



**UNIVERSITI PUTRA MALAYSIA**

**RELATIONSHIPS OF SCHOOL COUNSELLORS '  
PERCEPTIONS OF SUPERVISION NEEDS WITH JOB  
PERFORMANCE AND JOB INVOLVEMENT**

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**RELATIONSHIPS OF SCHOOL COUNSELLORS ' PERCEPTIONS OF SUPERVISION NEEDS WITH JOB PERFORMANCE AND JOB INVOLVEMENT**

By

**TAN SOO YIN**

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## **LIST OF ABBREVIATIONS**

<b>SERF</b>	<b>Supervisor Emphasis Rating Form</b>
<b>SERF-R</b>	<b>Supervisor Emphasis Rating Form- Revised</b>
<b>CRF</b>	<b>Counselor Rating Form</b>
<b>CRF-S</b>	<b>Counselor Rating Form-Short</b>
<b>CRF-QS</b>	<b>Counselor Rating Form-Quick Score</b>
<b>CERS</b>	<b>Counselor Effectiveness Rating Scale</b>
<b>TPRS-R</b>	<b>Trainee Personal Reaction Scale-Revised</b>
<b>SSI-R</b>	<b>Supervisory Styles Inventory-Revised</b>
<b>BEH</b>	<b>Professional Behaviour Skills</b>
<b>PROC</b>	<b>Process Skills</b>
<b>PERS</b>	<b>Personalisation Skills</b>
<b>CONC</b>	<b>Conceptualisation Skills</b>
<b>SPSS</b>	<b>Statistical Package for the Social Science</b>
<b>UPM</b>	<b>Universiti Putra Malaysia</b>





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**RELATIONSHIPS OF SCHOOL COUNSELLORS ' PERCEPTIONS  
OF SUPERVISION NEEDS WITH JOB PERFORMANCE  
AND JOB INVOLVEMENT**

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**Faculty: Educational Studies**

The general purpose of the present study was to examine the current status of full-time school counsellors in the country. More specifically, this investigation attempted to study the relationships between school counsellors ' perceptions of supervision needs, job performance and job involvement. In the testing of the conceptual framework of perceptions of supervision needs, demographic variables were included. In addition, the study also sought to examine school counsellors ' preferences of supervisory emphasis and its relation to experience.

A total of 268 of the randomly selected subjects responded,



yielding a 67% response rate. A correlational design was used and the theoretical framework of the study was based on the developmental models of supervision. The perceptions of supervision needs was measured by the Perceptions of Supervision Needs Scale developed by the researcher; whereas job performance and job involvement were measured by the Counselor Rating Form-Short and the Job Involvement Scale respectively. The three instruments showed reliability coefficients of .89, .88 and .91 respectively. For school counsellors' preferences of supervisory emphasis areas, they were measured by the Supervisor Emphasis Rating Form-Revised which showed the reliability coefficients of the four scales ranging from .94 to .96.

The descriptive analysis of data showed that most respondents reported high perceptions of supervision needs and job performance but moderate level of job involvement. For the three dimensions of performance, the majority rated themselves the highest for subscale attractiveness, followed closely by expertness and trustworthiness. For the preferred supervisory emphasis areas, the respondents ranked conceptualisation skills first, followed by personalisation skills, process skills and professional behaviour skills. In the inferential analysis, Pearson Correlation and Point Biserial analyses revealed that significant relationships were found between the perceptions of supervision needs,

job performance and job involvement. For the demographic variables, age, experience, school location and school type were found significantly correlated to these three variables. The relationships between the four supervisory emphasis areas and experience were also statistically significant. When Multiple Regression Analysis and Semi-partial Analysis were used, it was found that the variance in perceptions of supervision needs attributed to uniquely by the set of job performance and job involvement after partialling out the set of demographic variables was significant. Based on the findings, the conceptual framework was revised.

The main implication of the study was that supervisors should be trained and appointed to provide on-the-job support and assistance to the counsellors. Based on the limitations of the study, suggestions and recommendations for future study were made.



Abstrak disertasi yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PERHUBUNGAN DI ANTARA PERSEPSI KAUNSELOR SEPENUH  
MASA TENTANG KEPERLUAN PENYELIAAN DENGAN  
PRESTASI KERJA DAN PENGLIBATAN KERJA**

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Penyelidikan ini bertujuan memperlihatkan status kaunselor sekolah sepenuh masa dalam negeri. Secara khusus, penyelidikan ini mengkaji perhubungan di antara persepsi kaunselor sekolah tentang penyeliaan dalam kaunseling dengan prestasi kerja dan penglibatan kerja. Dalam pengujian rangka konsepsi tentang persepsi keperluan penyelia, faktor demografi juga dikaji. Selain itu, keutamaan kemahiran yang dititikberatkan dalam proses penyeliaan serta perhubungan keutamaan itu dengan pengalaman kaunselor turut dikaji.

Sebanyak 268 responden yang dipilih secara rawak melibatkan diri dalam kajian ini. Bilangan ini merupakan 67% daripada soal selidik

yang dihantar. Kajian ini menggunakan rekabentuk korelasi dan berdasarkan model-model perkembangan penyeliaan sebagai rangka teoretikal. Alat untuk mengukur persepsi kaunselor tentang keperluan penyeliaan disediakan oleh pengkaji sendiri manakala prestasi kerja diukur dengan “Counselor Rating Form-Short” . Penglibatan kerja diukur dengan “Job Involvement Scale” . Alat-alat ini telah menunjukkan reliabiliti yang tinggi dengan masing-masing memperlihatkan nilai reabiliti .89, .88 dan .91. Keutamaan kemahiran yang dititikberatkan dalam penyeliaan diukur dengan “Supervisor Emphasis Rating Form-Revised” yang menunjukkan reliabiliti dari .94 ke .96 bagi keempat-empat kemahiran.

Analisis keperihalan memperlihatkan pada keseluruhannya responden menunjukkan tahap keperluan penyeliaan dan prestasi kerja yang tinggi tetapi tahap penglibatan kerja yang sederhana sahaja. Bagi aspek prestasi kerja, responden menilai diri mereka paling tinggi bagi aspek daya tarikan, diikuti dengan kepakaran dan amanah. Kebanyakan daripada mereka inginkan penyelia kaunselor yang memberi keutamaan kepada kemahiran konseptualisasi, diikuti dengan kemahiran personalisasi, kemahiran proses dan kemahiran tingkahlaku profesional. Dalam penganalisan inferansi, analisis korelasi pearson dan ‘ point biserial ’ menunjukkan hubungan yang signifikan di antara

persepsi keperluan penyeliaan, prestasi kerja dan penglibatan kerja. Perhubungan di antara pembolehubah-pembolehubah ini dengan umur, pengalaman, lokasi sekolah dan jenis sekolah juga didapati signifikan. Tambahan lagi, perhubungan yang signifikan juga didapati di antara kemahiran yang ingin dititikberatkan dalam penyeliaan dengan pengalaman. Apabila regresi pelbagai dan 'semi-partial' digunakan, variasi dalam persepsi keperluan penyeliaan yang disumbangkan secara unik oleh set prestasi kerja dan penglibatan kerja apabila set demografi dikawal juga didapati signifikan. Berdasarkan dapatan pengujian hipotesis, rangka konsepsi yang dibentuk telah diubahsuai.

Implikasi kajian ialah penyelia kaunselor harus dilatih dan dilantik untuk membantu kaunselor di tempat kerja. Berdasarkan limitasi kajian, cadangan untuk kajian masa depan turut diberikan.

## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Study**

The profession which offers counselling services to the students has its roots in school guidance and vocational development (Fong, 1990). According to Whitley (1994), professional school counsellors are in the unique position of providing counselling and guidance services for students. More specifically, they are expected to facilitate the optimum development of individuals in their educational progress, career development and personality fulfilment (Hill, 1965) as well as to promote healthy psychological growth and social integration (Maag, 1994). Nevertheless, this purpose of offering the highest possible quality service to the students can only best be realised by trained counsellors with attested experiences and recognised education.

The need for counselling services which has frequently been mentioned in Federal Legislation on education was initiated in Malaysia in the 1960s (Lloyd, 1987). However, more than 30 years later, not much has been accomplished in spite of the importance of

this service to the overall personality development of individuals. It seems reasonable to suggest that the slow rate of progress was partly due to the lack of availability of counselling services. But, it was largely attributed to the nature of the Malaysian society where close bonding exists between family members. In coping with problems and in times of crisis, Malaysians rather turn to and rely on their family members, instead of to a professional.

However, since the past decade, Malaysia has been experiencing tremendous economic growth. Changes occur rapidly in our modern affluent society. People are often so busy that they have little time, if any, to devote to their children's needs and wants. Consequently, many problems arise from this negligence of responsibilities. An honest look at what the children are facing today made the Ministry of Education formally recognise the importance of counselling in helping to cope with the different and crucial needs of the modern day children. The ministry also stipulated that all secondary schools should have a counsellor (Amir and Latiff, 1984). Even the private schools which come under the National Education Policy are required to employ counsellors. Quite clearly, counselling is not a luxury anymore but a basic need for a healthy population (Taylor, 1994).

To meet the need of counselling services and to accelerate the formal development of counselling, the Malaysian Minister of



Education announced the approval for the position of full-time school counsellors in the media in February 1996. It was well responded by the States Department of Education in the country. Subsequently, counsellors who met the qualification standards for the position in the secondary schools were appointed.

With this appointment, the school counsellors held a unique position in schools and were given a list of responsibilities which reflects the needs of the population. According to the counsellors' job description 1996-1997 generated by the Ministry of Education (see Appendix A), school counsellors are required to engage in counselling services by providing information and referrals, counselling individuals and groups, conducting educational and vocational guidance, teacher and parent consultation, motivation programme scheduling, psychological test administration and interpretation and discipline. In addition, they are expected to deal with social ills such as drug abuse, school dropouts and children from broken families as well as children suffering from physical and sexual abuses. In brief, counsellors are required to transfer their expertise into effective services and contribute a significant functional and professional service to the students.

Given the responsibilities to deliver such an array of counselling services, many school counsellors find their work burdensome. The situation worsens when some school counsellors