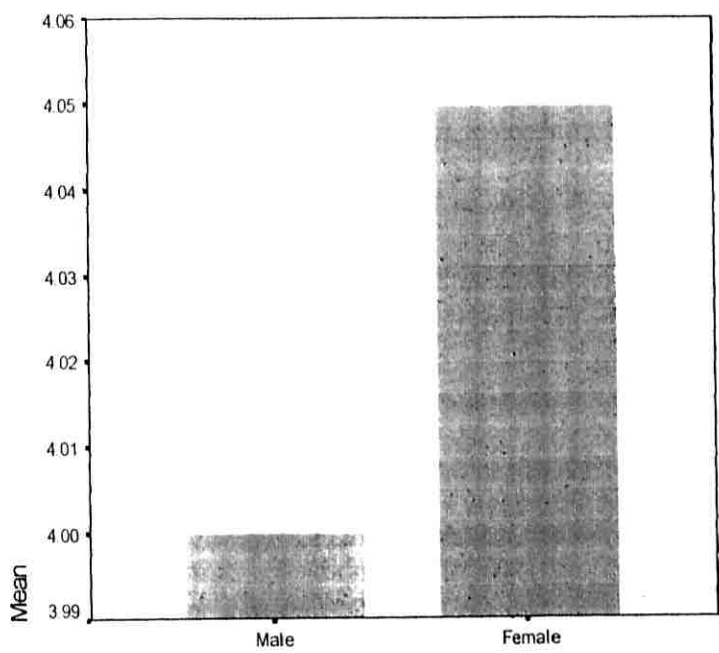
Table 54
Means and standard deviations for male and female students, teachers, and counselors in their perceptions toward the importance of the counselor's role

Role	Gender			
	Male (n = 347)		Female (n = 364)	
	Mean	SD	Mean	SD
Personal guidance	4.00	.52	4.05	.48
Educational guidance	3.93	.61	4.00	.60
Vocational guidance	3.82	.68	3.83	.66

Male and female students, teachers, and counselors, in general, have favorable perceptions toward the importance of the counselor's role in providing personal, educational, and vocational guidance for students. The mean scores for all the three roles as reported by male and female respondents ranged from 3.82 (SD = .68) to 4.05 (SD = .48). This means that students, teachers, and counselors, regardless of their gender perceived that the role of school counselors in providing the three roles and functions as either important or very important. Further analyses on the differences in the mean scores were done and presented in the following section.

As presented in Table 54, students, teachers, and counselors positively perceived the importance of counselor's role in providing personal guidance. The mean score for female respondents is slightly higher than that of male respondents. The mean score for the male respondents is 4.00 (SD = .52), while for the female respondents is 4.05 (SD = .48). This shows that both male and female respondents perceived the role of school counselors in providing personal guidance as very important. This shows that both male and female respondents have favorable perceptions toward the importance of the school counselor's role in providing personal guidance. The mean score for each group is shown in Figure 29.

Figure 29
 The mean scores for the perceptions of male and female respondents toward the importance of the counselor's role in providing personal guidance



To determine whether the difference in the mean scores between the male and female respondents is significant, a t-test analysis was conducted. Table 55 displays the summary of the results of the t-test undertaken.

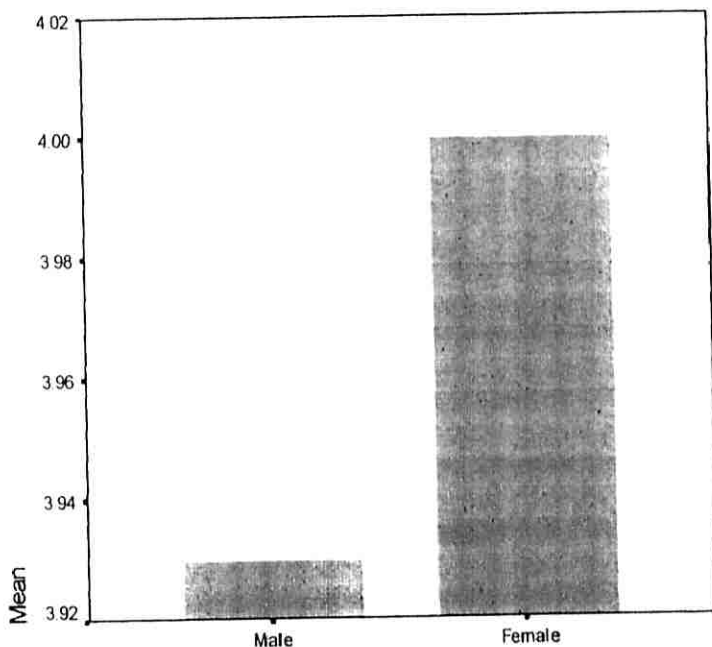
Table 55
 Results of t-test comparing the perceptions of male and female respondents toward the importance of the counselor's role in providing personal guidance
 (N = 711)

Gender	n	Mean	SD	t	p < .05
Male	347	4.00	.52	-1.26	.20 (n.s.)
Female	364	4.05	.48		

The results of the analysis show no significant difference between the mean scores of male and female students, teachers, and counselors in their perceptions toward the importance of the school counselor's role in providing personal guidance ($t = -1.26$; $p > .05$). This shows that the perception of male respondents was not significantly different from that of the female respondents, which means that the two groups of respondents have similar perceptions toward the importance of the counselor's role in providing personal guidance.

Data presented in Table 54 also indicate that respondents positively perceived the importance of the counselor's role in providing educational guidance. The mean score for female respondents is slightly higher than that of male respondents. As can be seen, the mean score for male respondents is 3.93 ($SD = .61$), while for female respondents it is 4.00 ($SD = .60$). This means that male respondents perceived that the counselor's role in providing educational guidance as important, while female respondents viewed it as very important. The mean score for each group is shown in Figure 30.

Figure 30
The mean score for the perceptions of male and female respondents toward the importance of the counselor's role in providing educational guidance



To see whether the difference in the mean scores between male and female respondents is significant, a t-test analysis was conducted. Table 56 displays the summary of data and the results of the t-test undertaken.

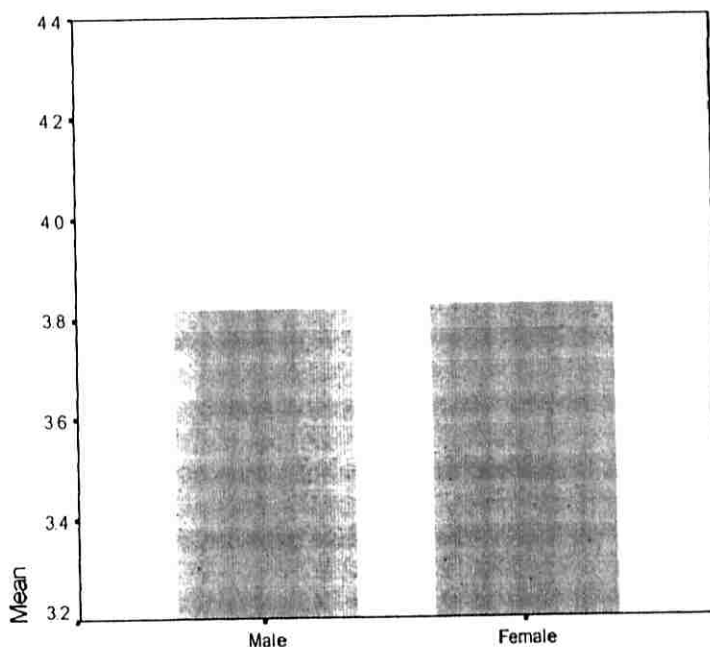
Table 56
Results of t-test comparing the perceptions of male and female respondents toward the importance of the counselor's role in providing educational guidance (N = 711)

Gender	n	Mean	SD	t	p < .05
Male	347	3.93	.61	-1.56	.11 (n.s.)
Female	364	4.00	.60		

The results of the analysis show no significant difference between the mean scores of male and female students, teachers, and counselors in their perception toward the importance of the school counselor's role in providing educational guidance ($t = -1.56$; $p > .05$). This shows that the two groups of respondents have similar perceptions toward the importance of the counselor's role in providing educational guidance.

As presented in Table 54, students, teachers, and counselors have almost similar mean scores in their perceptions toward the importance of the counselor's role in providing vocational guidance. As can be seen, the mean score for male respondents is 3.82 ($SD = .68$), while for female respondents is 3.83 ($SD = .66$). This means that the two groups of respondents perceived the role of school counselors in providing vocational guidance as important. The two groups of respondents have favorable perceptions toward the importance of the school counselor's role in providing personal guidance. The mean score for each group is shown in Figure 31.

Figure 31
The mean scores for the perceptions of male and female respondents toward the importance of the counselor's role in providing vocational guidance



To see whether the difference in the mean scores between male and female respondents is significant, a t-test analysis was conducted. Table 57 displays the summary of data and the results of the t-test undertaken.

Table 57
Results of t-test comparing the perceptions of male and female respondents toward the importance of the counselor's role in providing vocational guidance (N = 711)

Gender	n	Mean	SD	t	p < .05
Male	347	3.82	.68	-.14	.88 (n.s.)
Female	364	3.83	.66		

The results of the analysis show no significant difference between the mean scores of male and female students, teachers, and counselors in their perception toward the importance of school the counselor’s role in providing vocational guidance ($t = -.14$; $p > .05$). The two groups of respondents have similar perceptions toward the importance of the counselor’s role in providing vocational guidance.

In the following section, the difference between the perceptions of male and female students, teachers, and counselors toward the performance of school counselors is analyzed. Table 58 presents the means and standard deviations of the perceptions of male and female respondents toward the performance of counselors in providing personal, educational, and vocational guidance.

Table 58
Means and standard deviations for the perceptions of male and female students, teachers, and counselors toward the performance of counselors

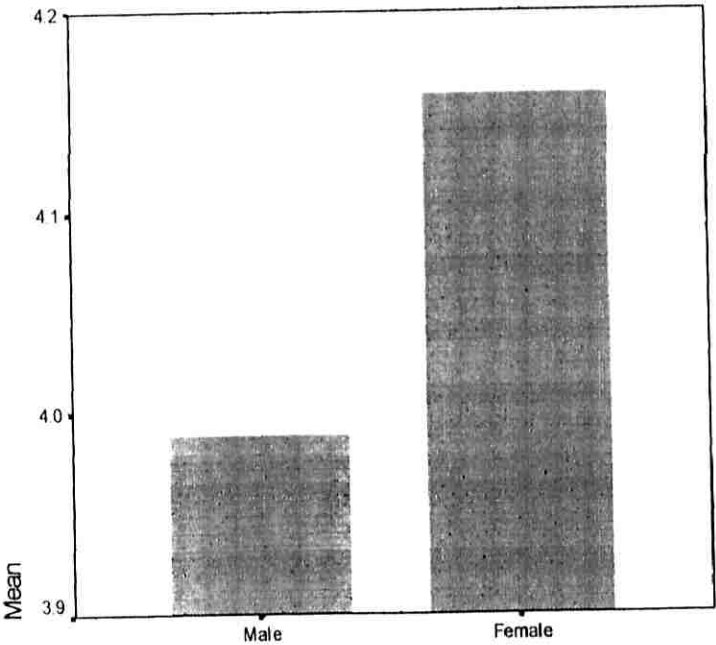
Role	Gender			
	Male (n = 347)		Female (n = 364)	
	Mean	SD	Mean	SD
Personal guidance	3.99	.77	4.16	.81
Educational guidance	3.83	.87	4.05	.91
Vocational guidance	3.41	.97	3.45	.96

Data presented in Table 58 indicate that the mean score for female respondents in their perceptions toward the performance of counselors in providing personal and educational guidance is much higher than that of male respondents'. The mean scores for male respondents is 3.99 (SD = .77), while for female respondents is 4.16 (SD = .81). This means that male respondents perceived that school counselors sometimes provided personal guidance to students, while female respondents felt that school counselors often performed their roles in providing personal guidance. As for educational guidance, the mean score for male respondents is 3.83 (SD = .87), while for female respondents it is 4.05 (SD = .91), which means that male respondents reported that school counselors only sometimes performed their roles in providing educational guidance, while female respondents perceived that school counselors often provided educational guidance. In vocational guidance the mean score for male respondents is 3.41 (SD = .97), while for female respondents it is 3.45 (SD = .96). This shows that the two groups of respondents believed that school counselors only sometimes provided vocational guidance to students. This seems to give the general picture that female respondents have more favorable perceptions toward the performance of school counselors in the three functions compared to the perceptions of male respondents. Further analyses was done and presented in the following section.

As presented in Table 58, the mean scores for female students, teachers, and counselors is much higher than that of male respondents' in their perception toward the performance of counselors in providing personal guidance. The mean score for

male respondents is 3.99 (SD = .77), while the mean score for female respondents is 4.16 (SD = .81). This means that male respondents perceived that school counselors only sometimes provided personal guidance to students, while female respondents felt that school counselors often performed this function. This shows that female respondents have more favorable perceptions toward the performance of the school counselor's role in providing personal guidance compared to the perception of male respondents. The mean score for each group is shown in Figure 32.

Figure 32
The mean scores for the perceptions of male and female respondents toward the performance of counselors in providing personal guidance



To determine whether the difference in the mean scores between male and female respondents is significant, a t-test analysis was conducted. Table 59 displays the summary of data and the results of the t-test undertaken.

Table 59
Results of t-test comparing the perceptions of male and female respondents toward
the performance of counselors in providing personal guidance
(N = 711)

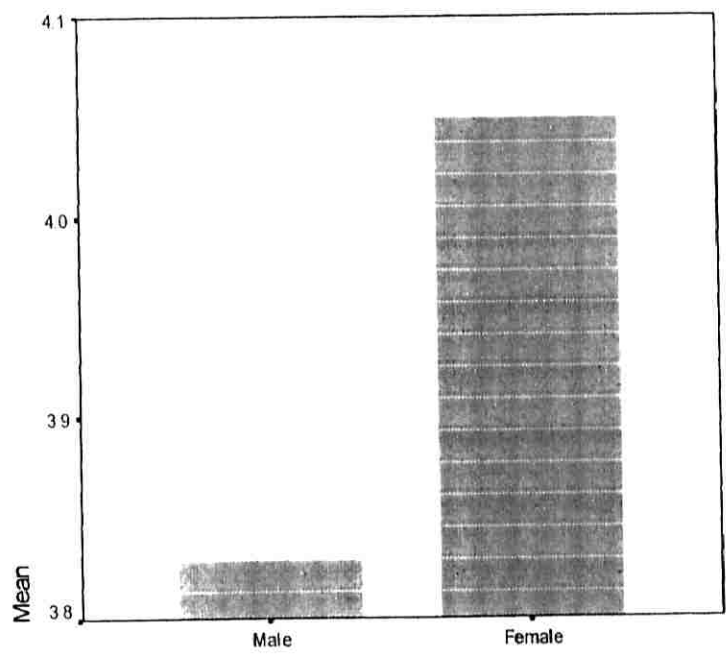
Gender	n	Mean	SD	t	p < .05
Male	347	3.99	.77	-2.85	.00 (sig)
Female	364	4.16	.81		

The results of the analysis show a significant difference between the mean scores of male and female students, teachers, and counselors in their perceptions toward the performance of school counselors in providing personal guidance ($t = -2.85$; $p < .05$). This shows that male respondents significantly differed from female respondents in their perceptions toward the performance of school counselors in providing personal guidance. Female respondents have more favorable perceptions toward the performance of counselors in providing personal guidance than male respondents. Male respondents perceived that school counselors only sometimes provided personal guidance to students, while female respondents felt that school counselors often carried out this function.

Data presented in Table 58 indicate that the mean score for female respondents is much higher than the mean scores for male respondents in their perceptions toward the performance of school counselors in providing educational guidance. The mean score for male respondents is 3.83 (SD = .87), while female respondents is 4.05 (SD = .91). This means that male respondents perceived that school counselors only

sometimes provided educational guidance to students, while female respondents felt that school counselors often performed this function. The mean score for each group is shown in Figure 33.

Figure 33
The mean scores for the perceptions of male and female respondents toward the performance of counselors in providing educational guidance



To determine whether the difference in the mean scores between male and female respondents is significant, a t-test analysis was conducted. Table 60 displays the summary of data and the results of the t-test undertaken.

Table 60
Results of t-test comparing the perceptions of male and female respondents toward
the performance of counselors in providing educational guidance
(N = 711)

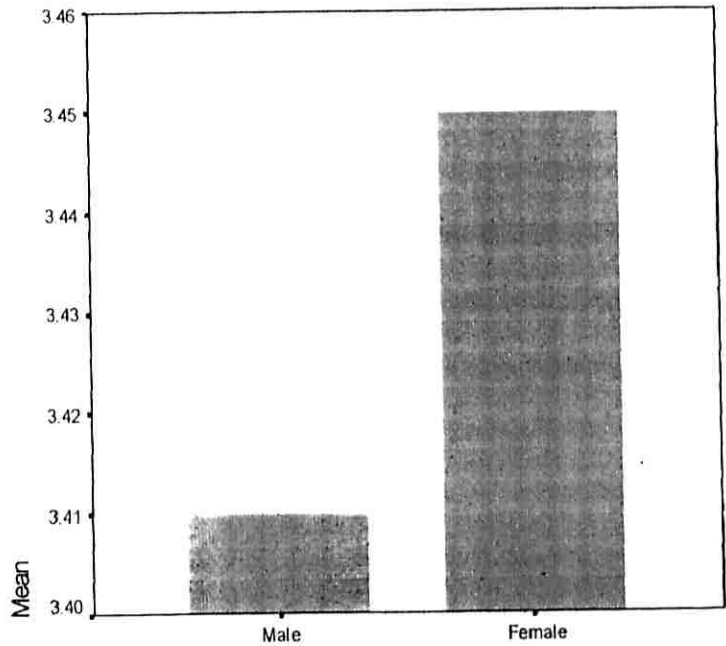
Gender	n	Mean	SD	t	p < .05
Male	347	3.83	.87	-2.85	.00 (sig)
Female	364	4.05	.91		

The results of the analysis show a significant difference between the mean score of the respondents in their perceptions toward the performance of school counselors in providing educational guidance ($t = -2.85$; $p < .05$). This shows that male respondents significantly differed from female respondents in their perception toward the performance of counselors in providing educational guidance, which means that the female respondents have more favorable perceptions toward the performance of counselors in providing educational guidance than was perceived by male respondents. Male respondents reported that school counselors only sometimes performed their role in providing educational guidance, while female respondents felt that school counselors often provided educational guidance to students.

As presented in Table 58, the mean score for female respondents is slightly higher than that of male respondents' in their perception toward the performance of counselors in providing vocational guidance. The mean score for male respondents is

3.41 (SD = .97), while the mean score for female respondents is 3.45 (SD = .96), which means that the two groups of respondents perceived that school counselors sometimes performed their roles in providing vocational guidance. The two groups of respondents reported that school counselors were not performing their roles in providing vocational guidance as much as they were required. The mean score for each group is shown in Figure 34.

Figure 34
The mean scores for the perceptions of male and female respondents toward the performance of counselors in providing vocational guidance



To determine whether the difference in the mean scores between male and female respondents is significant, a t-test analysis was conducted. Table 61 displays the summary of data and the results of the t-test undertaken.

Table 61
Results of t-test comparing the perceptions of male and female respondents toward
the performance of counselors in providing vocational guidance
(N = 711)

Gender	n	Mean	SD	t	p < .05
Male	347	3.41	.97	-.52	.59 (n.s.)
Female	364	3.45	.96		

The results of the analysis show no significant difference between the mean scores of both male and female in their perceptions toward the performance of school counselors in providing vocational guidance ($t = -.52$; $p > .05$). The two groups of respondents have similar perceptions toward the performance of counselors in providing vocational guidance. This suggests that both groups of respondents found the performance of school counselors in providing vocational guidance lacking as they only sometimes fulfilled this function.

7. Comparison between the perceptions of Science and Social Studies students toward the importance of the counselor’s role and the performance of school counselors (research questions 16 and 17)

This section is to answer research questions 16 and 17:

Is there a significant difference between the perceptions of Science and Social Studies students toward the importance of the school counselor’s role?

Is there a significant difference between the perceptions of Science and Social Studies students toward the performance of school counselors?

Table 62 shows the means and standard deviations for Science and Social Studies students in their perceptions toward the importance of the school counselor’s role in providing personal, educational, and vocational guidance.

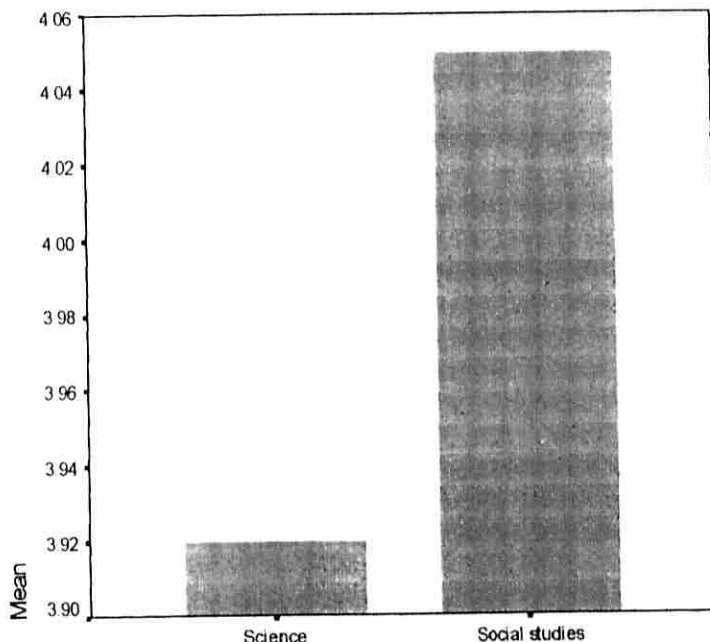
Table 62
Means and standard deviations for Science and Social Studies students in their perceptions toward the importance of the counselor’s role

Role	Study program			
	Science (n = 285)		Social Studies (n = 116)	
	Mean	SD	Mean	SD
Personal guidance	3.92	.48	4.05	.42
Educational guidance	3.88	.56	3.91	.56
Vocational guidance	3.81	.63	3.79	.71

Science and Social Studies students, in general, have favorable perceptions toward the importance of the counselor's role in providing personal guidance, educational guidance, and vocational guidance for students. The mean scores for all three roles as reported by the two groups of students ranged from 3.79 (SD = .71) to 4.05 (SD = .42), which means that Science and Social Studies students perceived that the role of school counselors in providing personal guidance, educational guidance, and vocational guidance is either important or very important. This suggests that the respondents felt that the school counselors should provide those three types of guidance to students to help them make the best choices in their personal, educational, and vocational lives. Further analyses were done and presented in the following section.

As presented in Table 62, the mean score for Social Studies students is much higher than that of Science students. The mean score for Social studies students is 4.05 (SD = .42), while the mean score for Science students is 3.92 (SD = .48). This means that the former perceived that it is very important for school counselors to provide personal guidance, while the latter viewed it as only important. The favorable perception held by the two groups of respondents suggests that according to them one of the main tasks of school counselors is to provide personal guidance to students. The mean score for each group is shown in Figure 35.

Figure 35
The mean scores for the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing personal guidance



To determine whether the difference in the mean scores is significant, a t-test analysis was conducted. Table 63 displays the summary of data and the results of the t-test.

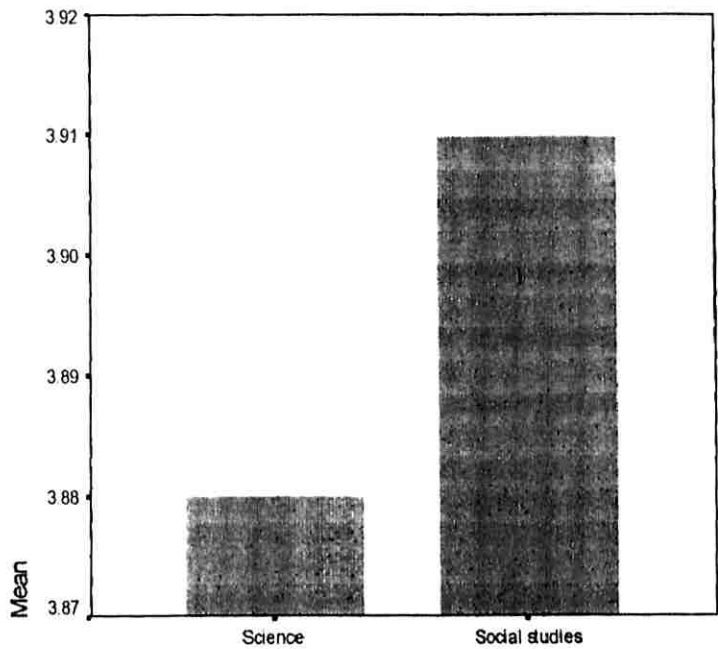
Table 63
Results of t-test comparing the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing personal guidance

Study program	n	Mean	SD	t	p < .05
Science	285	3.92	.48	-2.51	.01 (sig.)
Social Studies	116	4.05	.42		

The results of the analysis reveal a significant difference between the mean scores of Science and Social Studies students in their perceptions toward the importance of the school counselor's role in providing personal guidance ($t = -2.51$; $p < .05$). The perception of Social Studies students is significantly different from that of Science students. Social Studies students have more favorable perceptions compared to Science students. Science students perceived that the role of school counselors in providing personal guidance is very important, while Science students viewed it only as an important role.

Data presented in Table 62 indicate that the mean score for the perceptions of Social Studies students toward the importance of the counselor's role in providing educational guidance is slightly higher than that of Science students'. The mean score for Science students is 3.88 (SD = .56), while the mean score for Social Studies students is 3.91 (SD = .56). This means that the two groups of respondents perceived that the counselor's role in providing educational guidance is important. This favorable perception indicates that according to respondents from both groups, school counselors should provide educational guidance to students. The mean score for each group is shown in Figure 36.

Figure 36
 The mean scores for the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing educational guidance



To determine whether the difference in the mean scores between Science and Social Studies students is significant, a t-test analysis was conducted. Table 64 displays the summary of data and the results of the t-test.

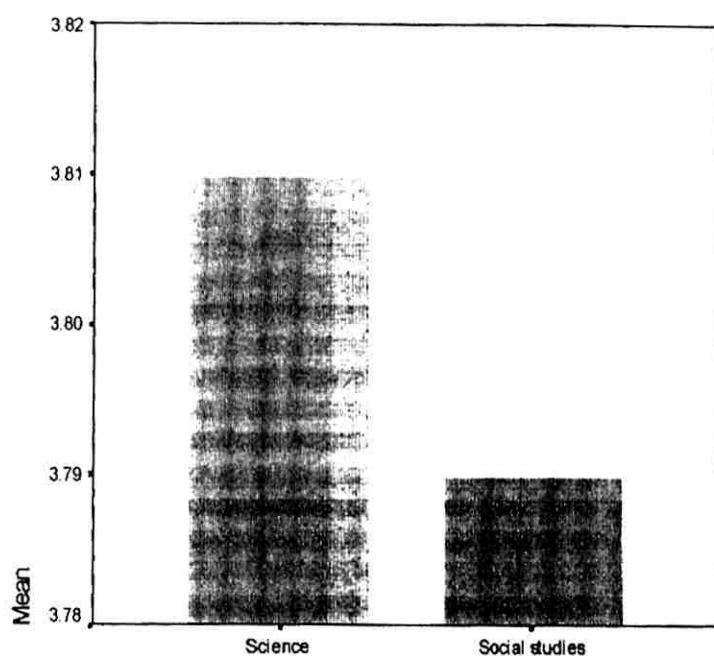
Table 64
 Results of t-test comparing the perception of Science and Social Studies students toward the importance of the counselor's role in providing educational guidance

Study program	n	Mean	SD	t	p < .05
Science	285	3.88	.56	.49	.62 (n.s.)
Social Studies	116	3.91	.56		

As presented in Table 64, the results of the t-test analysis show no significant difference between the mean scores of the perceptions of Science and Social Studies students toward the importance of the school counselor's role in providing educational guidance ($t = .49$; $p > .05$). Science students did not differ from Social studies students in their perceptions toward the importance of the counselor's role in providing educational guidance. The two groups of respondents have similar perceptions toward the importance of the counselor's role in providing educational guidance. It can be concluded that there was no significant difference between the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing educational guidance.

As presented in Table 62, the mean score for Science students is slightly higher than that of Social Studies students' in their perceptions toward the importance of the counselor's role in providing vocational guidance. The mean score for Science students is 3.81 ($SD = .63$), while for Social Studies students it is 3.79 ($SD = .71$). The two groups of respondents perceived that the role of school counselors in providing vocational guidance is important. The two groups of respondents have favorable perceptions toward the importance of the school counselor's role in providing vocational guidance. The mean score for each group is shown in Figure 37.

Figure 37
The mean scores for the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing vocational guidance



To see whether the difference in the mean scores between Science and Social Studies students is significant, a t-test analysis was conducted. Table 65 displays the summary of data and the results of the t-test.

Table 65
Results of t-test comparing the perceptions of Science and Social Studies students toward the importance of the counselor's role in providing vocational guidance

Study program	n	Mean	SD	t	p < .05
Science	285	3.81	.71	-.37	.712 (n.s.)
Social Studies	116	3.79	.63		

The results of the t-test show no significant difference between the mean scores of Science and Social Studies students in their perceptions toward the importance of the school counselor's role in providing vocational guidance ($t = -.37$; $p > .05$). The two groups of respondents have similar perceptions toward the importance of the counselor's role in providing vocational guidance.

In the following section, the difference between the perceptions of Science and Social Studies students toward the performance of school counselors is analyzed. Table 66 presents the means and standard deviations for the perceptions of Science and Social Studies students toward the performance of counselors in providing personal, educational, and vocational guidance.

Table 66
Means and standard deviations for Science and Social Studies students in their perceptions toward the performance of counselors

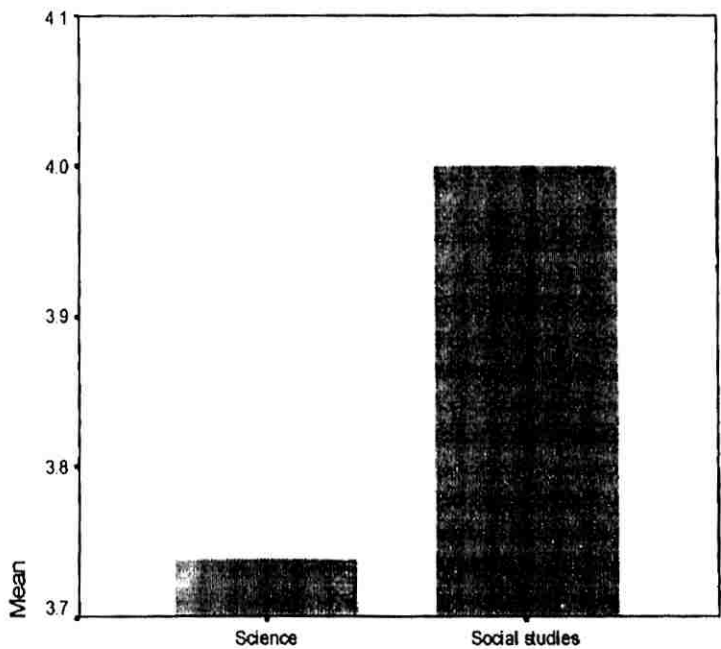
Role	Study program			
	Science (n = 285)		Social Studies (n = 116)	
	Mean	SD	Mean	SD
Personal guidance	3.74	.70	4.00	.69
Educational guidance	3.62	.81	3.84	.79
Vocational guidance	3.14	.92	3.18	.91

Data presented in Table 66 indicate that the mean scores for the perceptions of Social Studies students toward the performance of counselors in providing personal guidance is much higher than that of Science students. The mean scores for Science students is 3.74 (SD = .70), while the mean score for Social Studies students is 4.00 (SD = .69). This means that Science students perceived that school counselors only sometimes provided personal guidance to students, while Social Studies students felt that school counselors often performed their roles in providing personal guidance. As for educational guidance, the mean score for Science students is 3.62 (SD = .81), while the mean score for Social Studies students is 3.84 (SD = .79). This means that the two groups of respondents reported that school counselors only sometimes performed their roles in providing educational guidance. The data also show that the mean score for Science students is 3.14 (SD = .92), while the mean score for Social Studies students is 3.18 (SD = .91). This means that the two groups of respondents believed that school counselors only sometimes provided vocational guidance to students. There seems to be a general congruence between Science and Social Studies students that school counselors were not performing their roles in providing the three functions as much as they were required.

As presented in Table 66, the mean score for Social Studies students is much higher than that of Science students' in their perceptions toward the performance of counselors in providing personal guidance. The mean score for Social Studies students is 4.00 (SD = .69), while the mean score for Science students is 3.74 (SD = .70). This means that Social Studies students perceived that school counselors often

provided personal guidance to students, while Science students felt that school counselors only sometimes performed this function. This shows that Social studies students have more favorable perceptions toward the performance of school counselors in providing personal guidance compared to the perception of Science students. The mean score for each group is shown in Figure 38.

Figure 38
The mean scores for the perceptions of Science and Social Studies students toward the performance of counselors in providing personal guidance



To determine whether the difference in the mean scores between Science and Social Studies students is significant, a t-test analysis was conducted. Table 67 displays the summary of data and the results of the t-test.

Table 67
Results of t-test comparing the perceptions of Science and Social Studies students
toward the performance of counselors in providing personal guidance

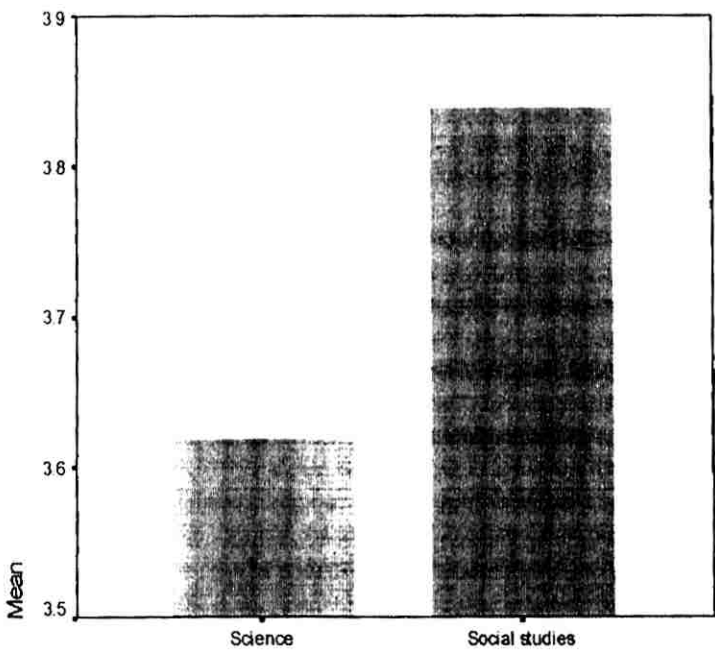
Study program	n	Mean	SD	t	p < .05
Science	285	3.74	.70	3.36	.00 (sig.)
Social Studies	116	4.00	.69		

The results of the analysis show a significant difference between the mean scores of Science and Social Studies students in their perceptions toward the performance of school counselors in providing personal guidance ($t = 3.36$; $p < .05$). This shows that Social Studies students significantly differed from Science students in their perceptions toward the performance of school counselors in providing personal guidance. Social Studies students have more favorable perceptions toward the performance of counselors in providing personal guidance than Science students. Social Studies students perceived that school counselors often provided personal guidance to students, while Science students felt that school counselors only sometimes carried out this function.

Data presented in Table 66 indicate that the mean score of Social Studies students is slightly higher than that of Science students' in their perceptions toward the performance of school counselors in providing educational guidance. The mean score for Science students is 3.62 ($SD = .81$), while for Social Studies students it is

3.84 (SD = .79). This means that the two groups of respondents perceived that school counselors only sometimes provided educational guidance to students. This suggests that Science and Social Studies students have similar perceptions toward the performance of school counselors in providing educational guidance. The mean score for each group is shown in Figure 39.

Figure 39
The mean scores for the perceptions of Science and Social Studies students toward the performance of counselors in providing educational guidance



To determine whether the difference in the mean scores between Science and Social Studies students is significant, a t-test analysis was conducted. Table 68 displays the summary of data and the results of the t-test.

Table 68
Results of t-test comparing the perceptions of Science and Social Studies students
toward the performance of counselors in providing educational guidance

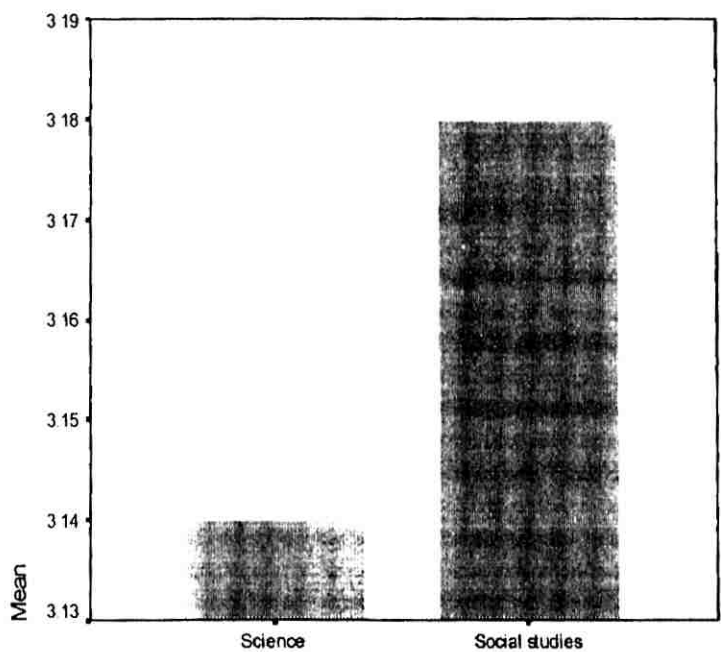
Study program	n	Mean	SD	t	p < .05
Science	285	3.62	.81	2.50	.01 (sig.)
Social Studies	116	3.84	.79		

The results of the analysis show a significant difference between the mean scores of Science and Social Studies students in their perceptions toward the performance of the school counselor's role in providing educational guidance ($t = 2.50$; $p < .05$). This shows that Science students significantly differed from Social Studies students in their perception toward the performance of counselors in providing educational guidance. Social Studies students reported that school counselors more frequently performed their role in providing educational guidance compared to Science students. Social Studies students have more favorable perceptions toward the performance of counselors in providing educational guidance than Science students.

As presented in Table 66, the mean score for Social Studies students is slightly higher than that of Science students' in their perceptions toward the performance of counselors in providing vocational guidance. The mean score for Science students is 3.14 ($SD = .92$), while for Social Studies students it is 3.18 ($SD = .91$). This means that the two groups of respondents perceived that school counselors only sometimes

performed their roles in providing vocational guidance. Both groups have similar perceptions toward the performance of school counselors in providing vocational guidance, that is they reported that school counselors were not performing their roles in providing vocational guidance as much as they were required. The mean score for each group is shown in Figure 40.

Figure 40
The mean scores for the perceptions of Science and Social Studies students toward the performance of counselors in providing vocational guidance



To determine whether the difference in the mean scores between Science and Social Studies students is significant, a t-test analysis was conducted. Table 69 displays the summary of data and the results of the t-test.

Table 69
Results of t-test comparing the perceptions of Science and Social Studies students
toward the performance of counselors in providing vocational guidance

Study program	n	Mean	SD	t	p < .05
Science	285	3.14	.92	.38	.70 (n.s.)
Social Studies	116	3.18	.91		

The results of the t-test show no significant difference between the mean scores of Science and Social Studies students in their perceptions toward the performance of school counselors in providing vocational guidance ($t = .38$; $p > .05$). The two groups of respondents have similar perceptions toward the performance of counselors in providing vocational guidance. They perceived that school counselors only sometimes performed their roles in providing vocational guidance.

8. Comparison between the perceptions of teachers and counselors with different levels of work experience toward the importance of the counselor's role and the performance of school counselors (research questions 18 and 19)

This section answers research questions 18 and 19:

Is there a significant difference between teachers and counselors with different levels of work experience in their perception toward the importance of school counselor's role?

Is there a significant difference between teachers and counselors with different levels of work experience in their perceptions toward the performance of school counselors?

In this study, work experience is classified into four categories: less experienced group for teachers or counselors with less than 10 years of work experience; slightly experienced group for teachers or counselors with 11 to 20 years of work experience; experienced group for teachers or counselors with 21 to 30 years of work experience; and very experienced group for those who have more than 31 years of work experience. Table 70 shows the means and standard deviations for the four groups of teachers and counselors in their perceptions toward the importance of the school counselor's role in providing personal, educational, and vocational guidance.

Table 70
Means and standard deviations for teachers and counselors of different work experience in their perceptions toward the importance of the counselor's role
(N= 310)

Role	Work Experience							
	Group 1 (n = 40)		Group 2 (n = 62)		Group 3 (n = 75)		Group 4 (n = 133)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Personal guidance	4.19	.50	4.11	.55	4.09	.46	4.11	.57
Educational guidance	4.19	.52	4.13	.82	4.04	.53	4.03	.64
Vocational guidance	3.95	.73	3.90	.63	3.86	.61	3.81	.76

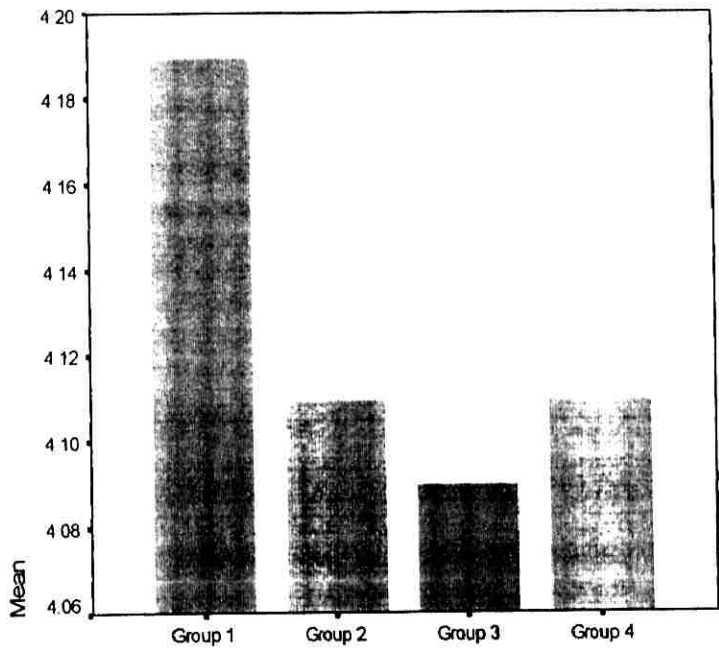
Note: Group 1 denotes less experienced group
Group 2 denotes slightly experienced group
Group 3 denotes experienced group
Group 4 denotes very experienced group

Data presented in Table 70 indicate that all four groups of respondents of different levels of work experience, in general, have favorable perceptions toward the importance of the counselor's role in providing personal, educational, and vocational guidance. As can be seen, the mean scores for the perceptions of the four groups of respondents toward the importance of the counselor's role in providing personal and educational guidance are above four and for vocational guidance it is above three. This shows that teachers and counselors of different levels of work experience perceived the role of counselors in providing personal guidance and educational guidance as very important, while they reported that the role of counselors in

providing vocational guidance as only important. Therefore, it can be inferred that school counselors should provide the three roles and functions to students.

As presented in Table 70, the four groups of respondents with different levels of work experience, in general, positively perceived the importance of the counselor's role in providing personal guidance. The mean score for the less experienced group is slightly higher compared to the mean scores of the other three groups. As can be seen, the mean score for the less experienced group is 4.19 (SD = .50), while for the slightly experienced group it is 4.11 (SD = .55), for the experienced group it is 4.09 (SD = .46), and for the very experienced group it is 4.11 (SD = .57). This indicates that all the four groups of respondents perceived the role of counselors in providing personal guidance as very important. This shows that teachers and counselors of different levels of work experience have favorable perceptions toward the importance of the counselor's role in providing personal guidance. The mean score for each group is shown in Figure 41.

Figure 41
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the importance of the counselor's role in providing personal guidance



To determine whether the difference in the mean scores between the four groups of respondents is significant, ANOVA was employed. Table 71 displays the summary of data and the result of the analysis of variance.

Table 71
Result of the one-way analysis of variance comparing the perceptions of teachers and counselors of different levels of work experience toward the importance of the counselor's role in providing personal guidance

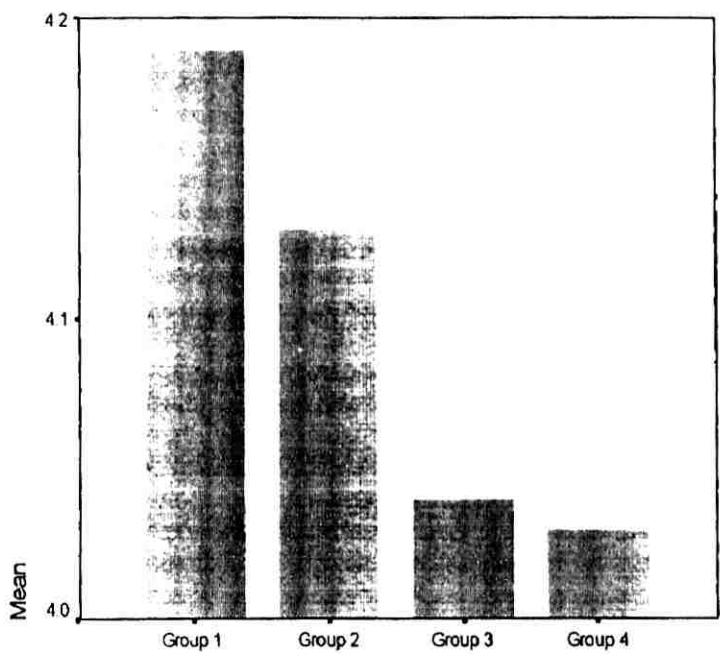
Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	.24	8.24	.28	.83 (n.s.)
Within groups	306	88.49	.28		
Total	309	88.74			

The results of the analysis show no significant differences in the perceptions of the four groups of respondents with different levels of work experience (F - ratio = .28; $p > .05$). This means that they have similar perceptions toward the importance of the counselor's role in providing personal guidance.

Data presented in Table 70 indicate that the four groups of respondents positively perceived the importance of the counselor's role in providing educational guidance. The mean score for the less experienced group is slightly higher compared to the mean scores of the other three groups. The mean score for the less experienced group is 4.19 ($SD = .52$), while for the slightly experienced group it is 4.13 ($SD = .82$), for the experienced group it is 4.04 ($SD = .53$), and for the very experienced group it is 4.03 ($SD = .64$). This indicates that teachers and counselors with different levels of work experience perceived the role of counselors in providing educational guidance as very important. This shows that teachers and counselors with different work

experience have favorable perceptions toward the importance of the counselor’s role in providing educational guidance. The mean score for each group is shown in Figure 42.

Figure 42
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the importance of the counselor’s role in providing educational guidance



To determine whether the differences in the mean scores between the four groups of respondents are significant, ANOVA was employed. Table 72 displays the summary of data and results of the analysis of variance.

Table 72
Results of the one-way analysis of variance comparing the perceptions of teachers and counselors with different level of work experience toward the importance of the counselor's role in providing educational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	1.08	.36	.86	.45 (n.s.)
Within groups	306	127.49	.41		
Total	309	128.57			

The results of the analyses of variance show no significant differences in the perceptions of the four groups of respondents toward the importance of the school counselor's role in providing educational guidance (F - ratio = .86; $p > .05$). All the four groups of teachers and counselors agreed that school counselors should provide educational guidance as it was seen to be a very important role of school counselors.

Data presented in Table 70 reveal that the four groups of respondents positively perceived the importance of the counselor's role in providing vocational guidance. The mean score for the less experienced group is slightly higher than that of the slightly experienced group, but is much higher than the mean scores for the experienced and very experienced group. As can be seen, the mean score for the less experienced group is 3.95 ($SD = .73$), while for the slightly experienced group it is 3.90 ($SD = .63$), for the experienced group it is 3.86 ($SD = .61$), and for the very experienced group it is 3.81 ($SD = .76$). All the four groups of teachers and

counselors perceived vocational guidance as an important function. The mean score for each group is shown in Figure 43.

Figure 43
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the importance of the counselor's role in providing vocational guidance

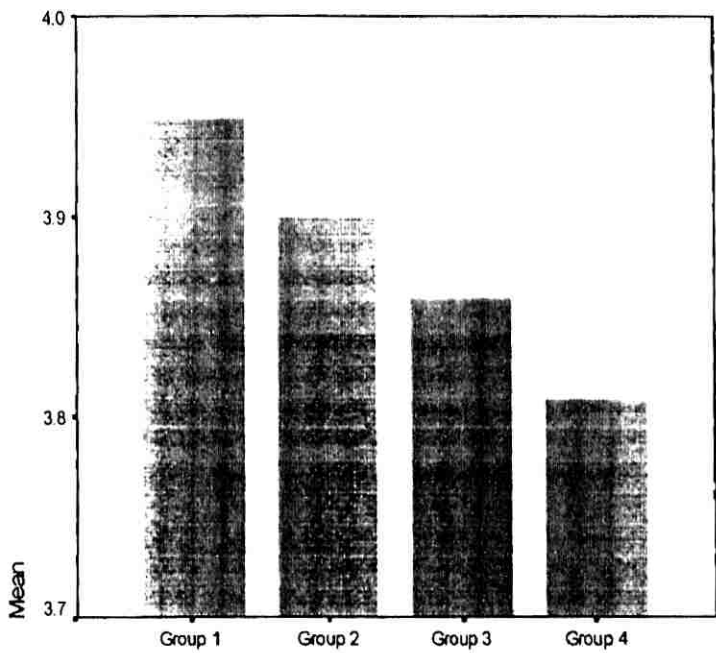


Table 73
Results of the one-way analysis of variance comparing the perceptions of teachers and counselors with different levels of work experience toward the importance of counselor's role in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	.74	.24	.50	.68 (n.s.)
Within groups	306	151.09	.49		
Total	309	151.83			

The results of the analysis of variance (Table 73) show no significant differences in the perceptions of the four groups of respondents toward the importance of the school counselor's role in providing vocational guidance (F - ratio = .49; $p > .05$). This shows they have similar perceptions toward the importance of the counselor's role in providing vocational guidance.

From the above discussion, it is obvious that the four groups of teachers and counselors with different level of work experience did not differ in their perceptions toward the importance of the school counselor's role in providing personal, educational, and vocational guidance.

The following section discusses the differences between the perceptions of teachers and counselors with different levels of work experience toward the performance of school counselors in providing personal, educational, and vocational guidance.

Table 74
Means and standard deviations for teachers and counselors of different work
experience in their perceptions toward the performance of the counselor's role
(N = 310)

Role	Work Experience							
	Group 1 (n = 40)		Group 2 (n = 62)		Group 3 (n = 75)		Group 4 (n = 133)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Personal guidance	4.19	.80	4.38	.56	4.45	.75	4.49	.84
Educational guidance	4.17	.84	4.27	.75	4.21	.82	4.37	1.02
Vocational guidance	3.57	.85	3.69	.87	3.81	.88	3.89	.92

Note Group 1 denotes less experienced group
 Group 2 denotes slightly experienced group
 Group 3 denotes experienced group
 Group 4 denotes very experienced group

Data presented in Table 74 indicate that all the four groups of respondents have favorable perceptions toward the performance of counselors in providing personal and educational guidance, but less favorable perception toward the performance of counselors in providing vocational guidance. As can be seen, the mean scores for the four groups of respondents for personal guidance and educational guidance are above four and for vocational guidance it is above three. This shows that teachers and counselors with different levels of work experience perceived that school counselors often provided personal and educational guidance, while they reported that school counselors only sometimes performed their roles in providing vocational guidance to students. These findings suggest that school counselors were perceived to satisfactorily performing their role in providing personal and vocational guidance,

but they were not performing their role in providing vocational guidance as much as they were required. Further analyses were done and presented in the following section.

As presented in Table 74, the four groups of respondents positively perceived the performance of counselors in providing personal guidance. The mean score for the very experienced group is slightly higher compared to the mean score for the experienced group, but is much higher than the mean scores for the slightly experienced and less experienced groups. As can be seen, the mean score for the less experienced group is 4.19 (SD = .80), while for the slightly experienced group it is 4.38 (SD = .56). The mean score for the experienced group is 4.45 (SD = .75), and for the very experienced group it is 4.49 (SD = .84). This is shown in Figure 44.

Figure 44
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing personal guidance

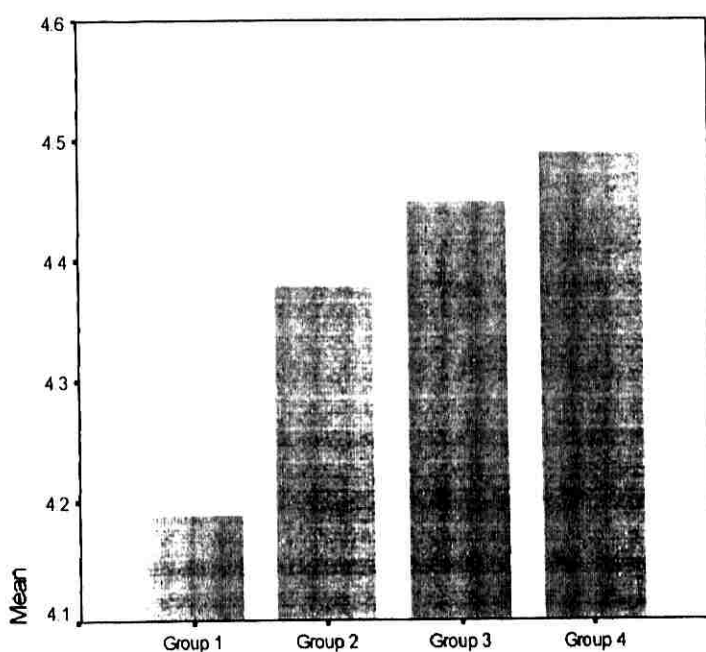


Table 75
Results of the one-way analysis of variance comparing the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing personal guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	2.83	.94	1.59	.19 (n.s.)
Within groups	306	180.78	.59		
Total	309	183.61			

As presented in Table 75, the results of the one-way analysis of variance show no significant differences in the perceptions of the four groups of respondents with different levels of work experience toward the performance of the school counselor's role in providing personal guidance (F - ratio = 1.59; $p > .05$). They have similar perceptions toward the performance of the counselor's role in providing personal guidance.

Data on educational guidance presented in Table 74 indicate that the four groups of respondents of different levels of work experience positively perceived the performance of counselors in this area. The mean score for the very experienced group is slightly higher compared to the mean score for the slightly experienced group, but is much higher than the mean scores for the less experienced and the experienced groups. As can be seen, the mean score for the less experienced group is 4.17 ($SD = .84$), while for the slightly experienced group is 4.27 ($SD = .75$). The mean score for the experienced group is 4.21 ($SD = .82$) and for the very experienced group is 4.37 ($SD = 1.02$). This indicates that all the four groups perceived that school counselors often performed their roles in providing educational guidance. The mean score for each group is shown in Figure 45.

Figure 45
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing educational guidance

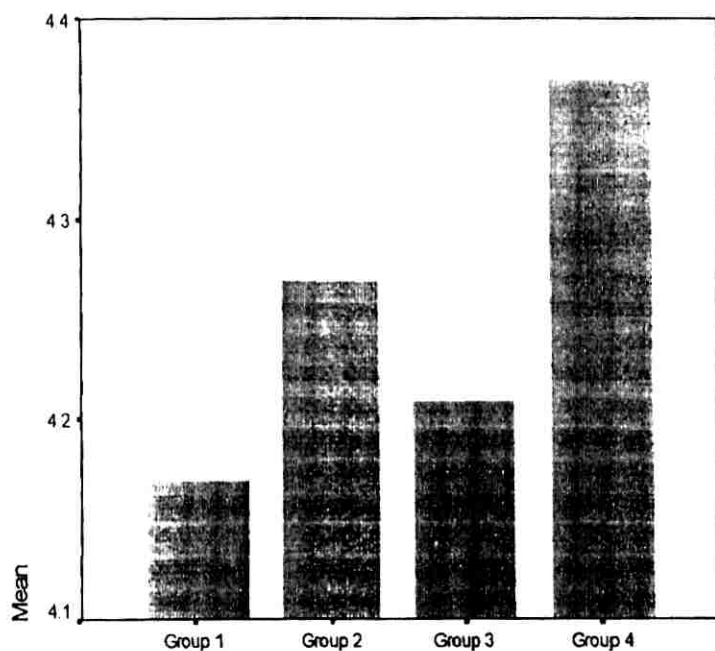


Table 76
Results of the one-way analysis of variance comparing the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing educational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. p < .05
Between groups	3	1.81	.60	.73	.53 (n.s.)
Within groups	306	251.69	.82		
Total	309	253.51			

As presented in Table 76, the results of the analysis of variance show no significant differences in the perceptions of the four groups of respondents toward the performance of school counselors in providing educational guidance (F -ratio = .60; $p > .05$). This shows that they have similar perceptions toward the performance of counselors in providing educational guidance.

Data on vocational guidance presented in Table 74 reveal that the four groups of respondents with different levels of work experience have less favorable perceptions toward the performance of school counselors in this area. The mean score for the very experienced group is slightly higher than that of the experienced group, but is much higher than the mean scores for the less and slightly experienced groups. As can be seen, the mean score for the less experienced group is 3.57($SD = .85$), while for the slightly experienced group is 3.69 ($SD = .87$). The mean score for the experienced group is 3.81 ($SD = .88$) and for the very experienced group is 3.89 ($SD = .92$). This indicates that all four groups of teachers and counselors with different levels of work experience perceived that school counselors only sometimes performed their roles in providing vocational guidance. Teachers and counselors with different levels of work experience reported that school counselors were not performing their roles in providing vocational guidance as much as they were expected to. The mean score for each group is shown in Figure 46.

Figure 46
The mean scores for the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing vocational guidance

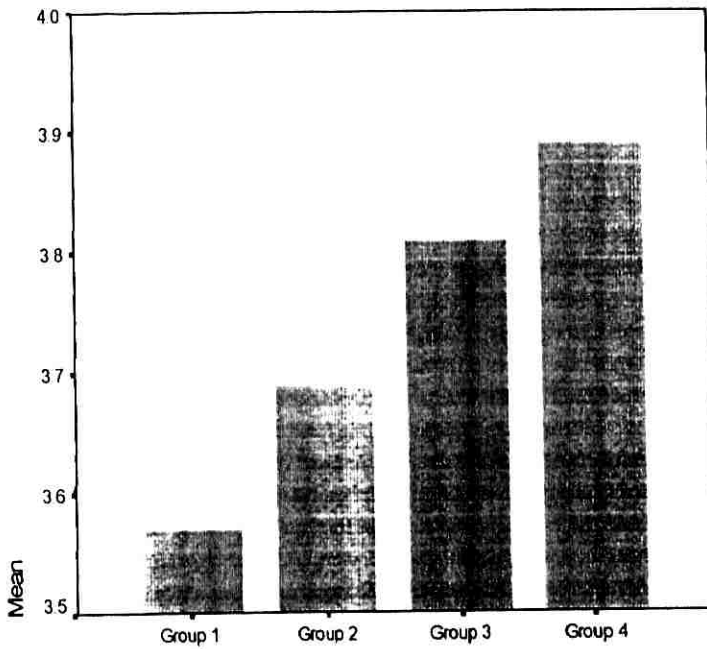


Table 77
Results of the one-way analysis of variance comparing the perceptions of teachers and counselors with different levels of work experience toward the performance of counselors in providing vocational guidance

Source	df	Sum of Squares	Mean Square	F	Sig. $p < .05$
Between groups	3	3.83	1.27	1.58	.19 (n.s.)
Within groups	306	247.01	.80		
Total	309	250.85			

The results of the analysis of variance (Table 77) show no significant differences between the perceptions of the four groups of respondents toward the performance of school counselors in providing vocational guidance (F – ratio = 1.58; $p > .05$). This shows that they have similar perceptions toward the performance of the counselor's role in providing vocational guidance.

9. Utilization of counseling services by students and teachers (research question 20)

The discussion in this section is to answer research question number 20: To what extent do students and teachers utilize counseling services? To assess the extent of the utilization of counseling services students and teachers were required to answer, "Yes" or "No" to indicate whether they have seen the school counselors for counseling or consultation purpose in the last four months. The answer "Yes" means that they have utilized counseling services. On the other hand, answer "No" means that they have not utilized counseling services. Table 78 shows the number of students and teachers who have utilized the counseling services.

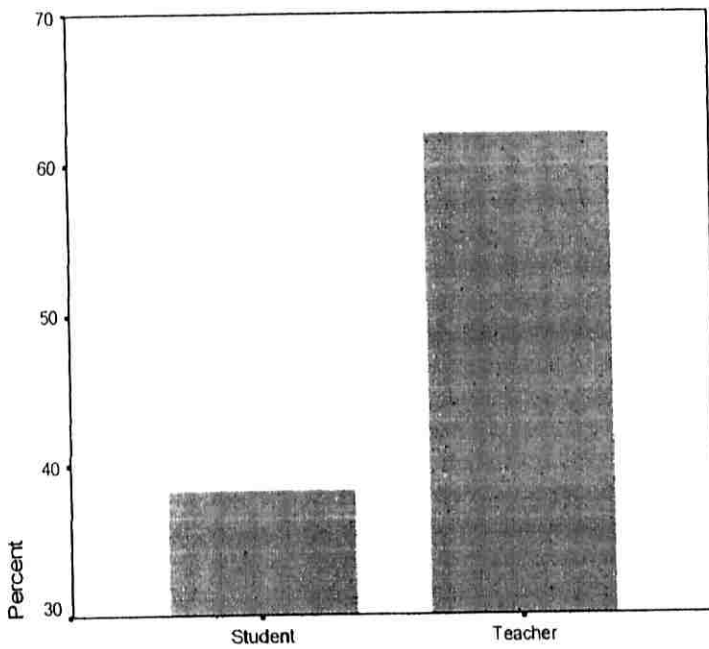
Table 78
Utilization of counseling services by students and teachers
(N=612)

Utilizing counseling	Respondent				Total	
	<u>Students</u>		<u>Teachers</u>		n	%
	n	%	n	%		
Yes	154	38.4	131	62.1	285	47
No	247	61.6	80	37.9	327	53
Total	401	100	211	100	612	100

Generally, teachers utilized more counseling services than students. As can be seen, 62.1% of the teachers have utilized the counseling services offered by school counselors, while 37.9 % did not do so, which means that more than half of the teachers have seen the school counselors for counseling or consultation purposes.

Surprisingly, only 38.4 % of the students have utilized the counseling services, while 61.6 % have not seen the school counselors. This means that more than half of the students have not seen the school counselors for either individual or group counseling in the last four months. These findings suggest that counseling services were more utilized by teachers than students. More than half of them have seen their school counselors in the last four months. Students, on the other hand, have a low level of utilization of counseling services as more than half of them did not see the school counselors in the last four months. The reason for the low utilization of the counseling services by students could be that they were not aware of the benefits of those services. School counselors need to communicate their roles and functions to students through various programs and activities if they want students to understand their roles and utilize the counseling services. The levels of utilization of counseling services by students and teachers are shown in Figure 47.

Figure 47
Level of utilization of counseling services by students and teachers



The following section presents the frequency of meeting with school counselors as reported by students and teachers in the last four months.

Table 79
Frequency of meeting with school counselor by students and teachers

Frequency	Respondent				Total	
	<u>Students</u>		<u>Teachers</u>		n	%
	n	%	n	%		
1 to 3 times	111	72.1	87	66.4	198	70
4 to 6 times	24	15.5	37	28.2	61	21
7 to 10 times	19	12.3	7	5.3	26	9
Total	154	100	131	100	285	100

Data presented in Table 79 show that most of the students and teachers have met the school counselors 1 to 3 times, and a small number of them had met their school counselors 4 times or over. As can be seen 72.1% of the students and 66.4% of the teachers had seen the school counselor for counseling or consultation purposes 1 to 3 times in the last four months. The data also indicate that 15.5% of the students and 28.2% of the teachers had met the school counselors 4 to 6 times. However, only 12.3% of the students and 5.3% of the teachers had met the school counselors 7 to 10 times.

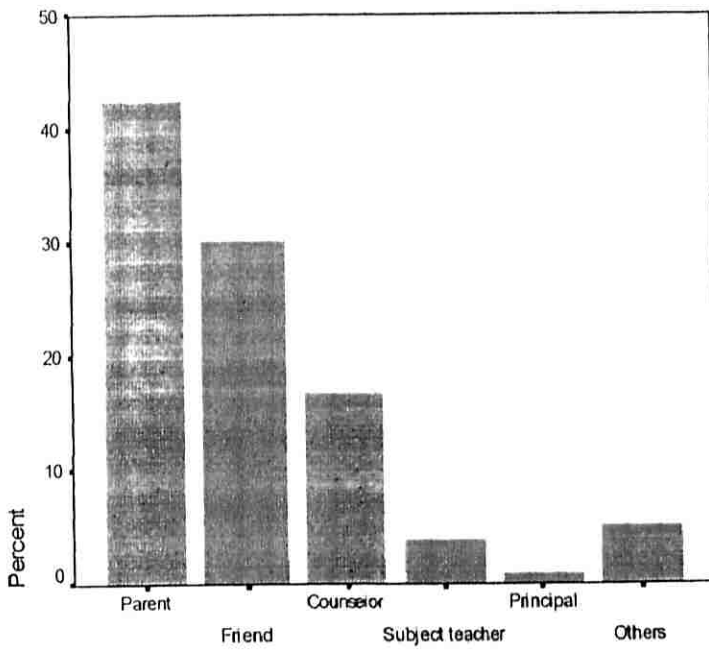
Given the fact that a total of 285 students and teachers have seen the school counselors in the last four months, the average number of students and teachers who utilized the counseling services in a month is 72 (39 students and 33 teachers); or 18 persons in a week (10 students and 8 teachers) or 3 persons in a day. This shows that the identity of school counselors and their functions were either not well recognized by students and teachers or the school counselors were not performing their roles as much as they were expected.

In addition, students were asked to indicate the potential helpers and assistance givers. Table 80 and Figure 48 display the potential helpers as perceived by students.

Table 80
Sources of help as perceived by students
(N = 401)

Source of help	n	%
Parent	171	42.6
Friend	121	30.2
Counselor	68	17.0
Subject teacher	16	4.0
Principal	4	1.0
Other	21	5.2

Figure 48
Sources of help as perceived by students



There are five types of people who are potential helpers. They are subject teacher, counselor, principal, parent, and friend. As a source of help in solving the problems, 42.6% of the students preferred their parents, while 30.2% preferred their own friends, 17 % preferred school counselors, 4 % preferred subject teachers and only 1% preferred the school principal. These findings show that the school counselor is less familiar to students as compared to parents and friends. Therefore, school counselors should consider that students' parents and friends are potential helpers in helping students solve their problems and establish smart partnership with them.

10. Problems brought by students and teachers to the school counselor (research question 21)

This section deals with research question 21: What are the problems brought by students and teachers to school counselors? Students and teachers were asked to indicate the types of problems they normally brought to school counselors.

The responses on the types of problems brought by students are classified into three main areas, namely, personal, educational, and career/vocational. Each problem area further consists of three or four types of problems. Personal problem includes spending leisure time, interpersonal relationship, family, and stress; while academic problem consists of study technique, preparing examination, course selection, and discipline. Vocational problem consists of finding jobs, job interviews, and writing resumes. Table 81 shows the breakdown of students' problems.

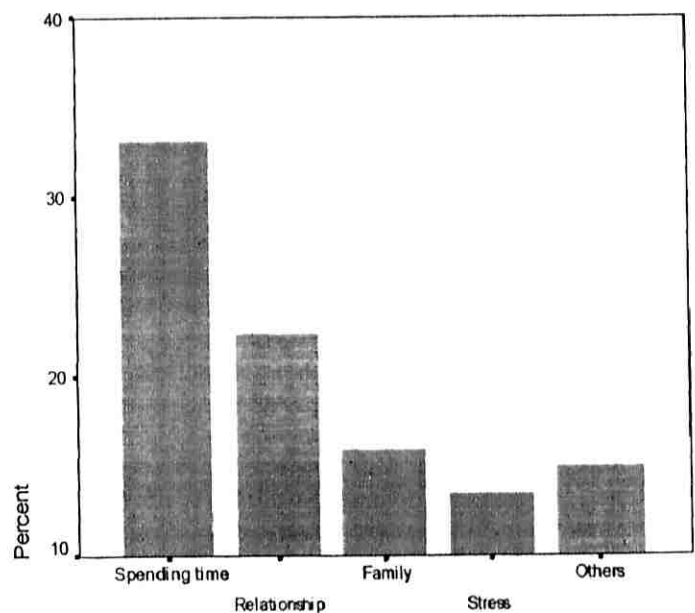
Table 81
Students' problems brought to school counselors

Nature of problems	Frequency		Rank
	n	%	
<u>Personal:</u>			
- Spending leisure time	133	33.2	1
- Interpersonal relationship	90	22.4	2
- Family	64	16	3
- Stress	54	13.5	5
- Others	69	15	4
<u>Academic:</u>			
- Study technique	145	36.2	1
- Preparing examination	88	21.9	2
- Course selection	85	21.2	3
- Discipline	36	9	5
- Others	47	11.7	4
<u>Career/Vocational:</u>			
- Finding jobs	220	54.9	1
- Job interviews	81	20.2	2
- Writing resumes	20	5	4
- Others	80	20	3

For personal problem, the most frequently brought problem by students to school counselors was spending leisure time. For educational problem it was study technique, and for vocational/career it was finding job.

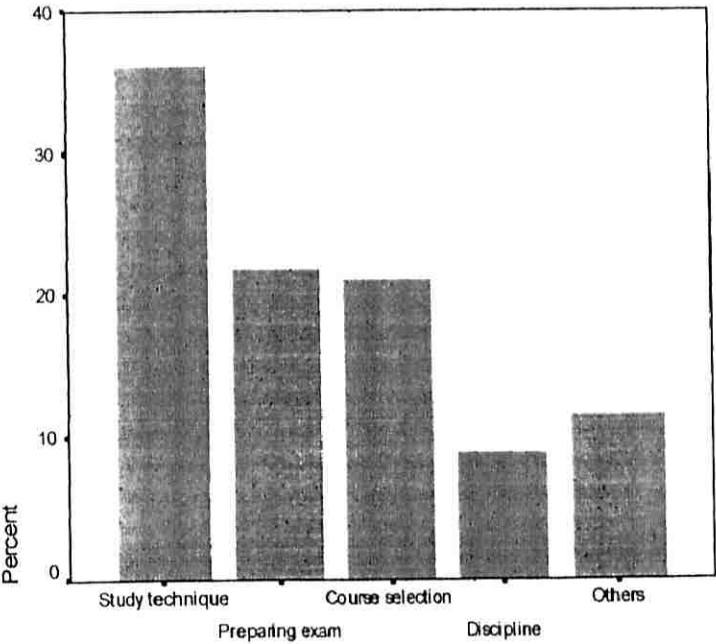
As mentioned in the preceding paragraph, the most frequently personal problem brought by students to the school counselors is spending leisure time. About 33.2% of the students reported that they brought this problem to school counselors. Interpersonal relationship was ranked second by students (22.4%) followed by family problem (16%) and others (15%). Stress was seen to be the least frequently discussed problem by students (13.5%). An illustration of students' personal problems is shown in Figure 49.

Figure 49
Personal problems frequently discussed by students with the counselors



The table also indicates that the most frequently discussed problem by students with the school counselors under academic category is study technique with a percentage of 36.2%. The second problem is preparing examination (21.9%) followed by course selection (21.2%) and others (11.7%). Discipline problem was seen to be the least frequently discussed problem by students (9%). An illustration of academic problems frequently discussed by student with the counselors is shown in Figure 50.

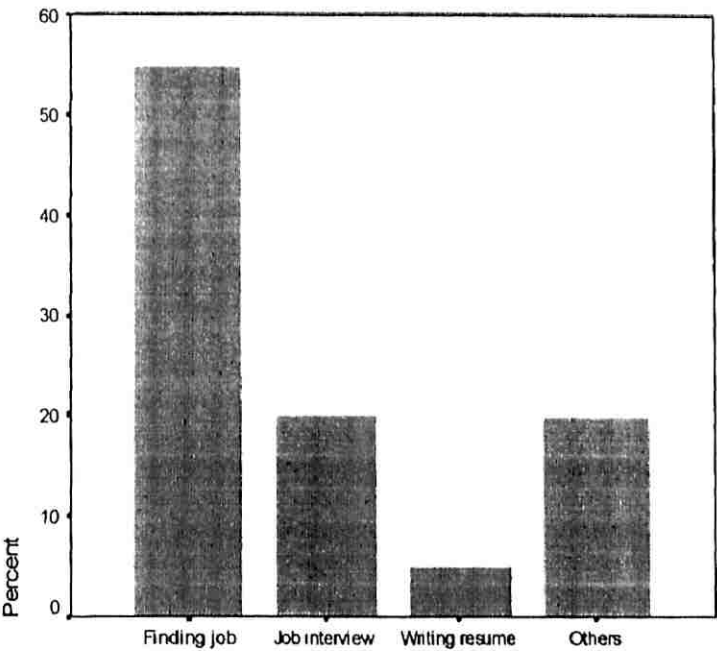
Figure 50
Academic problems frequently discussed by students with the counselors



In terms of career/vocational problems, students preferred to discuss finding jobs (54.9%) followed by job interviews (20.2%) and others (20%). Resume writing was the least frequently discussed problem (5%). The high percentage of students

interested in discussing finding a job and job interviewing with school counselors could be due to the economic problems they are facing in Indonesia. An illustration of career problems frequently discussed by students with the counselors is shown in Figure 51.

Figure 51
Vocational problems frequently discussed by students with the counselors



The above findings suggest that the students' problems were spread throughout the three main areas of concern.

The following section presents the problems brought by teachers to school counselors. Teachers were asked to indicate the types of problems they usually brought to school counselors. The problems brought up by teachers are categorized

into six areas of concern, namely, academic, personal, family, career, curriculum, and others. The breakdown of the teachers’ problem is presented in Table 82.

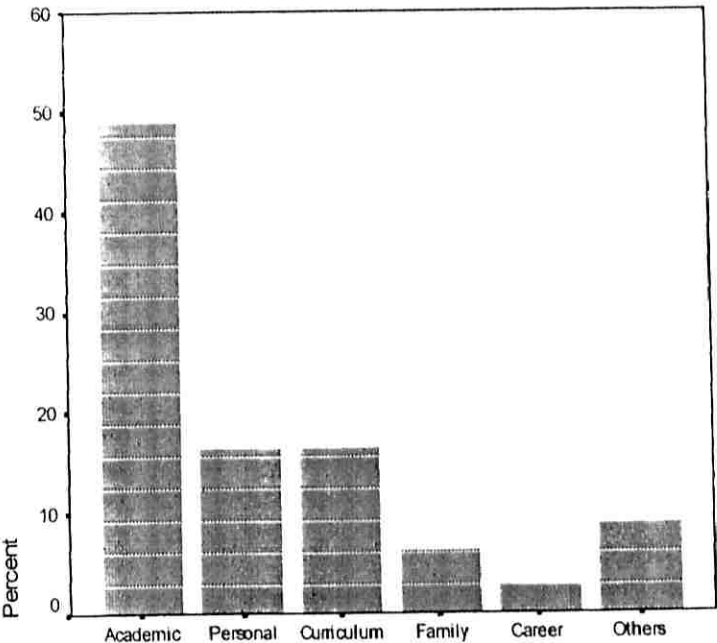
Table 82
Distribution of teachers’ problems (N=145)

Nature of problems	Frequency		Rank
	n	%	
Academic	71	49	1
Personal	24	16.6	2
Curriculum	24	16.6	2
Family	9	6.2	4
Career	4	2.8	5
Others	13	9	-

As presented in Table 84, teachers, in general, bring a variety of problems to school counselors. The major problems include academic, personal, curriculum, family, and career. The first three important problems as reported by the teachers were academic, personal, and curriculum. As can be seen academic problems are ranked first by the teachers with a percentage of 49%. One possible explanation for this could be that teachers are the persons most responsible for educating and teaching students to achieve academic excellence. This leads to stress in one of the biggest parts of the teacher’s career. Personal and curriculum problems are equally ranked second with the same percentage of 16.6%. Family problem is ranked fourth by the teachers (6.2%). Career problem is ranked fifth by the teachers (2.8%). These findings

indicate that school counselors were seen as potential helpers for teachers concerning academic, curriculum, and personal matters rather than family and career concerns. Therefore, school counselors need to take this trend into account in order for teachers to benefit more from counseling services. An illustration of teachers' problems is shown in Figure 52.

Figure 52
Types of problems brought by teachers to school counselors



**11. Level of students' and teachers' satisfaction toward counseling services
(research question 22)**

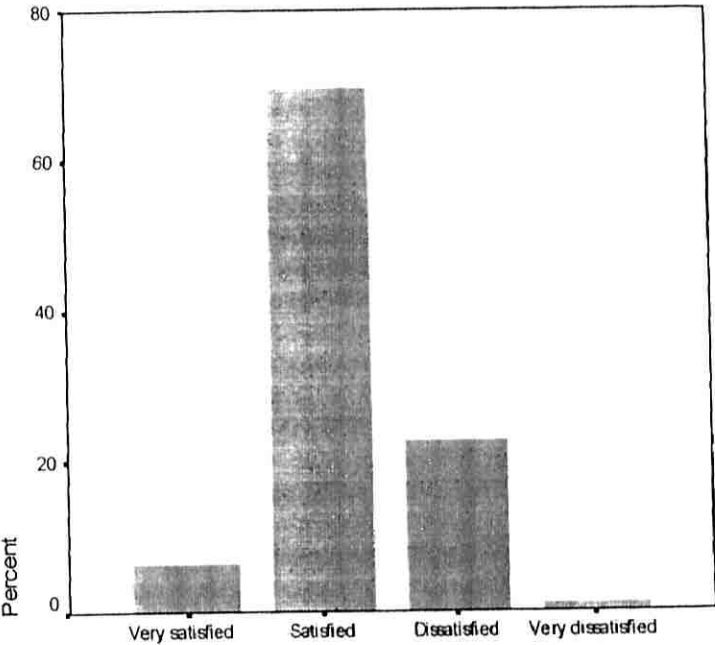
This section answers research question 22: What is the level of students' and teachers' satisfaction toward counseling services provided by school counselors? Respondents were asked to indicate their satisfaction on a four-point Likert scale ranging from 1 (very dissatisfied) to 4 (very satisfied). The respondents were also asked to write the reasons why they were satisfied or dissatisfied with the counseling services and what suggestions they would give for school counselors to improve the guidance programs. Table 83 shows the level of students' and teachers' satisfaction toward the counseling services provided by school counselors.

Table 83
Level of students' and teachers' satisfaction toward counseling services

Level of satisfaction	Respondents			
	<u>Students</u>		<u>Teachers</u>	
	n	%	n	%
Very satisfied	26	6.5	26	12.3
Satisfied	279	69.6	149	70.6
Dissatisfied	91	22.7	36	17.1
Very dissatisfied	5	1.2	-	-
Total	401	100	211	100

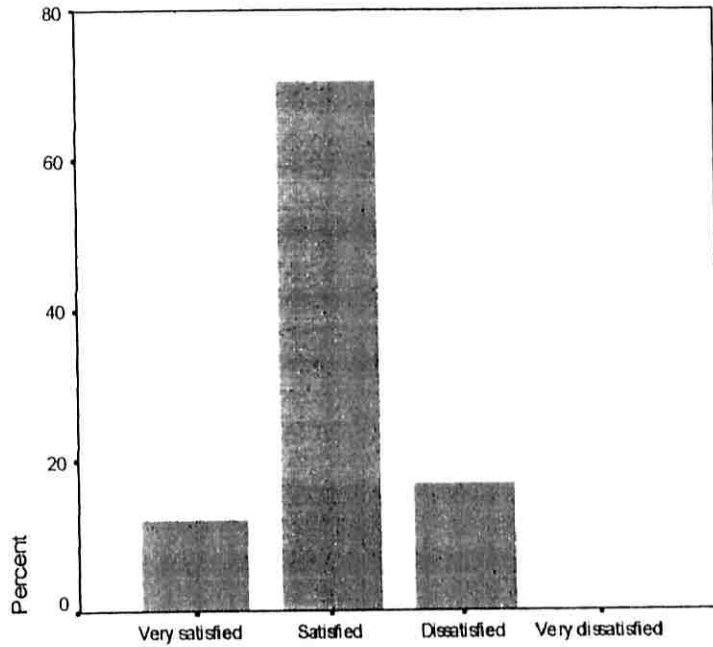
In general, most of the students and teachers were satisfied with the counseling services offered by school counselors. As can be seen, more than half of the students (69.6%) were satisfied and few (6.5%) were very satisfied. 22.7% were dissatisfied and only 1.2% was very dissatisfied. Students' level of satisfaction with the counseling services is shown in Figure 53.

Figure 53
Level of students' satisfaction with counseling services



Similarly, 70.6% of the teachers were satisfied with the counseling services, 12.3% were very satisfied, and 17.1% were dissatisfied. The teachers' level of satisfaction with counseling services is shown in Figure 54.

Figure 54
Teachers' level of satisfaction with counseling services



Those students who were satisfied or very satisfied with counseling services gave the following comments:

1. Counselors can help students in adjusting to school discipline, rules, and regulations.
2. Counselors can explain clearly the objectives of guidance and counseling as well as the ways to achieve these objectives.
3. Counselors provide detailed information on teenagers' personality development, social interaction, and the danger of drugs.
4. Counselors help students in understanding of themselves, their weaknesses and strengths.

5. Counselors are an important source of help in educational and vocational planning.
6. Counselors can help students improve their academic performance.
7. Counselors can understand students' problems and help them find the best solutions.
8. Counselors give valuable suggestions and ideas on how to make wise decisions.

On the other hand, those students who were dissatisfied with counseling services said that:

1. Counselors do not give clear information needed by students.
2. Counselors cannot detect the root of problems and how to find the best solutions.
3. Counselors dealt only with students with problems.
4. Counselors are neither friendly nor close to the students and sometimes passed judgments before clarifying matters.
5. Counselors keep a distance with students, so they hesitate to seek counseling assistance.
6. Counselors pay more attention to students having discipline problems and pay less attention to students' personal problems.
7. Counselors are not responsive to students' needs.
8. Counselors do not treat students equally.
9. Counselors tend to be subjective in dealing with students.
10. Counselors are passive and wait for students to see them.

Students made the following suggestions to improve the guidance services:

1. Counselors need to be more proactive in identifying students' problems as some of them feel shy or hesitate to talk to school counselors.
2. Counselors need to hold a dialogue with students once a month.
3. Counselors should provide a suggestion box.
4. Counselors need to follow current issues, have a broad knowledge especially those related to students' problems and career.
5. Counselors should be more friendly, patient and open to students regardless of their socio-economic status, gender, and academic performance.
6. Counselors should follow-up on students' progress after attending counseling session.
7. Counselors should give assistance to all students and should not deal only with those who have problems.
8. Counselors should give information on higher education programs as so to enable students to pursue their studies.
9. Counselors should be given the opportunity to meet students in their classrooms to talk about latest issues and problems.
10. Counselors should not be biased in dealing with students.
11. Counselors should provide extra time for counseling session.
12. Counselors should get information on students' problems from different sources such as parents, subject teachers, and form teachers.
13. Counselors have to clearly explain the function, objectives and program of guidance and counseling as early as possible to students.

14. One in a while, counselors, discipline teachers, and subject teachers should conduct spot checks to identify what students bring to school in their bags.

Teachers who were satisfied or very satisfied with counseling services gave the following comments:

1. Counselors should help teachers in solving their problems.
2. Counselors are accepted by all students and they understand the present needs and demands of students.
3. Counselors take the initiative in handling problems arising from students.
4. There is good coordination and cooperation between counselors and school personnel.
5. Counselors assist teachers in matters arising from students.
6. Counselors can establish a healthy communication and interaction with teachers.
7. Counselors always refer to teachers when dealing with students' problems, which are related to their teachers.
8. Counseling services are done in a proper way as stated in the guidelines of school counseling.
9. Counselors give valuable feedback on matters raised by teachers.

Teachers who were dissatisfied with counseling services wrote the following comments:

1. Counselors cannot solve all problems.
2. Counselors do not follow-up on students' progress after being counseled.

3. Counselors are not proactive to students' problems, they tend to wait for students to come and see them.
4. Counselors do not play their role and functions effectively.
5. Sometimes counselors frighten students and even punish them.
6. Counselors tend to defend students.
7. There is not enough time for consultation and counseling sessions.

Teachers also gave the following suggestions to improve the quality of the guidance services:

1. Counselors should understand students' personality development, should not be strict and should keep everything confidential.
2. Counselors should build and maintain a good rapport with students and teachers.
3. Counselors need to enhance their cooperation and coordination with other school personnel.
4. Counselors have to liaise with student affairs department regarding students' problems.
5. Counselors must be proactive and should not wait for students to come and see them.
6. Counselors have to maintain good behavior and personality, as they are role models for all students.
7. Counselors need to inform subject teachers and form teachers regarding students who have problems, so teachers can help them in solving the problems.

8. Counselors need to stress upon the importance of school rules and regulations as well as teaching-learning process.
9. Counselors should expose students to problems of teenagers and brief them on the social changes and the influence of the environment.
10. Counselors need to pay more attention to current issues such as vandalism, truancy, and drugs.
11. Counselors need to have more individual counseling with students to help them in gaining their goals.
12. Counselors need to clarify the image of counseling unit as some students have negative perceptions toward the existence of the guidance and counseling unit in the school setting.
13. Counselors must establish a harmonious and close relationship with the students.
14. Counselors must always identify and verify students' problems and then try to find out the best solution.
15. Counselors need to make written reports to subject teachers and form teachers regarding the problems and progress of every student in solving problems.
16. Counselors should be given the opportunity to meet students in their respective classes at least twice a week.
17. Counselors need to make home visits of those who have serious problems.
18. Counselors need to enhance their skills, knowledge and insights on various matters, as students need a lot of information.

In addition, counselors were asked to rate the level of job satisfaction in line with counseling profession. They were required to indicate whether they enjoyed their profession as counselors or not. The counselors' responses are shown in Table 84 below.

Table 84
Counselors' job satisfaction

Enjoyment of work	n	%
Yes	99	100
No	-	-

All the school counselors felt that they enjoyed their job. This finding suggests that school counselors are proud of their profession. Among the reasons given by school counselors are:

1. Counseling profession is an honourable work as it is mainly aimed at assisting students to achieve their holistic development.
2. Being a counselor was my ambition and I was educated for this profession.
3. Counseling is enjoyable work as it provides professional assistance to students to develop their potential and solve their problems.
4. I feel satisfied when students are able to solve their problems through counseling services given to them.
5. The nature of counseling profession is unique and challenging as it deals with human beings who have unique personalities.

6. Counseling trained me to be more patient and friendly with other people.
7. I can build a good rapport with students and other school personnel.
8. I can help pupils in understanding their identity, abilities, weakness, strength and potential.
9. It is enjoyable because students have full trust on counselors.
10. I can guide students to a healthy and sound development of their unique personality.
11. Counseling enables me to understand one's personality, interests, and abilities.
12. Through the guidance program I can assist students in the process of identity seeking.

Counselors also made the following suggestions to improve the guidance services.

1. School counselors need more in-service training to enhance their professional skills.
2. Counselors need to have commitment and share the same perceptions toward the counseling profession.
3. There must be a good and healthy relationship between counselors and other school personnel.
4. Counselors need full support from school principals especially in providing facilities and building good rapport with other school personnel.
5. Cooperation between subject teachers and counselors needs to be enhanced.
6. Counselors have to meet all students' needs in accordance with their mental and physical development.

7. Counselors must be proactive in responding to students' problems.
8. Counselors must be paid attention to and given appreciation as to enable them to carry out their duties and responsibilities.
9. School counselors should be given the opportunity to further their studies.
10. Counselors should be role models for students in all of their behavioral aspects.
11. Counselors should provide the latest information on education and job opportunity.
12. In each sub-region there should be a branch office of guidance and counseling under the direction of the Department of Education and Culture.
13. Counselors need to conduct a comparative study with other schools regarding their counseling program and its implementation.

The above comments, feedback, and suggestions should be taken into consideration and given special attention by school counselors in order to enhance the quality of guidance services so that students, teachers, and other school personnel can benefit more from their services.

12. Barriers faced by school counselors (research question 23)

This section answers research question 23: What are the barriers faced by school counselors in implementing guidance programs? Counselors were asked to indicate what type of barriers they encountered in implementing the counseling programs.

Table 85 shows the types of barriers faced by the school counselors.

Table 85
Barriers faced by school counselors in running guidance and counseling programs

Type of barriers	Frequency		Rank
	n	%	
Lack of facilities	26	26.3	1
Lack of training	24	24.2	2
Lack of support from other school personnel	20	20.2	3
Lack of funds	11	11.1	4
Additional work	10	10.1	5
Others	8	8.1	-

The first three serious barriers faced by school counselors were lack of facilities (26.3%), lack of training (24.2%), and lack of support from other school personnel (20.2%). Other barriers faced by counselors were lack of funds (11.1%), additional work (10.1%), and miscellaneous (8.1%). In conclusion, it could be said that lack of facilities, lack of training and lack of support from other school personnel were found as the main barriers faced by school counselors in running guidance and counseling program.

When asked whether they were assigned with additional work not related to counseling profession, 64% said that they were not assigned extra work, while 35.4% said they were assigned with additional work. This means that more than half of school counselors were not assigned additional work. The breakdown of additional work given to school counselors is shown in Table 86 below.

Table 86
Additional work assigned to school counselors

<u>Assigned additional work</u>	n	%
Yes	35	35.4
No	64	64.6
<u>Types of additional work assigned</u>		
Teaching subject	7	20.6
Relief teacher	4	11.8
Administrative work	6	17.6
Clerical work	1	2.9
Others	16	47.1

As can be seen in Table 86, the additional work assigned to the counselors included teaching (20.6%), being a relief teacher (11.8%), doing administrative work (17.6%), doing clerical work (2.9%), and others (47.1%).