An Analysis of the Guidance and Counseling Program of Portage Northern High School and a Proposal for Developing a Guidance and Counseling Program in a Secondary School in Malaysia

Suradi Salim

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AN ANALYSIS OF THE GUIDANCE AND COUNSELING PROGRAM OF PORTAGE NORTHERN HIGH SCHOOL AND
A PROPOSAL FOR DEVELOPING A GUIDANCE AND COUNSELING PROGRAM IN A SECONDARY SCHOOL IN MALAYSIA

BY

Suradi Salim

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
Specialist in Education Degree

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Suradi Salim
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SECTION I

CHAPTER I

INTRODUCTION

This paper is divided into two sections. In the first section I will make an analysis of the guidance and counseling programs in an American high school and in the second section I will try to identify and analyze the needs for the development of guidance and counseling programs in the secondary schools in Malaysia.

The writing of this paper is based on my internship experiences at Portage Northern High School and at Calhoun Area Vocational Center. The internship was designed to provide a broad understanding of the role and functions of the guidance and counseling programs in the American high schools and also to enlarge my understanding of the work of school counselors. It was also designed to give me the opportunity to get some experience in working as a counselor in a school setting and to relate all my learnings, understanding of principles and basic concepts, skills and techniques, and attitudes and feelings to actual school situation.

Portage Northern is one of the two Portage Public High schools which provide the last three years of secondary education, extending from grade ten to twelve. Portage Central
is the original high school in the Portage District, with its first class graduating in 1924. Portage Northern was opened in the Fall of 1965 when population growth demanded a second high school building. The curriculum for the school is organized through eleven departments. These departments are: Art, Business, English, Foreign Language, Home Economics, Industrial Arts, Mathematics, Music, Physical Education, Science, and Social Studies. Portage Northern has seventy staff members and an enrollment of about 1,330 students. The Guidance Department at Portage Northern includes a Director, four counselors and an office secretary.

Calhoun Area Vocational Center is located at Roosevelt Avenue, Battle Creek. It was first opened to students on August 31, 1970. The student body is composed of juniors and seniors from thirteen school districts. The thirteen districts include Bellevue, Olivet, Pennfield, Battle Creek, Springfield, Lakeview, Harper Creek, Marshall, Albion, Homer, Athens, Union City, and Tekonsha. Junior and senior high school students from any of these thirteen school districts have the option of exploring and taking a committed part in the various career vocation programs at the Center. The goal of the Center is to accomplish instruction on a truly individual basis, and in so doing give the student every opportunity for achieving employment in his chosen vocation. The Center is an extension of the secondary school programs of the thirteen districts. It is not a separate school, it
is part of the curriculum of the high schools. The Center offers thirty programs areas which include Agricultural Mechanics, Audio/Visual Communications, Auto Body Repair, Auto Mechanics, Building Maintenance, Building Trades (Carpentry, Electrical, Floor Covering), Child Care, Combination Welding, Commercial Art, Cosmetology, Data Processing, Drafting, Electronics, Food Services, Graphic Reproduction, Industrial Machines, Health Occupations (Nurses Aid, Male Attendant, Medical Office Practices), Institution/Domestic Services, Landscaping/Horticulture/Florticulture, Refrigeration/Air Conditioning, Retail Marketing, Secretarial/Stenographic, Small Engine Repair, Accounting Clerk, and Industrial Truck Repair. The Center has seventy staff members and the Guidance and Special Needs Services Department has seven counselors and two office secretaries. The function of the Guidance and Special Needs Department is to give help to students whenever the need arises in educational, vocational and personal problems. Students having problems with reading and math as it is related to their program area may receive special help in these areas from members of the Special Need Department. The instructional managers are responsible for job referral and job placement. The instructional managers working with the Director of Placement will assist students by providing information on job prospects and the future outlook for employment. In addition, the instructional managers will work with students in developing job getting skills.
such as filling out job applications, conduct before, during and after interviews, and ways of looking for jobs.

The instructional managers and the Director of Placement assist students by: 1) contacting employers on their behalf, 2) arranging for interviews, 3) working with the local employment service, 4) providing current job information to the student. Students should also be actively involved in investigating places of possible employment.

I found my internship at the two schools to be a very meaningful experience. I was able to observe and participate in a wide range of guidance activities. My internship experience has enabled me to gain a deeper insight and understanding of the role and function of the guidance department in both schools. My activities and observations gave me an inside view of the guidance department's function and staff which I am sure will be valuable in the future.

For the whole of the Fall Semester I spent two full days a week at Portage Northern High School under the supervision of the Director of Guidance, Mr. Donald Shull, and also two full days a week at Calhoun Area Vocational Center under the supervision of Mr. Patrick Egan, the Director of Guidance.

I chose to do my project internship at Portage Northern and at Calhoun Area Vocational Center because of several reasons:

1. To study the organizational patterns and adminis-
tration of the guidance programs in high schools.

2. To learn the administrative problems of the guidance services.

3. To get some idea of the cost factor of guidance, budgeting and physical facilities.

4. To learn about developing and managing the guidance program.

5. To learn the responsibilities of the guidance personnel.

6. To study the functions and services of the guidance and counseling programs.

7. To understand the relationship of the community and the whole school setting to the guidance program.

8. To see the relationship of the guidance program to the total resources of the school.

9. To develop competencies which will enable me to study and counsel effectively with students as individuals and in groups.

10. To study the counselor's responsibility and to learn some of the problems faced by him.

11. To study the work of a counselor.

12. To observe counselors doing counseling, academic as well as vocational, and to do it myself.

13. To view some of the on-going programs such as the Self-Defeating Behavior Workshop, Human Potential Workshop, Transactional Analysis Workshop and Career Exploration Workshop and to be involved in the on-going programs.

14. To attend staff meetings and be involved in in-service training programs.

I believe that I have achieved the majority of the experiences that I desired from the internship. My internship has really been very fruitful and now I have a very clear understanding of the functions of the guidance and coun-
saling services in schools. During the internship I was able not only to observe but also to participate in many of the activities and was able to utilize the varied resources available to the secondary school counselor. I learned to work with teachers, administrators and other school personnel. The useful knowledge and experiences that I get will be very valuable for me in developing guidance and counseling programs in the schools in my country.
CHAPTER II

A BRIEF HISTORY OF GUIDANCE SERVICES IN AMERICAN SCHOOLS

Guidance in schools according to Wrenn\(^1\) is an American phenomenon. It is the product of the American School System and no other country in the world seems to have developed systematic guidance services within school as are present in the American education. No other country seems to devote so much attention to the child as an individual and to assisting children in the decisions they must make as they grow up. This is a point of fundamental significance. Schools in all societies are concerned with the transmission of cultural heritages and with the socialization of the child, but in the United States, there is additional emphasis on the individual and his needs and desires.

Many reasons have been given to account for this phenomenon. Peters and Shertzer\(^2\) listed four reasons that account for guidance being an American phenomenon:

1. Guidance developed in the American schools because of their size. The consolidation of small schools into large concentrations of population with varied

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\(^2\)Peters, Herman J. and Shertzer, Bruce., \textit{Guidance Program Development and Management}, Columbus, Ohio: Bell & Howell Company, (1963), 44 - 5.
curricular pattern has been a major factor in the development and spread of guidance programs in American schools.

2. The aims and principles of guidance service that is "of helping individual to become all that he is capable of becoming without regard to family, class or social conditions" fit snugly into the American democratic ideals.

3. America has been able to afford the costs of guidance services.

4. The expansion of the professionalization and specialization has been instrumental in the development of guidance in the American school.

This system of planned, organized guidance began to appear in the schools of the United States in about 1910. The guidance movement has grown so rapidly that at present nearly all high schools and many of the elementary schools provide some kind of individual guidance for their pupils. Of necessity, schools attempt to reduce the counseling load by means of group guidance procedures where such procedures are applicable.

The origins of guidance activities in the American schools are closely linked to the beginning of organized vocational guidance services, since early concerns about the social adjustment of young people focused sharply on the problems of school dropouts and their difficulty in finding suitable jobs. Generally the year 1908 is cited as the beginning of formalised vocational guidance with the establishment of the Vocational Bureau in Boston. Frank Parsons is credited with formulating the plans for the Bureau, and he served as its first director.
A leading historian of vocational guidance, Brewer*, identified four conditions that led to the development of vocational guidance in the United States. The first two conditions, the division of labor and the growth of technology, were directly related to the rapid industrial development. As industrialization proceeded, job specialization became increasingly necessary, also individual differences in the ability to perform increasingly complicated jobs became apparent. The conditions gave way to the third condition, the rise of industrial technology which gave rise to the need for vocational education. The fourth condition was the spread of democracy, and the growing impact of it upon such social institutions as the schools, and the expansion of vocational educational programs.

The guidance movement was said to have begun on January 13, 1908 when Frank Parsons founded and became the first director of guidance at the Vocational Bureau of the Civic Service House in Boston. The Vocational Bureau was established to provide systematic vocational counseling to youths both on the job and out of it. In 1909 Parsons published his highly influential book "Choosing a Vocation" which had tremendous impact on the field of guidance. The principles of vocational guidance that Parsons stressed in his book

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is of major influence on the total development of the guidance movement and provided pattern for vocational counseling. The principles of vocational guidance that Parsons stressed in his book:

1. It is better to choose a vocation than merely to hunt a job.

2. No one should choose a vocation without careful self-analysis, thorough, honest and under guidance.

3. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental position.

4. Expert advice or the advice of men who have made a careful study of men and vocations and of the conditions of success, must be better and safer for a young man than absence of it.

5. The putting down on paper of a self-analysis is of supreme importance.

According to Parsons, a wise career choice involves three distinct factors:

1. A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes.

2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.

3. True reasoning on the relations of these two groups of facts.

Frank Parsons had strongly advocated that instigation of vocational guidance programs in the school systems in


2 loc. cit., p. 5.
the States; he felt there should be organized vocational
guidance to help school youth make wise choices and deci-
sions concerning their occupational choice.

In some respects it is not accurate to credit Parsons
with founding the guidance movement, since there were
several isolated attempts to set up guidance programs in
the schools before him. In New York City, as early as 1904,
Eli W. Weaver, a teacher in the Boys High School in Brooklyn
undertook the placing of boys in farm work during Summer
vacations, and in part-time work during school. Jesse B.
Davis, principal of Central High School in Grand Rapids, in
1907 introduced occupational guidance into English classes
on a regular basis. At about the same time William Wheatly
was attempting to bring vocational guidance into Social
Studies courses and also to inaugurate special classes in
occupations in the Middletown (Connecticut) Public High
School. In Boston itself, it was Meyer Bloomfield son of
a Jewish immigrant and a Harvard graduate, who founded the
Civic Service House in 1901. But according to Glennen1,
"although there were programs and teachers who assisted
pupils in the choice of occupations, it was Parsons and the
previously cited pioneers who paved the way for the modern
programs of guidance in schools conducted by well trained
certified personnel."

1Glennen, Robert E., Guidance: An Orientation. Boulder,
The earliest vocational guidance efforts were characteristically undertaken by individuals and were not particularly related to total school programs, or even to the vocational education movement, although certain leaders expressed broad outlooks on the problems. By 1910 some thirty five cities had worked out formal programs of school guidance or were attempting to do so. An important development was the establishment of the National Vocational Guidance Association in 1913, at the Third National Conference in Grand Rapids. This was the first professional organization and the organization later on in 1951, was named the American Personnel and Guidance Association.

Stiller identified four stages through which guidance and counseling services in American schools had passed. The first stage from 1910 to 1940, emphasized Parsons' concept of analysis of the individual and of the job market, which would lead to man job matching, In the second stage, from 1946 to 1956, emphasis shifted to Carl Rogers' self-concept theory of meeting the need of youth as these needs were perceived by youth themselves. This approach presupposes that the individuals have within themselves sufficient resources to solve their own problems. The counselor's task was to provide an atmosphere in which the client was free to

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grow and become the kind of person he wanted to be. This approach stressed the importance of emotional aspects of vocational and educational problems and rejected diagnostic information as a part of the counseling process. Counselors became more conscious of the philosophical orientation from which evolved their working philosophy and behavior. The third stage occurred in the late fifties and early sixties, where the counselor's theoretical background was not considered as important as their experience and personal characteristics. This was the period in which the training of the school counselor was broadened and the period that was heavily influenced by the National Defense Education Act of 1958. There was considerable concern over manpower shortage because of inadequate educational preparation for competition in the rapidly advancing technological society. The concern was greatly increased with the launching of Sputnik by the Russians in 1957. The possible role of school counselors in helping to alleviate these critical shortages was recognized by the federal government through the passage of NDEA. The fourth stage, during the sixties, was one of professionalization. During this period the ASCA (American School Counselors Association) published its "Statement of Policy for Secondary School Counselors and Guidelines for Implementation", and the ASCA began to work more closely with national organizations of school administrators. The ASCA defined more clearly the role of secondary
school counselor and provided a "Guideline on the Role of the Counselor" to all secondary school guidance departments throughout the country.

Lee and Pallone\(^1\) discuss a number of characteristics which mark the general forward advances in formal guidance programs in American schools between their inception and the present.

"Then, guidance was conceived as a helpful but not essential facet of the school program; now, guidance is conceived as a necessary, crucial, and pervasive feature of the school's educative function. Then, guidance was a formal but poorly organized school service; now, a well-developed series of guidance services and personnel are systematically coordinated. Then, guidance was limited almost exclusively to occupational choice and selection; now, guidance services extend to every facet and element of the student's complex pattern of personal development. Then, attention was focused by the guidance worker only on the student's verbalized educational or vocational problems; now, emphasis is placed upon assisting the student to explore, evaluate, and ameliorate underlying dynamics of personality development as they are expressed in a variety of difficulties and problems. Then, the guidance worker was primarily a minimal data gatherer and adviser; now, among the roles played by the guidance worker are those of counselor, evaluator of human development, personality explorer, school testing specialist, home-school liaison officer, coordinator of faculty-staff guidance efforts, and curriculum consultant. Then, stress was placed almost exclusively upon the tangible results of counseling; now, there is a key concern for the process of counseling qua process, for the interaction between counseling techniques and attitudes and their value in the helping relationship. Then, the individual interview constituted the sole guidance vehicle; now, the guidance workers' armamentarium includes a vast panoply of varied individual group

guidance procedures. Then, few standardized instruments for testing and observation were utilized; now, guidance workers employ a wide variety of measurement devices and test batteries to secure a total picture of the student's aptitudes, problems, needs, interests, and personality functioning. Then, the information-gathering interview constituted the only means of securing data; now, a host of individual and group subjective and objective methods to gain a well-rounded portrayal of the student's developmental pattern are employed. Then, guidance functions were performed by teachers or administrators professionally unprepared in guidance; now, there exists in many schools and school systems a professionally prepared, state-certified network of counselors and other specialized personnel.

The changing emphasis of the guidance movement in the United States has been summed up by McDaniel\(^1\) as follows:

"Thus, a profession which began as advice-giving, then developed a strong measurement component with emphasis on traits and their interrelationships, then stressed to various degrees social and occupational factors in adjustment, and then turned to intrapsychic descriptions and theories, now turns to phenomenon that has been of concern all along the behavior of the student, and asks direction how that behavior can be more effectively developed."

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CHAPTER III

ANALYSIS OF THE GUIDANCE AND COUNSELING PROGRAM OF PORTAGE NORTHERN HIGH SCHOOL

The guidance services offered by various groups, government agencies, and businesses is one of the most important facets of the American society's effort to help people integrate themselves within their culture. One of the most important aspects of guidance ethic concerns the social integration of young people, most particularly adolescents, who find themselves venturing further into social obligations. It is because of this necessity that productive counseling is needed for the senior high school student. Preparing to embark upon a career or live on one's own, the person of high school age often need assistance in answering the questions that go with the new independence.

On the following pages I will analyze the guidance and counseling program of a public high school and look at some of the problems which a high school guidance program has to face. I will analyze situations in a senior high school where four counselors and one guidance director provide assistance for 1,330 students.

The guidance and counseling program which I intend to analyze is the guidance program of Portage Northern High school, one of the senior high schools of the Portage
Public School System. Portage Northern provides the last three years of secondary education, extending from grade ten to twelve. Portage Central High School is the original high school in the district which was opened in 1921. In the fall of 1965, when population growth demanded a second high school, Portage Northern was opened. The Guidance Department of Portage Northern High School consists of four general counselors, a director of guidance and an office secretary. All are full-time guidance workers who keep busy all day, usually well beyond the time of the school dismissal. This staff serves as the central unit for organizing and administering the school-wide program and provide professional counseling services within the school.

Aims and Objectives of the Guidance Program

As stated above, the general aim of a guidance counseling program is to provide for the developmental needs of the students. Portage Northern High School has a very open attitude concerning its rapport with the students. Downing\(^1\) states that,

"The developmental process include growth, change, adaptation, and adjustment. The current concept of the guidance service is that it takes into consideration these developmental phenomena of youth as it provides services and activities which make this

\(^1\)Downing, Lester N., Guidance and Counseling Services; An Introduction, New York: McGraw-Hill, (1968), 64.
development more enriching and rewarding and as it facilitates the various aspects of a child's development. Vocational advisement, job selection, and educational decisions are all essential activities, but they represent over-simplifications of the counselor's work and certainly of the school's functions. The really important information about a student and facts which may have the greatest relevance for his future are usually not immediately available or observable. The sound concept of guidance as broad and as having a concern for the total development of each student suggests the importance of a well-organized guidance program."

The three cornerstones of Portage Northern High School's guidance program revolve around the essentials of development, integration (social), and the promotion of self-understanding.

Development is the most ambiguous of these aspects which educators feel will help the student to cope later. More than anything else, it is a catch-all term that presupposes a continuous appraisal of present circumstances with a mind toward making beneficial changes if they are desired. Development is the essence of the educational system as applied to the students whose needs it serves. In the midst of this we must realize that the growth of an individual is not isolated and peculiar unto itself. We must realize the importance of the concept of the emerging adolescent. Bearing this concept in mind, it then becomes important to offer routes of action so that the adolescent begins to recognize that the independence that is sought must be justified by the acquisition of skills and knowledge. But, failing the promotion of this attitude in a
student, it is the counselor's duty to understand the particular development that may be taking place and to provide the varied guidance which may be alternatively needed.

Social integration is much more easily definable than the concept of development, being directed toward a concrete goal (reacting maturely toward society), albeit it is also more difficult for many adolescents to adjust to. Individualism and a certain sense of omniscience are two of the hallmarks of adolescence and generally reflect the attitude that time is limitless. As this attitude starts to wear off, the individual begins to realize social pressures and obligations which may seem quite restricting. These expectations that the adolescent faces can be taken in a number of ways.

It is important for the student to learn the attitudes or moral judgements and to find out which of them works. If thwarted in learning socially approved responses, the individual will learn some values and some behaviors even if they are criminal behaviors. Frustration is the key factor here and this is the prime aspect of a student's efforts which educators feel should be attended to. The goals and expectations of the individual here must come to grips with the social reality and realize that the two must mesh to some degree. Barring this understanding, the individual may spend a great amount of time being at odds with the environment and creating frustration within themselves.
Strongly tied in with the concepts of development and social integration is the promotion of self-understanding. As an objective of the guidance program, it is often seen as one of the best routes toward development and socialization. As stated by Perrone, Ryan and Zeran¹,

"If learning the various social roles in effect determines who the individual is in the eyes of others, then developing a self-concept has the effect of the individual learning for himself what he stands for or believes in. It can be suggested that most of the problems besetting adolescents lie in the faculty compromises that have to be made between how the individual views himself and how others view him or treat him."

Through self-understanding it is believed the individual will come to grasp the importance of coming to understand the internal processes of each person and the variety that those processes sometimes have. By trying to understand one's own happiness, anxiety, depression, or jealousy, one will also realize what other people also go through. It is this acceptance of one's relationship with others that helps the individual realize more what he or she is and how the present view of oneself can be altered from within or from an external source.

The above aims and objectives of the guidance program at Portage Northern High School is by no means definitive. As a framework of creating a rapport and assisting students,

it is as flexible as the counselors since it is the creation of their efforts. At regular meetings and feedback sessions they attempt to answer their own questions as well as questions of the group concerning bettering relations with the students and understanding the social situation which they are in. Modification of viewpoints is often a result of these meetings.

Functions and Services Provided by the Guidance Program

The main function of the guidance program is to support the instructional program and to enhance the learning process by providing certain services. Faculty members participate in the activities because the program is school-wide and includes all the students. Teachers become involved in such functions as standardized testing program, various student evaluation services, and progress reports, special services personnel, consultation and case conferences about students, educational and occupational programs, class selection and screening procedures, other placement services, follow-up studies and conferences, and informal research on school oriented procedures. These services consumate in more effective learning by students in an instructional program that is striving to meet its stated objectives.

Individual counseling

Individual guidance and counseling is of considerable
importance in the dealings with the students since career orientation is tied in as an integral part of the school function. It is with individual counseling that the counselor gets closest to a one-to-one relationship with student. This sense of confidentiality is as important for the school counselor as it is for a psychoanalyst since that is often the role that the counselor faces in dealing with the problems of the students. Problems in some students which shut them off from their peers can often be solved or directed elsewhere with a psychoanalytical approach. Shertzer and Stone\textsuperscript{1} mention that,

\begin{quote}
"A key concept in self-theory is that all individuals strive for enhancement of self by moving in the direction of wholeness, integration, completeness, autonomy. The individual's capacities to solve his problems are taken for granted; the counselor, by his attitudes and techniques, helps the client to free these capacities."
\end{quote}

Therefore, the counselor's concept is to try and get individual to solve problems through the strengths which they have and which the counselor must bring out and reinforce. This interaction is often something which the counselor must initiate, generally because the student often has to have a reassuring gesture made before feeling completely free to go to the counselor. Communication is a critical skill that a counselor must continually maintain to facilitate the counseling relationship. It is necessary

to not only understand what the counselee is expressing but to also communicate this understanding to the individual. Thinking along with the counselee, instead of for or about, is what the counselors have tried to do in the individual guidance area.

A topic closely related or allied with the counseling of the individuals social and psychological needs is career development. Students needing vocational assistance have a variety of concerns about what they are looking for. The major concerns involve uncertainty about vocational choice, no choice of an occupation, and inappropriate vocational choice. This range of difficulties faces many students and has as a base many social and psychological and economic factors that increase anxiety and increase the need for a vocational counselor. Peters and Shertzer\(^1\) point out these social factors and economic factors as being:

"(1) industrial changes, such as the increase in specialization and technological and scientific developments; (2) vocational changes, such as the increasing number of total jobs and sharp shifts in employment in certain occupational groups—such as the rise of clerical and kindred work and the decline of private household; (3) population shifts, such as the general increasing mobility of the population, the rural to urban movements, and the geographic movement southward and westward; (4) changes in standards of living, such as emphasis on increasingly higher living standards and keeping up with the Joneses; (5) decreasing employment opportunities of youth, a situation which points

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to the need to identify potential dropouts and assist them to resolve their problems so that they may complete high school."

The social and economic forces have increased the difficulty of vocational development for youth, and have increased their need for vocational guidance. In discussing vocational guidance O'Hara\textsuperscript{1} mentions that,

".....vocational needs are acquired social needs to a large extent. The creation of vocational readiness at the junior and senior high school levels is a major problem, for at these early grade levels students are not ordinarily involved in or well acquainted with the structure of the world of work. Other kinds of student needs are satisfied by school and home; there is a minimal need to notice or respond to the occupational worlds"

Students or adolescents have somewhat naive attitudes toward the real concept of the work world and their place in that world for substantial part of their life. Though various theories are propounded concerning how to choose a career, the development of a composite theory from which the counselor may work is valid and emphasizes the concept that vocational preparation and selection are essential elements in the person's development. O'Hara\textsuperscript{2} further states,

".....vocational life problems are related directly to events in the years to come. Since this is so, they are not like academic problems but they have a new quality of responsibility for consequences. As students face this kind of vocational responsibility ......

\textsuperscript{1}O'Hara, Robert P., "Guidance for Career Development."
David R. Cook (ed.), \textit{Guidance for Education in Revolution.}
they need to draw on as much intellectual control as possible...hence the great need for occu­
pational knowledge to solve these new problems whose consequences are so striking."

At least one meeting or interview with each student is scheduled by the counselor each year at Portage Northern. During this interview, the student has the opportunity to discuss educational plans, to explore educational goals or to discuss any concern for which he feels the counselor could help. Many students seek additional interviews or conferences with their counselor throughout the school year in regard to matters of personal, educational, or vocational nature.

Group guidance activities

Besides individual counseling, it has been found that group counseling is beneficial also since the student thus gets a wider range of what possibilities are open and what others in the peer group are trying to set as career goals. Furthermore many of the objectives to be served by the guidance program may be accomplished through the utilization of procedures which accommodate students in small groups. The vocational emphasis in the group counseling process allows the counselors to utilize the dynamics of small groups as therapeutic technique to increase the individual's awareness of others.
Hayes\(^1\) points out some of the benefits of this group counseling process by stating that,

"Group counseling is the counseling process which focuses on the potentiality of therapeutic aspects of group cohesion, group interaction, the development of leader behavior, and group structure, allowing members, in conjunction with a trained counselor, to explore their conscious thoughts and behaviors in order to reach greater self understanding as a basis for developing more appropriate personal, social, vocational and educational behavior patterns."

Some attention is given to group guidance activities at Portage Northern because,

1. It saves time in dealing with matters that are common to the students.

2. The group activity is naturally suited to certain kinds of guidance activities, particularly those which are basically instructional in character, such as the furnishing of information about occupations or helping new students learn about the school.

3. The group approach helps an individual to discover that others have needs and problems similar to his.

4. Group activity may be used to prepare the way for individual counseling. Rapport may be more readily established with a student and his understanding quickened if he is oriented through group procedures before individual counseling.

5. The therapeutic character of discussion, of thinking and searching for values within a group of one's own peers.

There is no clear-cut limit on the kinds of problems to be considered in groups, nor do the concerns of young people fall into neatly divided categories. But it is the

creation of a strong, positive relationship within a climate which is conducive to individual progress and growth which is the key to problem resolution.

Some of the group activities which has been carried out by the counselors at Portage Northern with success were:

4. Orientation Program.
5. Career Day.

Career planning workshop

This workshop is designed to help the students in making decisions about careers. Every high school student is faced with the prospect of making decisions about the future and determining how best to spend the working years that lie ahead. The purpose of the workshop is not so much to make career choice but to develop the skills and tools that will help in making all future career related decisions. The workshop is flexible and is tailored to meet individual needs as far as possible, but emphasis is placed on decision making skills and self-understanding as a prerequisite for realistic career planning. Exercises in this workshop focus on how people choose occupations, the expression of the self and personality through career and
decision-making processes. Specific career information is also available to help implement the career planning skills developed in the workshop. The number of sessions required for the workshop are determined by the individual counselor based on the specific objectives of the group.

**Human potential workshop**

The Human Potential Workshop is designed to help students discover their capacities, strengths, talents, and abilities which they have but which may not be aware of or be using fully. Emphasis is on discovering their potentialities and developing them, leading to more vital, creative, satisfying living and productivity. The workshop method is designed to help students stimulate each other's thinking and to trigger experiences in each other which add to the wealth of knowledge each knows about himself/herself. The workshop is not a problem-centered approach nor is a criticism of other group members acceptable. Participants will learn to be less self-critical and more able to identify their values, strengths, and potentialities. The workshop consists of about twelve to fifteen hours extending over a period of several weeks. The students who participate in the workshop will be required to miss classes about two or three times.
Eliminating self-defeating behavior workshop

The Self-Defeating Behavior Workshop is designed to assist the student in recognizing and dealing with behaviors which are keeping him/her from performing as and becoming the person he/she wishes to be. The workshop extends over a period of about six weeks.

Orientation program

Orientation is held at the beginning of the fall semester for the new students. The program is designed to assist the new students in adjusting to new situations with minimum frustrations and conflicts. Among the purposes of this program are:

1. To acquaint the student with the new school, its facilities, practices, procedures, traditions, regulations, and faculty.

2. To assist the student in becoming acquainted with future classmates.

3. To gather information about the student that will be helpful for him/her in making adequate and wholesome adjustment to the new school.

4. To provide the student with a feeling of belongingness.

Career day

Career day provides an opportunity for students to study possible occupational choices by listening to and asking questions of experts in the field.
Career day attempts to serve some of the following functions:

1. To provide the students with special speakers, films, discussions, and exhibits about occupational information.

2. To provide students with information about employment trends in various vocations.

3. To provide information about local employment opportunities in various occupations.

4. To provide students with information about qualifications and requirements for entrance into various occupations.

5. To provide students with opportunity to discuss and ask questions of people actually working in the occupations.

The career day is usually organized by several high schools combined together. However, career conferences are held every now and then over the entire school year.

**Appraisal services**

Counselors maintain the student's cumulative folders in the guidance office and are responsible for seeing that information gathered through standardized testing, individual psychological testing, teacher anecdotal records, counseling conference records, and teacher personality ratings are collected, analyzed, and used. Counselors record the basic highlights of all counseling interviews. Test results are provided through the school district's data processing center and comes in the form of individual profile sheets. These sheets are shared with the student and
his or her parents and a copy is maintained for the student's cumulative record. Counselors are aware that appraisal service is a vital aspect of the total guidance program and work diligently to see that objective and subjective data are collected and utilized for all students.

Tests are given on a voluntary basis. Students may request to take any test by registering at the guidance office. Some tests are taken individually while others are given when a group has registered. The tests available are:

1. The Ohio Vocational Interest Survey (OVIS)
2. General Aptitude Test Battery (GATB)
3. Armed Services Vocational Aptitude Battery (ASVAB)

The purpose of the vocational testing program is to provide students with accurate data about their interests, aptitudes, and abilities. With this information, students can do further vocational exploration and planning, participate more wisely in vocational counseling and will be able to make better decisions about educational and occupational choice. The vocational testing program is generally run on a self-supporting basis, to cover the individual cost of scoring services. Counselors will help students with the interpretation of the results.

Placement service

Portage Northern High School has no formalized, organ...
ized job placement program for students, nor is the guidance staff in agreement about the part the school should play in a job placement program. Requests for information on actual job openings are usually referred to the cooperative occupational center for the district.

When a telephone request is made by someone in the community for students to do baby-sitting, or any odd jobs, counselors will attempt to find out if there is possible student placement the guidance staff may make. If no one knows of a student with a particular need for employment, a job opportunity notice is posted on the guidance bulletin board.

Students are frequently briefed on the services of both the Employment Center and the State Employment Office. Senior class meetings receive concentrated attention especially as graduation nears.

Educational placement is handled by counselors as the students enter the high school to help crystallize their ideas of what type of education the students desire, and the school or agency at which they will wish to pursue post high school training.

Copies of bulletins and catalogs of courses from all the state's colleges and universities are kept on file. Hundreds of such publications from out of state schools are also available. The students may check these out if they wish, or they may come to the guidance office and use
them there.

Guidance bulletins are published regularly and are distributed to all students. These bulletins contain, in addition to other guidance oriented topics, information on such items as scholarships and financial aid application deadlines, dates of college entrance examinations such as the American College Test (ACT), Scholastic Aptitude Test (SAT), Advanced Placement Tests for seniors and other information.

Direct contact with students is made by the representatives of the various schools at a "College Night" program or smaller programs held both immediately after or occasionally during the school days. At the end of the first semester of each school year the twelfth grade counselors contact all students who have not yet indicated their plan whether they intend to continue their education beyond high school.

Each year especially during the fall, representatives of various colleges both in Michigan and out-of-state, visit Portage Northern to talk to interested juniors and seniors about their college. The visits are announced over the public address system and on the bulletin board outside the Guidance Office. Students who would like to talk with any of these representatives may do so. Visitation to the college campus is also recommended as a means of gaining greater insight into the school.
Scheduling

Scheduling of classes for each semester is handled by the guidance department through a personalized scheduling process which enables each student to construct his or her own schedule by selecting courses, periods, and teachers. Most students are able to obtain the schedule that they desire, while some students have to make minor adjustments due to closed sections of classes. An alphabetical rotation system enables all students to have an equal opportunity to be among the first to schedule.

Guidance and Special Student Problems

This category of student counseling has as a basis the same aims and objectives of the regular counseling program but with more of an emphasis on the particular problem which has occurred. The counselors are most interested here in the special problems that confront the disadvantaged and advantaged student, the problem of drug use, and students who need special help.

The disadvantaged student include quite a number of students with differing economic and social problems. The distinct characteristics of economic, ethnic, and social status difficulties, combined with deficiencies of the academic setting and its "melting pot" effect, throws the student into a complicated cycle of cause and effect that
results in low academic achievement. Overcoming the disparity between a student's philosophy and the educational process requires that the counselor sometimes go beyond the normal scope of the job. Gordon and Smith\(^1\) state that,

"The guidance specialist's concern must not stop with this formal design of learning experiences; he must also do what is necessary to provide other type of support for the student's development and learning. support in psychological, social, or material areas as may be required by advantages or disadvantages, strength or weaknesses of the individual youngster."

This means that the counselor must sometimes be a social worker and tend to those special needs outside of the school environment which can adversely affect the student's outlook. The counselor should be prepared to help the family with referral to agencies which will continually offer the assistance they may need. Providing this type of assistance will often be the prime factor in affecting student realization of the counselor's interest in the integration of the student's life.

The problems facing the gifted child often require identification by the counselor, primarily because the biggest problem confronting the gifted child is often not being recognized. An appraisal of existing testing procedures and students' scores is an initial requirement for the counselor and it is necessary to maintain a constant

awareness of student results in all areas. Even the best
group of tests cannot be assumed to always be reliable in-
dicators of intellectual giftedness and must be scrutinized
and used judiciously.

Once the gifted child has been found, the task is to
find and offer the supportive atmosphere which the student,
being in a minority, often feels shut off from the peers
and incapable of being wanted for friendship. The counselor
will be the link between this student and others, often-
times working to break down the barriers that may exist
between the differing intellectual group or finding outlets
of a similar intellectual nature for the gifted student.

Over-anxiety and over-conscientiousness are two of the
major emotional problems which can arise in the gifted stu-
dent, despite studies that have demonstrated that the inci-
dence of emotional and social maladjustment among the intel-
lectually gifted are overlooked simply because of this be-
lief. At other times, it is because of the particular stu-
dent simply is not seen as being gifted and has been over-
looked. The counselor is thereby expected to spend extra
time looking for the capabilities of all the students and
to help the student use these capabilities properly, in a
manner that will promote further growth and development.

Drug use is a problem that is peculiar to the recent
school scene. Erupting in most areas in the late 1960's
and rising dramatically during the seventies, it involves
such a large group of students that abatement, rather than the eradication, is the most appropriate solution. The severity of drug use and the drug in question is an important part of the counseling process and it is necessary for the counselors to have a large repsecty of information concerning all classification of drugs.

Parental Counseling

Another important function of the guidance program concerns parental counseling. This is often one of the most difficult aspects of the process of counseling since the parents’ ideas toward their children’s upbringing can come into direct conflict with the teaching and guidance function of the school. The biggest obstacle in working with parents is initiating their cooperation rather than developing and maintaining it. It becomes most important for the counselor to help the parents exercise their responsibilities in contributing to the establishment of educational goals for their children, whenever this is possible. Rothney\textsuperscript{1} mentions that,

\textit{“Studies by Camp, Jessel, and Henjum have demonstrated that when counselors get to know students well, share their information with both parents, and discuss possible courses of action indicated by their data, parents are likely to work out effective plans with their children. When Camp asked the ninety eight

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pairs of parents in his study about the desirability of a counselor sharing his information and suggesting several possibilities for action, all of them reported that they had found the experiences to be valuable. When the students were asked about their reaction to parent conference (they had been informed each time they met the counselor that there would be sharing of information with parents), a large majority approved the practice.

The importance of being open and honest with parents is obvious when one realizes what can happen if the parents discover that the counselor had withheld information. Alienation is often the result of such an attempt to cloak the truth of the situation. In these cases where the student is hesitant about having information released to the parents, it is the counselor's duty to point out the importance of communicating with the parents and to act as a stronger mediator if necessary.

It is widely recognized that cordiality and mutual understanding between the school and the homes of the students are important in a guidance program. One type of contact that can be counted upon to reach every home served by the school is the periodic report of pupils progress. Reports to the home are therefore a major technique in the functioning of a program of individual guidance, just as they are in school administration and public relations. At Portage Northern report cards are sent six times in a school year to inform parents how their children are getting along in the school.
Student Service Center (SSC)

To supplement professional guidance services available through the guidance office Portage Northern has developed a Student Service Center (SSC). Students have been trained to be peer listeners and peer counselors. They assist students in problem identification and solution. In addition, they are acquainted with many agencies for referral purposes. There are two faculty members and ten student staff members running the center. The center is opened from nine in the morning until noon. The center is a place for listening, talking and obtaining information, for example, problems about school policy, legal obligations, drugs, class problems, family and/or friend problems. All students are encouraged to use the center.

Counselor Load

Paramount in importance in the counselor's task is the amount of time to be given to each particular problem and the proportion of the time that will be given to each student. Allocation seems a frightful method when dealing with adolescent problems and concerns, yet it is a reality. The load which a particular counselor can take is limited by the school hours and the amount of time which the counselor can take from his own time. At Portage Northern High School, it has been the counselors' decisions to appropriate
whatever time necessary for the solution to the problems of the students since rejection does not suit the counseling objective.

The counselor load at Portage Northern High School is not too excessive since the ratio of counselor to students is one to about three hundred and thirty, slightly over the suitable limits of most counselor's time schedules.

Counselor assignments are made by grade level for convenience and continuity, however any student is free to see any counselor for personal counseling. Counselors will normally continue to work with the same group of students throughout their high school careers.

Counselor assignments for the 1976 school year are as follows:

Guidance Director  Mr. Donald Shull
Grade 10            Mr. Edward Graw (A-S)
                     Mrs. Leta Schoenhall (T-Z)
Grade 11            Mrs. Denise Baldwin (A-K)
                     Mr. David Reeves (L-Z)
Grade 12            Mrs. Denise Baldwin (A-G)
                     Mrs. Leta Schoenhall (H-M)
                     Mr. David Reeves (N-Z)

Besides administration and research, it is also the Guidance Director's job to take an overflow which the four counselors may have from time to time.

Administration of the Program

The plural is necessary in the heading of this section
because each category of issues confronting the counselor is separate unto itself. We cannot guide individually and guide in group under the same conceptions. Each is a program unto itself and must be administered along different guidelines. Though the final integration of the individual and group is what the department is trying to achieve, it is important to remember the differences in techniques involved in each procedure. To establish these guidelines is the task of all five members of the counseling team, and to keep them running and progressing is specifically the job of the guidance director.

As the directing force of the counseling team, Portage Northern High School's guidance director has had a number of years experience in guidance and is highly instrumental in the design and implementation of new guidance structures besides balancing student counseling among the four other counselors. Some of the principal responsibilities that the director performs are:

1. Stimulating the interests of the other staff members.
2. Soliciting the participation of students.
3. Planning each phase carefully.
4. Keeping well informed on educational trends.
5. Seeking the advice and the recommendation of others.
6. Utilizing community and school resources.
7. Keeping parents, teachers, and students informed of the programs.
8. Planning for necessary personnel and facilities.

9. Coordinating overall program activities and directing the development of the program.

10. Providing leadership in directing, planning, and evaluating of the program.

11. With the school administrator, determining policies and fixing responsibilities.

12. Confering and consulting with pupils, teachers, parents, and counselors, on request, concerning special needs and problems.

Measuring the Effectiveness of the Program

It is difficult to find any set of variables outside of the individual student on which to base the effectiveness of the programs. Evaluative studies of specific counseling and guidance techniques are lacking, and such, even if available, have limitations when applied to new situations. Drum and Figler\(^1\) state that,

"It is unproductive to try to define a single structure for evaluating all counseling services in general because a fixed set of outcomes would tend to standardize the counseling program and thus stifle many creative ways in which growth and prevention can be put into practice.

The evaluation component is not meant to suggest that a particular set of outcomes will demonstrate the success of the new model. We cannot emphasize too strongly that the ultimate test of the model will be to change their behaviors in the directions that they individually desire."

An assessment of outcomes must start with the individual student's statement of a personal set of objectives and a periodic questioning of these objectives should take place. Goals may change within a student but it is important to realize much of this as a growing process. The unique aspect of counseling is the individualization, it provides for growth in each student. Evaluation techniques do not allow enough for this.

Understanding the immediate problem of the student and dealing with it in a new context is the counselor's duty if the real measure of the programs is to be realized. Previous cases and federal, state, and university research data may be used for new ideas but must always be recognized for what it is --- a different situation altogether.

The counselors at Portage Northern High School, being aware that research data are supplementary to their education of student concerns, do consider it important to (1) survey the appropriate literature, (2) determine the kinds of information needed to permit sound conclusions, (3) have procedures for collecting and analyzing the information, (4) actually collect and analyze the information, and (5) set up ways of interpreting the conclusions in the research findings.

In-Service Education for Counselors

An in-service education program is important if the
flexibility that is necessary in this field is to take root in each individual counselor. This includes the formal and the informal aspects of in-service education, that is the analysis of research data and the day-to-day contacts among teachers, administrators, and the counselors. Adaptability and relating guidance to contemporary challenges of education are two of the functions of in-service education.

The basic purpose of in-service education in guidance is to better equip the counseling staff in whatever social, psychological, or educational area which they need to improve their skills.

Workshops can frequently be a good source of information for the counselor trying to improve guidance skills. The counselors at Portage Northern High School are involved in the hosting of such a workshop each year. Since Portage Northern program stresses innovation and community assimilation of guidance duties, the workshop has much more of a social emphasis than an educational one.

Feedback, however, is the prime in-service and ongoing educational source for the counselor since it provides the most immediate method for understanding situations. If students, parents, and faculty can accurately provide the various data that the counselors need, then the educational needs of the counselor will have been met by those people who are closest to the needs of the guidance process. When this feedback cannot be elicited voluntarily, as is often
the case with reticent individuals, then the counselor must show the desire to want the feedback. It is on such openness that the guidance program must be based upon.

Conclusion

Portage Northern High School has a well-organized and a very effectively operating guidance and counseling program. The guidance process is systematically conducted and responsibilities are definitely allocated, performed and accepted by the staff members. There is staff and student participation, and interpersonal relations in the program are favorable and agreeable. An effective system of group work and individual counseling is in operation at Portage Northern leading to definite outcomes for individual pupils in the areas of academic progress, personal-social relations, and educational-vocational orientation.
SECTION II

CHAPTER IV

THE GENERAL EDUCATION SYSTEM IN MALAYSIA

Introduction

In this chapter I will identify and analyze the needs for guidance and counseling programs in the secondary schools in Malaysia and in the last chapter I will present a proposal for developing a guidance and counseling program in a secondary school in Malaysia that will fit the needs and conditions in Malaysia. Guidance and counseling services that fit contemporary needs, conditions, and opportunities can help both pupils and educators make efficient use of Malaysia's evolving educational resources. Unless appropriate guidance and counseling services are developed, the benefits that pupils can derive from instructional programs will be needlessly limited and many educational services will be poorly used.

Malaysian Educational System

Education in Malaysia is the responsibility of the Federal Government. Under the inter-governmental agreement on the formation of Malaysia, the two states constituting East Malaysia, namely Sabah and Sarawak, were free to deter-
mine their educational policy until 1973, but were subject to financial control by the central government. Through a centralized national system of education the Malaysian Government aims to provide a minimum of six years of primary education and three years of lower secondary education.

The aims of education are expressed in the preamble of the Education Act of 1961 and reads as follows,

"Whereas the educational policy of the Federation originally declared in the Education Ordinance, 1957, is to establish a national system of education which will satisfy the needs of the nation and promote its cultural, social, economic and political development and whereas it is considered desirable that regard shall be had, so far as is compatible with that policy, with the provision of efficient instruction and with the avoidance of unreasonable public expenditure, to the general principle that pupils are to be educated in accordance with the wishes of their parents, and whereas further provision is required for securing the effective execution of the said policy, including in particular provision for the progressive development of an educational system in which the National Language is the medium of instruction."

The educational system is now in the process of being reorganized to adapt it to the needs and aspirations of the country. Malay will be the principal medium of instruction in all schools and English will be the second language.

In 1964 the Government reviewed its secondary education policy and introduced a comprehensive education system into the schools in 1965. Hitherto the tendency had been to

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concentrate all efforts and attention on those pupils who were academically inclined. The result was that those who were excluded from this group of pupils as the result of selection at the end of primary school, had been given little attention, either in regard to their overall education or in regard to their ability to find useful employment. The preference for academic education and the prestige attached to it were brought by the fact that there was no widespread attempt to cater for the future of those who were deemed unfit for this type of education. The system envisaged will take in all who wish to be trained for some useful and profitable occupation.

The aims of comprehensive education are:

a) to provide non-selective secondary education for a period of three years after the primary school and to implement adequately the government's policy of raising the school leaving age to 15,

b) to ensure that, through the postponement of selection to the ninth year of the child's education, no child is judged to be unfit for the type of secondary education that will prepare him for suitable employment,

c) to afford the child an opportunity to sample various types of studies so that when he reaches the tenth year of education, he will be prepared to make up his mind concerning his future vocation,

d) to diversify the courses of studies in the lower secondary stage, so that there will be sufficient manpower for all occupations that are now in need of trained workers,

e) to provide at the post-comprehensive level a curriculum that will be sufficiently wide in scope to enable pupils, to obtain adequate specialized training either for employment or for further technical and academic education.

The diagram on the next page gives an outline of the various types of education available from primary to university level. The general education system in Malaysia is in four stages; the primary, the lower secondary or the comprehensive, the upper secondary or the post-comprehensive and the post-secondary or the sixth forms. These divisions correspond to the first to sixth grades, seventh to ninth grades, tenth and eleventh grades, and twelfth and thirteenth grades respectively.

At the primary level the pupils are given six years of instruction and are mainly taught by graduates of the day training centers or teachers colleges. At the end of each year the pupils' work is assessed with great care and attention, but there are no country wide examinations and all students are promoted automatically to the next grade or standard. However, at the end of the fifth year (standard five) an assessment examination, introduced in 1967, is given to students in the primary schools. Primary education is compulsory for all children living within walking distance of a school.

Secondary or comprehensive education begins after completing six years of primary education and lasts three years from Form One through Form Three with no form of
Comprehensive Educational System in Malaysia

**Primary School**
- Age 6 - 11

**Lower Secondary School**
- Age 12 - 14

**Higher School Certificate**

**Malaysian Certificate of Education**

**Trade and Vocational Certificate**

**Teacher Training and Education Classes**

**Apprenticeship and Education Classes**

**Upper Secondary Schools**
- Academic
- Technical
- Commercial
- Agricultural

**Colleges**
- Teacher Training
- Technical
- Agricultural
- Home Science
- Commercial

**Trade and Vocational Schools**
- Motor Building
- Electrical
- Commercial
- Agricultural
- Home Science

**Trade and Vocational Classes**

**Sixth Form Classes**

**Teacher Training**

**University**

**Employment and Society**

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selection at the end of the primary school period. Until 1965 only a third of those leaving primary school had been able to find places in the secondary school, but with the abolition of the Malaysian Secondary school Entrance Examination at the end of 1964, pupils from January 1965 automatically proceed from Standard Six of primary schools to Form one of secondary schools. At the end of the three years in Form three, students take the Lower Certificate of Education Examination. Successful candidates usually are between fifty and sixty percent of all who take the examination.

Those who pass the examination proceed to the post-comprehensive or upper secondary classes, while others go into trade and vocational schools or enter employment. Pupils who proceed to the post-comprehensive classes are divided into two groups, the academic group and the vocational group. The academic group is further divided into arts, science, agriculture, technical, commercial, and home science streams. The vocational group studies a variety of trade and vocational subjects. At the end of the two years, pupils in the academic group will take the Malaysian Certificate of Education Examination and pupils in the Vovitional groups will take the Malaysian Trade and Vocational Certificate Examination. A small proportion of those who pass the Malaysian School Certificate Examination go on to pre-university training (post secondary) in
the Sixth Form, a two-year academic program consisting of first year, called Lower Sixth, and second year, Upper Sixth, while others go to colleges or enter employment. Those who go to sixth form at the end of the second year will take the Higher School Certificate Examination. The Higher School Certificate Examination is the entrance examination to go to the university. Because of the limited number of places, university admission is very selective. Only pupils who obtain the Higher School Certificate with the required units can qualify for admission to the universities.

There are now five universities in Malaysia; the University of Malaya, the National University (Universiti Kebangsaan), National Institute of Technology, Agriculture University, and the University of Science. There are a number of colleges. The colleges include Teacher Training Colleges and Centers, which train teachers to meet the needs of all primary and secondary schools, the MARA Institute of Technology, and the Ungku Omar Polytechnic.

Further education classes are sponsored by the Ministry of Education throughout the country for pupils who cannot continue their secondary education in the normal secondary schools. There are a number of private educational institutions providing general, vocational and technical education. Correspondence schools are popular in the major urban areas.

The Educational Media Service coordinates the work of
Educational Television (ETV), Schools Radio, and Audio Visual Aids (AVA) Unit. Besides the printing and distribution of AVA materials to schools and institutions, regular radio and television programs are broadcast with the cooperation of the Ministry of Information.

Education for Manpower Needs

Schools in Malaysia are under the direct control of the central government and thus they view their limited resources in the terms of the goals of the state rather than in relation to the students.

The greatest and most urgent need of Malaysia is high level of manpower in the vital fields of technology, education and administration. Thus the government is stressing secondary and higher level of education so as to ensure a rapid turn out of technicians, health service personnel, administrators, scientists, teachers, and others to man the machinery of government, formulate and direct educational programs, and fill positions of responsibility in industry and commerce.

According to a 1969 government statement¹,

"The chief aim of the government policymakers concerning education, aside from the determination to make Bahasa Malaysia, the chief language of instruc-

tion throughout the school system, was that 'edu-
cational output........(be) closely geared to the
long-term manpower needs.......for rapid industrial
and agricultural modernization'. The government has
therefore been concerned with improving and expanding
nonacademic vocational schools. Realizing that academic
schooling is more popular with private schools because
of its higher social status and relatively low equipment
costs, the government has seen its role as primarily
devoted to expanding government-aided education in the
vocational and technical fields.

The problem of fitting the educational system to
the present job market has also received considerable
attention in 1969. Surveys were made of potential em-
ployers in some industries to determine what training
should be given vocational students. The government had
come to recognize that much of the secondary vocational
education up to 1969 had led nowhere and resulted in
a high proportion of youth between the ages of 16 and
25 being unable to find jobs.

In September, 1969 the National Youth Develop-
ment Corps was set up to train unemployed youths in
rudimentary discipline and civics. Out of an initial
3,000 receiving training, 1500 would, upon comple-
tion of the three months course, receive jobs, as
ordinary laborers for various government departments.
The other 1,500, all of whom had the minimum qualifi-
cation of a lower school certificate, would then
join the National Youth Pioneer Corps, in which they
would learn motor mechanics, electrical wiring,
building construction, and other trade skills.

In August 1969, the minister of National and Rural
Development announced plans to set up vocational
training centers at industrial sites in five West
Malaysian States to provide skilled labor for industry.
Popular interest in Education as a path to improved
employment opportunities has also grown in the 1960's.
A trend has been observed among ethnic community
spokesman to concern themselves more with respective
groups in higher education, government, and industrial
employment and to devote less time than formerly to
agitating for the retention of their respective tradi-
tional cultures."

A major defect of the government innovations into the
manpower needs is that there is virtually no link of com-
munication between the ministry of labor, the ministry of
education, the manpower authorities and the schools which
hold the potential manpower supplies. The education will have little significance for the country if it is not functional in relation to the current demands of employment market. Expanding secondary school facilities merely to take up the slack created by the unemployment of primary and secondary school leavers will in itself fail to benefit both the individual and the country. The value of a particular educational program is whether it enables the needs to be met in employment of importance to the economy. Thus one of the foremost problems faced by education in Malaysia is the problem of relating education to employment opportunities. To meet the demands of manpower allocation and distribution it appears that more is needed than manpower projections and development plan. Not only must the educator be aware of the changing nature of the economy, but also the student must realize the implication this has for him and his role in society.

Thus confronted with a kaleidoscopic picture of rapidly changing conditions and subject to the conflicting pressures influencing his occupational choice, every young person's greatest need is for guidance. Guidance in its broadest sense lies at the heart of the whole process of youth adjustment. In the more restricted sense of vocational guidance, it is the process by which all the various factors affecting individual occupational choice are sorted out, weighed and brought into focus and by which the
young person is helped to make his choice in full knowledge of the facts about the career and work opportunities available and about his own potential to them.

Some form of guidance is necessary in Malaysia if the programs of manpower development are to reach fruition. In relation to the pressing problems of the country, the community and the student, it appears that guidance program whose focus is vocational would be the most appropriate. Vocational guidance should be regarded as a continuing process in the transition from school to work and not merely as the giving of advice on the choice of an occupation. The vocational guidance program should include establishing a closer liaison between the schools, employers and training institutions. The focus would be on vocational choice and placement.

The Needs for Guidance and Counseling Programs in Secondary Schools in Malaysia

In many Asian countries, guidance programs as a group of specialized services are virtually non-existent. However, some progress has been made in Thailand, South Korea, India and Nationalist China, and considerable advancement can be observed in the Philippines and Japan. The area where efforts to establish guidance service has been most pronounced have been where the influence of American education has been strongest. For example in the Philippines
the present system is modeled after that found in the United States, the development of guidance as an integral part of the educational system was first initiated as a result of close relationship with the United States. Similarly in Taiwan (Nationalist China) and Japan, the development of guidance as an integral part of their educational system are the result of close relationships established between the government of these countries and the United States. Unfortunately the influence of the American educators do not spread to Malaysia, because it was dominated by the British influence. The development of guidance service has been very slow in Malaysia.

Malaysia is a fast developing country and is undergoing rapid technological change. Rapid technological change means, among other things, that young people need vocational guidance more now than in earlier times. The need is especially acute among students who generally have very little or less exposure to the world of work. With few exceptions, most students in Malaysian schools have very little realistic knowledge about the modern world of work. With the virtual disappearance of the unskilled entry occupations that formerly provided an opportunity for regular employment, students have a small and declining opportunity for reality testing of their occupational abilities. Most parents are not sufficiently informed to give adequate assistance. If the school does not help these students, they
will be left to their own resources, and the result will be that many will not be able to cope adequately with problems of educational and occupational choice. Apparently most of them do finally find jobs, but few are able to develop or pursue plans that lead them into occupations with the most attractive career opportunities.

In spite of the great need for systematic information services concerning the nature of the world of work, most students in schools and even in colleges and universities in Malaysia do not have an adequate opportunity to obtain such information. Vocational guidance if any is customarily handled in a rather haphazard manner; some teachers might advice some students about educational opportunities and occupational opportunities and assist them with their choice of plans. As a first step toward assisting students in planning their career, some schools have appointed career guidance teachers, but they are not trained to do guidance work. Most students do not discuss their occupational plans, if any, with their career guidance teachers or other teachers for that matter. Apparently students in Malaysia receive very little vocational guidance.

With the rapid growth of industry, rapid technological change, increasing educational demand and the increasing complexity of the Malaysian society, there is a great need for a systematic and comprehensive vocational guidance program in Malaysia. This need is not being met at all at
present. Many desirable occupational careers require long- and arduous educational preparation; and in the absence of adequate information, young people in Malaysia are obliged to make decisions on an intuitive basis. The agency with the greatest potential for developing increased rationality in occupational decision-making is the school system and the best way to do it is through an organized vocational guidance program in the school system. There are two main reasons why this is true especially in the Malaysian school system: First, in Malaysia children and adolescents are accustomed to receiving much of their knowledge about the world from teachers, classmates and others at school. Furthermore they spend a greater proportion of their time at school than in other setting. Second, general scholastic performance and educational decisions such as the choice of specific courses, may have profound occupational consequences.

Vocational guidance services could make an important contribution to both the individual and the nation by helping familiarize the individual with opportunities available to him or her. The most important task of the person in charge of the program would involve gathering and distributing occupational information, organizing field trips, interviews and work experiences for the students. Individual counseling would be limited primarily to dealing directly with the students' own problems of decision-making in
relation to their educational and vocational goals.
CHAPTER V

RELATED LITERATURE

Organization of an effective program of guidance and counseling services in the schools has received concerted attention since the inception of the concept of vocational guidance. There is a vast amount of literature written on developing guidance and counseling programs in schools which can be used as a guide to the effective development, organization and administration of a totally balanced and coordinated program of pupil personnel services for each individual enrolled in the schools. Although most of the recommendations are more suited to schools in advanced countries, especially the United States, with some changes and modifications it can be applied to suit the school system in Malaysia.

Stoops and Wahlquist\(^1\) in their discussion on the essentials of a good guidance program listed some of the principles of organization and administration which might be useful to be taken into consideration in developing a guidance program. Some of the principles of organization and administration that Stoops and Wahlquist listed are:


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1. An adequate system of cumulative records for each individual is indispensable in a guidance program.

2. Specific budget items should be included for necessary guidance services.

3. The guidance program for an individual school should be tailored to fit the needs of that particular school.

4. Adequate time must be budgeted for guidance workers to allow for proper discharge of their guidance responsibilities.

5. Adequate and appropriate space must be provided for testing, counseling, placement, storage and other guidance functions.

6. A placement and adjustment service should be provided by the school.

7. Follow-up studies should be made for individuals both in and out of school.

8. The school should provide for both group and individual guidance techniques.

9. The school should cooperate with all other guidance agencies in the community.

10. Adequate and appropriate guidance materials should be provided for the ready use of guidance workers.

11. The principal has final responsibility for the guidance program in his school.

12. Basic information about the individual should be disseminated among all certified personnel who have responsibility for that individual's educational growth.

These guidance principles should be clearly formulated and guidance workers need to understand these principles, because they serve as guides toward the organization necessary for successful program. These principles should be cooperatively discovered and formulated to fit the school situation.
Hamrin suggested that an administrator who wants to develop an adequate guidance program or plan, should first take inventory of what is being offered in the school and the community. He suggested six essential elements in an organized guidance program. These six elements or services are:

1. Pre-admission and orientation services.
2. Individual study services.
3. A program of counseling services.
4. The supplying of educational and vocational information.
5. Group activities to promote personal and social growth.
6. A program of placement and follow-up services.

Hamrin also mentioned three primary tasks in initiating, and carrying on an organized guidance program. These are:

1. Proper initiation of the guidance program.
2. Adequate in-service education of faculty and staff.
3. Securing approval by the public, the program of guidance services.

Fazzaro and Gillespie in their article discuss several possible organizational models that may be used to

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adequately describe how effective counseling and guidance programs can be organized in secondary schools. The first model is the traditional bureaucratic model which usually has two variations. In one the counselors are each assigned to a particular class and generally have the responsibility for about the same number of students, perform the same basic tasks and remain with the same grade level from year to year. The second variation is similar to the first except that the counselors move with a class as it progresses from year to year. In these models all counselors generally administer various testing programs, do individual counseling, and deal with all of the teachers. Organizationally, this model is one that generally meets the needs of most secondary schools that have not yet felt the need for the development of a more flexible overall school organizational model. The other model is the differentiated role model, where each counselor has a specific role to perform. The third model is the Laissez-Faire or Student Selection Model, one which allows the student to select the counselor of his choice at the time his services are needed. The fourth model is the Task Group Model, one in which counselors and other specialists are grouped together in order to accomplish a specific objective or task. The "task" is comparatively defined by the administrators, teachers, parents, counselors and many other group concerned with school problems. The fifth model is the Counseling and
Guidance by Objectives Model, which entails a critical analysis of a particular situation and the development of specific objectives and methods of meeting those objectives. The objectives are defined, and cooperatively developed by counselors, students, parents, principals, and other interested groups. It is then the job of the counselors and staff to see that the various objectives are met. The last model is the Performance Contracting Model. This model also stresses the defining of specific objectives, then contracting with a private agency to meet these objectives.

Stewart and Warnath pointed out some of the factors affecting the development of positive and healthy relationships among the staff members in every school system, which a counselor or guidance director must face from time to time. These factors are:

1. An established status hierarchy among the teachers, that is, some teachers may defer to other or depend on others for leadership.
2. Feelings of inadequacy and insecurity among the staff members.
3. Statements of judgement, evaluation, or disapproval.
4. Defensiveness about status quo.
5. Set attitudes toward guidance.
6. Interpersonal conflicts within the staff.
7. Personal feeling about the counselor.

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These factors in staff relations might block the communication among the staff members. Understanding these factors is necessary so as to reach a common goal of promoting effective growth among students with the help of an effective guidance in the schools. A guidance director, especially when he is initiating programs in a new situation, should possess special skills in understanding and dealing with problems of interpersonal relations.

Wrenn\(^1\) has suggested that while planning the systematic development of pupil personnel services, it should be remembered that,

"The student is the central figure in the school and next to him in importance is the teacher. The school principal is administratively responsible for everything that happens in a school and for its relation to a community. These points of unassailable fact must be held in mind as pupil personnel services are considered. It must also be remembered that the parent is the person most responsible for the individual students. Schools and their staff do not replace the primary importance of the home and parents in the life of the child. The school is the primary agency for society in such matters as intellectual development and vocational training but it is always secondary to the home in total responsibility for the child or youth."

In addition to some of the principles of administration of guidance services, the following are some of the essentials in launching a guidance program suggested by

Traxler and North. They should be considered by a guidance director:

1. Does the guidance program have administrative support?

2. Does the school have on its staff specialized guidance personnel, if not does it have qualified staff members who are able and willing to acquire the necessary special training?

3. Has the provision been made for the physical equipment needed to carry on a guidance program?

4. Is the school undertaking a continuous program of education of faculty members in guidance philosophy, principles, and techniques?

The National Manpower Council in the United States suggested five objectives of developing guidance programs which have significance for Malaysia. These objectives are:

1. It stressed the need for making the child realize the importance of his vocational decision and the implications it has for himself and others.

2. It believed that the child should be helped to establish meaningful long-term goals which would in turn help create additional incentives for the youth.

3. The council suggested that the individual should be discouraged from developing a premature commitment to any one area of the curriculum.

4. A fourth point concerned the need to familiarize each student with the broad spectrum of educational and occupational choices available to him so that his eventual selection would be the result of more than mere whim of parental bias.

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5. Finally, they deemed it force which is lacking in the backgrounds of many students which could be detrimental to their academic development.

Beck and Mansoor\(^1\) suggest five student needs upon which a school guidance program should be build:

1. To study effectively.
2. To make a wise choice of elective subjects.
3. To devise a plan for some form of further education.
4. To learn about vocational opportunities and requirement.
5. To work cooperatively with others.

After reviewing the literature on developing and organizing guidance and counseling programs, it is found that there are too few materials that deal with these aspects of guidance in countries other than United States.

CHAPTER VI

PROPOSAL FOR DEVELOPING A GUIDANCE AND COUNSELING PROGRAM IN A SECONDARY SCHOOL IN MALAYSIA

In planning to develop guidance and counseling programs in secondary schools in Malaysia there are certain important points to be taken into consideration:

1. Lack of trained personnel.

2. Lack of necessary funds to support an elaborate guidance program.

3. The demands of a growing society in putting manpower unit into its most useful role in economic machinery of society.

4. The program must be of practical value to the country.

So, a very elaborate guidance program such as those that are found in the United States and other advanced countries, where the major thrust is in the area of personal counseling with vocational selection taking a secondary role, will not be very practicable. In relation to the most pressing problems of the nation, community and the student, the most appropriate program of guidance in Malaysia is a program of guidance whose primary focus is vocational. Some of the problems which would justify the implementation of guidance services of vocational nature in the secondary schools in Malaysia are:

1. There is a strong tendency for students to select employment in an effort to please others and to receive approvals often from parents who have
wrong misconception of the nature of work. There is not only a built in prejudice for certain types of occupations, there is also the complete lack of knowledge of the expanding opportunities of work.

2. The social prestige which still clings to certain kinds of work has remarkable and persistent influence on the occupational choice of many young people. This lure of prestige and status seems to be drawing much needed and highly skilled individuals away from a wide variety of occupations including agriculture and technical jobs with a manual orientation.

3. There simply does not appear to be any inclination among the young people to become businessmen.

Vocational guidance could contribute significantly by familiarizing young people with the opportunities available. There is a need to orient youth toward employment best suiting their aptitudes and interests, while at the same time, serving the best interests of the country.

Although the focus of this proposed guidance program is vocational, the main aims of the program will seek to prepare youth for personal, economic, and cultural achievement within society. The program will be based on the premise that any guidance program must keep the student's development needs on the central focus. Thus the program will confront the student with situation that culminate in activities requiring him to make decisions of increasing complexity and importance as he moves up the educational ladder. These decisions are concerned with personal growth, abilities, interests, his educational planning, his occupational outlook and his unique place in society.
Thus while interest at the governmental level is centered in manpower allocation and the student's eventual entry into the labor market the school must undertake to recognize the complexities of all choices and the individual development of decision making process. The teachers should be made to realize that their roles involve more than the responsibility of preparing students for examinations. The school should be involved in the nurturing of each student in an effort to assist him in his personal growth in a way that is beneficial to himself and his society. Education should prepare the individual in a manner that enables him to make the choices he desires and at the same time to understand the implications such choices have for himself or herself and others. Finally and perhaps of greatest importance, through the guidance program the secondary school provides the student with a variety of experiences, to help him or her gain a clear picture of himself or herself in relation to the opportunities available.

The guidance program could make an important contribution to both the individual and the nation by helping familiarize the student with the opportunities available to him or her. Thus the central objective of the proposed program is to make the student aware of the educational and occupational realities. The student experiences are often so narrow that he or she simply does not perceive the opportunities which actually exist. The guidance program will serve a
diagnostic function providing a clear picture of occupational needs of the nation and how these needs are reflected in actual educational openings and the present job market. It is necessary that this information be communicated effectively to the students. To do less would mean to deter the individual in the ability to make choices and in a sense, helps to direct him or her into a narrow perception of possible alternatives. A variety of approaches can be used to broaden this perspective. Field trips, career conferences, part-time job opportunities, and a library resources center are some of the few means available.

Also of utmost important is the need for each student to know himself in relation to his own aspirations, abilities, interests and background, as a preface to decision making process. Thus to understand one's own strengths and limitations is very important and more essential is the ability to accept them. This does not happen just like that, it takes times but can be facilitated in many ways. One example is through the curriculum. By personalizing the content areas as much as possible, teachers will be able to provide the students with a continuous series of encounters with themselves and the realities of the world. Such students may find it less difficult to deal with the variety of critical choice points they face in the secondary school since they have been led continually down the road of self understanding in the educational process. Thus it will be
one of the tasks of the guidance program to help pave the road for the student in as personal a manner as possible.

The General Objectives of the Proposed Guidance Program

In view of the limiting factors which prohibit the development of a broad-based, multi-dimensional program, the general objectives of the proposed program will focus on those elements which are essential:

1. To make students aware of the educational and occupational realities.

2. To broaden the students' experiences so that they perceive the opportunities which actually exist.

3. To make the students realize the importance of vocational decisions and the implication it has for themselves and others.

4. To familiarize students with the broad spectrum of educational and occupational choices available to them so that their eventual selection would be the result of more than mere whim or parental bias.

5. To supply continually the motivational force which is lacking in the backgrounds of many students which could be detrimental to their academic development.

6. To enable students to study effectively.

7. To enable students to work cooperatively with others.

8. To identify students with special needs such as the disadvantaged students, students who are weak in certain essential subjects like mathematics and reading, and to provide special assistance to the students.

Organization of the Program

In the secondary schools in Malaysia there are several
levels of organization. The Head Master is the figure head, he is the source of wisdom and the maker of the ultimate decisions. He has little personal contact with the students. Many of the day-to-day concerns of the running of the school, such as curriculum policies, scheduling, and discipline are the responsibility of the Senior Assistant. The academic or the curricular aspect of the school life is divided into administrative units according to Forms. Each Form is subdivided into streams according to the student's performance (approximately thirty eight students each) and each stream is directed by a Form Master whose primary functions are compiling students' grades at the end of each term, taking attendance, taking charge of the students' cumulative records and also as a source of special help for the students under his charge and liaison between students and administration. In schools which have hostels the administration of the hostels is directed by the Senior Housemaster.

It is within the perimeter of this administrative structure that guidance services would be implemented. This must be done without decreasing teacher class hours appreciably, yet, at the same time, it must provide a more meaningful hierarchy of responsibility for student guidance. It is proposed that a Guidance Director with a rank equal to that of Senior Assistant be appointed to coordinate the guidance of students in educational and vocational areas. With his expertise in the field of guidance and counseling procedure,
the guidance director would be able to help focus the attention of teachers and students alike on the significance of an individualized approach to teaching and the important use of the form masters in developing more personal relationships with their students. It would be the duty of the guidance director to initiate in-service training programs for teachers in order to inform them of the strengths and to assist them in developing consistent and meaningful roles. It is also the responsibility of the guidance director to conduct and coordinate guidance activities in the school.

Staff Involvement

The success of the program would be dependent upon securing the cooperation of the school personnel. It would be imperative that there be full agreement with program goals. In addition, methods and techniques would have to be developed that would involve the school board, head master, teachers and all students in the program. Such involvement would be regarded as a prerequisite for the integration of the guidance program into the school curriculum and thus providing an organized, sequential, developmental approach to guidance service.

As a means of informing the school staffs of the program, inservice should be given to the teachers. The aid of the school staffs are very necessary, and the
guidance director will have a broad role of providing assistance and advice to cooperating teachers in the implementation of the program. The guidance director will also act as the resource person.

Community Relationship

A Guidance Advisory Committee will be formed to aid in coordinating and organizing a sequential program and to inform parents and community. The committee will be composed of representative teachers, the committee members of the Parent Teachers Association, guidance director, and one or two community leaders which will represent the different segments of the population. A meeting will be scheduled once a term to evaluate the progress of the program and suggest improvement.

Facilities and Equipment

The Guidance Director should have an individual office with appropriate furnishings to accommodate at least four persons. There should be a waiting room adjoining the director’s office. A conference room or group guidance room should also, be available for case conferences, group counseling and other related guidance activities. The room should be equipped for the student use. A large conference table should be placed to provide a setting for friendly group discussion. Up-to-date occupational materials will
be displayed in open career kits and wall racks. Catalogs and pamphlets of universities, colleges, technical and vocational institutions and schools, armed forces, correspondence schools and other institutions will be displayed.

Classroom Activities

To assure that students will benefit from the program, a continuous systematic approach to guidance will be developed coordinating classroom units with guidance services. This unit will be broad, flexible, and easily correlated with new experiences. The content of the material will be general but stimulating enough to arouse interest for individual investigation and adaptable to individual interests and needs.

In-service education to orient the teachers to the use of the units will be provided by the guidance director, and in the implementation of the program the guidance director will always be available to help as well as to provide the necessary leadership. Learning experiences will be given in the classroom either through group discussions, committee work, individualized learning and other activities. For example a classroom project like "Exploring the World of Work" could be done by students in Form one. Form two students could do a project on exploring community agencies with an emphasis on "job families" and so on.
Activities

To achieve the major objectives of the guidance program various activities will be conducted periodically.

Guidance Courses

These courses will attempt to acquaint students with their abilities, aptitudes, and interests and familiarize them with the various curricular and extracurricular offerings, to introduce them to the study of occupations, to encourage them to think about a vocational choice, and also help them develop educational plans.

Career days

Career days will be held periodically, perhaps once a year for Form Three and Form Five students. The purpose of having career day is to provide students with occupational informations and to introduce them to persons employed in their preferred occupations.

Orientation program

This program will be for all new students entering the school. The program could help to make the students transition from primary to secondary school a little easier by familiarizing the students with their new school friends (coming from other primary schools). The orientation
programs has two basic functions:

1. To assist the students in their efforts to adapt to the demands of the school.

2. To enable teachers and other school personnel to become familiar with the individual students so that each may be given the type of academic and social experiences most helpful to them.

Field trips

Field trips will be very valuable to the students because it can be used to help students learn about resources in the community which can be used for their own development and also the field trips can supply information and help develop attitudes toward occupations, other activities and problems in the community.

Career club

A career club could be organized by the students as an extra-curricular activity. Through this club or organization outside speakers who represent a variety of occupations could be invited to talk to students about their jobs.

Career exploration and information library

A career information service could be established in the school by developing a career exploration and information library. The library will contain a variety of materials such as books, catalogs, career magazines, Occupa-
tional exploration kits, tapes, films, slides and other materials on careers and preparation for these careers.

**Special needs services**

A committee consisting of eight teachers will be formed to identify and help students having special problems that stand in their way of succeeding in their studies. Students with special needs include the disadvantaged students, students having problems with basic reading and mathematics, and the slow learner.

**Career conference for form three and form five students**

This conference will be held to assist the students to become more familiar with the existing occupational opportunities and requirement. Students in form three and form five face critical choice points. In the third form they must decide whether to go to "Arts", "Science", or "Technical and Vocational" oriented programs of courses or to leave school. Their choices will drastically reduce their potential career choice. Students in form five will have to decide whether to go to sixth form, college or leave school and find jobs. The career conference will provide the students with realistic picture of themselves and to opportunities awaiting them.
Conclusion

The lack of qualified persons to be counselors makes it not possible to do any in-depth counseling. With a case load ratio of one counselor to 800 students it is not practicable to provide individual counseling service to all students. The individual counseling that will be done would be limited primarily to dealing with the students' problems on decision making concerning their educational and vocational goals.

This proposed program will be an experimental program to be developed in a secondary school in Malaysia. If it is successful it can be extended to other secondary schools.
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