



RESEARCH ARTICLE

THE ROLE OF GUIDANCE AND COUSELING ON THE SELF-ADJUSTMENT OF VOCATIONAL STUDENTS.

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Abstract

The purpose of this is research is to reveal the role of Guidance and Counselling to the self adjustment of the students of vocational students. This study used quantitative approach with survey method. The population of this study was students of Vocational High School. The instrument of data collection was by means of questionnaire. The finding of this study revealed that the Guidance and Counselling gives a significance influence to the self adjustment of the students of vocational students with correlation 0,331 (p value <0,05). The result of this study implied that Vocational High School should empower more seriously attention to the role of Guidance and Counselling to help the students' adjustment and to increase the students' academic achievement.

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Introduction:-

Counseling is an helping relationship here a person is assisted in a face-to-face interaction. Counseling programmes are designed to assist clients who have challenges. The goal of counseling are broadly based on behavioural changes, problem solutions and symptom removal. According to Steve & Oredugba (2017) counseling programmes provide opportunities for students to improve themselves, relate well and develop ethical standards for educational pursuit. It also helps the school child to obtain holistic development. The counselor is strategically placed in school in order to assist the students.

Guidance is often seen as a kind of direction or leadership an individual to assist him or her to makes decision about his or her present future life. Counseling on the other hand is seen as psychological process of helping an individual to be equipped with self-understanding and skills of problem solving of everyday life in the society, home and school (Tawiah, et. al., 2015: 225).

In line with the vocational school, Jacinto (2010:47) Vocational Training defined in its origin as final training system for workers, is characterized by three distinctive elements: (a) independence from the regular education system; (b) flexibility, establishing it as a non-formal system of education; and (c) tripartite government (that state, business and workers) although this is the result of an initiative from the state. Meanwhile, Asian Development Bank (2009-3) menyatakan: The purpose of technical and vocational and educational training (TVET) is preparation for work in the labor market. The focus of Technical and Vocational and Educational Training (TVET) is on the job (in contrast, general education focuses on the ability to learn, to understand the environment, and to prepare for the next level).

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In vocational school's success is measured by the level of the students' academic performance and their ability to adapt with their school environment. Students's performance remain a top priority for educators. Stake holders in education have affirmed that the goal of education can not be achieved without the input of professional counselor. Egbo (2013) confirms that counselling is a learning process in which consellor helps an individual or individuals learn, understand themselves and their environment and be position to choose the right type of behaviors that willhelp them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally.

In line with the guidance and counseling, the school needs to empower the role of guidance and counseling to assist the students who have problems such as teaching and learning, job opportunity, and career to reach their expectation and ideal in the future.

Literature Review

Guidance and Counseling are integral part of the education, which is an attempt at realizing the educational functions include function development, help individuals develop themselves in accordance with considering potential difference. According to Depdiknas (2008) when this has occurred a change paradigm approach to guidance and counseling, from traditional-oriented approach, remedial, clinical, and centered on a counselor, to development-oriented approach and preventive. Approach to guidance and counseling development or comprehensive based on the achievement of the tasks of development efforts, development potential, and solving client problems.

Guidance and counseling is an important educational tool in shaping the orientation in the students from negative ideas that is planted in the students in the students by their peers. Hence the need school for the counselor to assist the students in moulding their future through therapy. The school counselor is seen as a role model and highly respected by students. The counselor by their training are expected to be friends with the school students, listen to the students' complain, short-coming and proffer guidance to the students in a quest of moulding the students in the right part to take in their life pursuit (Nkehi,2016: 37).

Adeoye (2016) revealed that counseling services are intervention process that are effective in dealing with student academic problems. The counselor also keeps proper record of continues assesement of the academic activities and adaptation to the school environment. Through the counselors effort, the academic deficiencies ranging from slow learning, lack of attention, poor attention, and other learning difficulties are remedied (Yusuf, 2004). Meanwhile, in the United States, the school counselling program began as a guidance movement and Mulhauser (2016) explained that counselling services has become an integral part of the educational system. The program has helped many students in adjusting to social, emotional and academic challenges and environment. Then in Japan, the major aim of guidance program is to provide services that will assist students to develop their abilities and facilitate self-understanding (Gatua, 2012)

The indicator of students' adjustment to the school academic environment according to Richardson (2002) is a proper use of school learning resources, good study habit, an academic performance that reflects one's potential, adherence to the school curriculum, doing assignment, participating in academic discussions and effectively participating in school academic trip.

Carey & Harrington(2010) noted that counseling services assist students at all levels to become fully acquainted with occupational and educational opportunities that is at their disposal. Tambawal (2011) stressed that counseling programme is an integral part of the school systems and those who consult the school counsellor often are better adjusted academically. They also affirmed that such students finds their way around complicated curriculum and this in turn enhances their academic performance. In addition, Jackson (2015) advocates for guidance and counselling in schools as it is adolescence that the students begin to think more seriously about their future career and their attention.

In relation with the vocational schools Nam (2009: 11-12) states that vocational education: (1) is economic education as it is geared to the needs of the job market and thus contributes to national economic strength; (2) can develop a marketable man by developing his ability to perform skills that his utility as a tools of production; (3) is education for producing and serve the ends of the economic system and is said to have social utility; (4) at the secondary level is concerned with preparation of the individual of initial employment; (5) should be oriented to the manpower need of the community; and (6) should be evaluated on the basis of economic efficiency.

Gill, Fluitman & Dar (2000:15) state that the effectiveness of school-based vocational education program appears to depend on their objectives. The most common objectives are , first, to keep less gifted students out of higher education and off the streets, to provide employers with skilled workers and technician. Other objective including providing students with general vocational skills to prepare them for lifelong learning.

Research Method:-

The research made use of quantitative approach with survey method. The research site was vocational high schools located in Magelang City and the sample of the research consisted of 40 second year students. The sampling process was done by means of proportional random sampling technique. The data was collected by using questionnaire. The data was analysed by using correlation product moment. Field (2000) states in regression analysis we fit a predictive model to our data and use that model to predict values of the dependent variable (DV) from one or more independent variables (IVs) (p. 103)

Result And Discussions:-

Regression Analysis:-

Assumption Test:-

Normality:-

Normally distributed data assumption is confirmed by Kolmogorov Smirnov test. The test results showed that the data was normal distribution (Table 1).

Table 1:-Normality Test Results

No	Variable	Coefficient k-s	Sig
1	The Service of Guidance and Counselling	0.125	0.117
2	Self –Adjustment	0.124	0.121

Source: Primary data processing

Linearity Test:-

Based on the result of data analysis, Independent variable is linear to dependent variable (Table 2).

Table 2:-Linearity Test Result

No	Independent Variable	F _{test}	Sig
1	The service of Guidance and Counselling – Self-Adjustment	9.992	0.004

Source: Primary data processing

Discussion:-

This research revealed that Guidance and Counselling gives a significance influence to the self adjustment of the students of vocational students with correlation 0,331 (p value <0,05). The result of the research is in line with the research done by Kangga (2017) explained that 88,3 % of the respondents agreed that guidance on how to attain their potential in academic enabled them to adjust to school environment. Students who agreed that being guided to organize academic trips to industries enabled them to adjust to school academic environment were 83,5%. An average of 84,4 % of the students agreed that Guidance and Counselling were effective in enhancing students adjustment to school academic environment. Meanwhile, Sara (2009) who did a study in America observes that school academic environment includes the expectation that the school management has for students and procedures that are used to encourage the student to succeed. Then Tawiah, Alberta & Bossman (2015:227) revealed that

guidance and counselling services have a positive effect on students' academic achievement. On the other hand, Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2007).

This study established that Guidance and Counselling were effective in enhancing students' adjustment to school academic environment. The majority of the students respondents indicated that Guidance and Counselling enabled them to adjust the school academic environment. The implication of these findings is that Guidance and Counselling are useful in enabling the students to adjust to the school academic environment. Guidance and Counselling should, therefore, be strengthened to become part and parcel of every school culture.

Mullins & Irvin (2000) who assert that student adjust to secondary school academic environment better if they are taught more strategies that would enable them to learn on their own. The study found that when students were counseled on study skills, they adjusted to the school academic environment. Then, Akinade (2012) defines guidance and counselling as a process of helping individual fully aware of his/her self and the ways in which he is responding to the influences of his/her environment.

Information collected from teachers in charge of Guidance and Counselling concurred with that of students and class teacher. When interviewed with the help of interview schedule they indicated that time management, setting academic goal, guidance on academic programs, guidance on career choice and schools' academic expectation were addressed in Guidance and Counselling to enable students' adjustments to school academic environment (Kanga, 2017:80).

Conclusion and Suggestion:-

Conclusion

Based on the result of the research, The Guidance and Counselling gives a significance influence to the self adjustment of the students of vocational students with correlation 0,331 (p value <0,05). It means that the service of Guidance and Counselling gives a significant influence to the adjustment of the students better and hopefully it can push their motivation to increase their academic achievement.

Suggestion

Considering the finding of this research that The Guidance and Counselling gives a significance influence to the self adjustment of the students of vocational students, the researcher recommends that vocational school should pay more attention to the role of guidance and counselling to support the students to increase their academic achievement for the sake of their career and future.

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