# International Research Journal of Education and Sciences (IRJES)

Volume 1 Special Issue 2 (English), 2017

# International Research Journal of Education and Sciences (IRJES)

Volume 1 Special Issue 2 (English), 2017

# International Research Journal of Education and Sciences (IRJES)

## Volume 1 Special Issue 2 (English), 2017

### *ABOUT THE JOURNAL*

The International Research Journal of Education and Sciences (IRJES) is a biannually printed and e-journal of the Malaysian Association of Research and Education for Educators. IRJES publishes research manuscripts in the field of Education and Sciences. The aims and scope of the journals are to:

- Provide a journal that reports research on topics that are of international significance across educational and scientific contexts
- Publish high quality manuscripts that are of international significance in terms of design and/or findings
- Encourage collaboration by international teams of researchers to create special issues on these topics

Chief Editor
***Professor Dr. Muhammad Nazrul Hakim Abdullah***
Universiti Putra Malaysia, Malaysia

# International Research Journal of Education and Sciences (IRJES)

# Table of Contents

# Impact of Perceived Teachers' Competence on Students' Performance: Evidence for Mediating Role of Achievement Motivation among Vocational Colleges Students' in Malaysia

Rosmaria Omar, Nor Aniza Ahmad, Siti Aishah Hassan, and Samsilah Roslan

***Abstract* --** **The purpose of this study was to explore the impact of perceived teachers' competence on students' performance mediated by achievement motivation through students' perception among the vocational colleges students' in Malaysia. The sample for this study consists of 360 students from 13 selected vocational colleges all around Malaysia. Participants were between the age of 16-18 years old. Instrument for Teachers' Competency (ITC) and Achievement Motivation Scales (AMS) that have been adapted and adopted from the original version were used to measure the perceived of teachers' competence and achievement motivation, respectively. The data was analyzed using AMOS version 22.0 through Structural Equation Modeling (SEM) Analysis indicated that perceived of teachers' competence was predicted the students' performance and achievement motivation. The model fit was p=.000, RMSEA=.062, GFI=.925, CFI=.954, TLI=.936 and CMIN/df=2.397. Therefore, this study concluded that achievement motivation has a mediation effects on the relationship between teachers' competence and students' performance.**

***Keywords* – Teachers' competence, Students' performance, Achievement motivation, Vocational college students'**

## I.     INTRODUCTION

As Malaysia continues its ambitious journey towards becoming an advanced nation by 2020, the government was adopted Blue Ocean Strategy in its strategic planning and operations to deliver programs and services, to the public, that are high impact, low cost, and rapidly executed. The transformation of Technical and Vocational Education (TVET) upgrades some technical and vocational schools to vocational colleges in the beginning of 2013. The transformation is aimed of providing students with certain types of knowledge and skills that are expected to prepare students for specific jobs or types of work, often including practical and procedural activities. It enables them to come up with new ideas and skills. Generating new ideas is a key tenet of modern society.

As according to Finch and Crunkilton (1999), Technical and vocational education and training (TVET) refers to

Rosmaria Omar, University Putra Malaysia, Malaysia (Email address: rosemariaomar@gmail.com).
Nor Aniza Ahmad, University Putra Malaysia, Malaysia (Email address: nor_aniza@upm.edu.my).
Siti Aishah Hassan, University Putra Malaysia, Malaysia (Email address: siti_aishahh@upm.edu.my).
Samsilah Roslan, University Putra Malaysia, Malaysia (Email address: samsilah@upm.edu.my).

education and training that prepares persons for gainful employment.

Consequently, teachers are meant to involve and start preparing themselves to adapt to this new environment of transformation. Teachers need to be competent enough both in academic and technical fields. Teacher competency offers practical strategies and practices, in which to guide teachers in ways to improve student performance and the quality of the work experience. According to Jackson (1990), teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day in order to maximize student learning. Therefore, it needs professionals who are culturally competent, talented, innovative and creative problem solvers, skilled and critical thinkers. As stated by Charlotte (2014), there were four domains in teacher competencies which consist of preparation, classroom environment, teaching, and teacher's responsibilities.

## II.     LITERATURE REVIEW

The quality of the teachers is decisive for the success of students. The quality of education depends on the quality of teachers (Châu, 1996) particularly in aspect of teacher competency. A Higher Education Leadership Academy (AKEPT) 2011, was conducting a qualitative study about teaching element in Malaysia. Over 125 observations of teacher competency in 41 schools throughout Malaysia, there were only 12% of teaching instruction in term of pedagogical practices delivered to a high standard, meanwhile, 38% were achieved a satisfactory standard, and 50% unfavorable. The research found that, there were inactive teaching styles, whereby, most of the teachers preferred teacher-centered lecture method compared to student-centered learning. They focused on student understanding but did not encouraged students with higher-order thinking skills (Tajularipin, Vickneswary, Diwiyah, Raidah, & Suzieleez Syrene, 2017). This scenario will affect the level of teacher competencies.

It is therefore, the Ministry of Education Malaysia (MOE) (2013), highlights the importance of relationships betw een student performances and teacher competence. For this purpose, teachers were evaluated using a new teacher evaluation instrument that was initiated in 2014. The dimensions that have been measured was an assessment of teaching and learning, professional activities outside the classroom, and teacher's professional contribution to community. Apart from that, teacher

competency will also increase the level of students' motivation to learn.

As defined by Ryan & Deci (2000), achievement motivation is as an effort and individual desires to learn and work hard to achieve excellence results either in the academic fields or skills. Researcher Aydin & Coskun(2011) found that achievement motivation is one of the important elements to show either the students have reach their level or not in their achievement. Achievement motivation influences students' behavior and action. Hence, the students would tried their best to increase an effort in academic fields and skills especially for vocational colleges students (Mohd Effendi Ewan, Ahmad Zamri, & Nordin, 2015; Mohd. Rustam et al., 2014; Nasrin & Begum, 2013; Noor Erma & Eu, 2014). The study was supported by Siti Nor Idayu & Mohamad Hisyam (2015) who found that intrinsic motivation influences students to do better in their On Job Training (OJT). While, Lee (2010) reported that repeated reinforcement by teachers encouraged students to be more motivated in their study. Researcher Nasrin and Begum (2013) also agreed that there was a significant relationship between achievement motivation and students achievement either in academic fields or skills.

## III. METHODOLOGY

This study is a quantitative correlation research. All participants were required to answer questionnaires which had been distributed and administered by the researcher. A permission to conduct the study was obtained from the Division of Research and Development (EPRD), Ministry of Education, Division of Technical and Vocational Education (BPTV) and subsequently from administers of each vocational colleges involved.

## IV. THE PARTICIPANTS

The samples of this study were 360 students from 13 vocational colleges all around Malaysia. Samples were chosen by random stratified sampling technique. The sample size was determined by using sampling method of (Bartlett, Kotrlik, & Higgins, 2001; Cochran, 1977). A random stratified sampling technique was used to ensure the research samples were balanced with each layer of research population (Reeves, 1993).

## V. DATA COLLECTION

All the data were collected using questionnaires through two instruments as follows:

i. Teacher Competency (IKG)vp by (Nor Aniza, Siti Aishah, Lay Nee, & Nor Hashim, (2016) which was consists of 94 items in four domains; planning and preparation (11 items), classroom climate (28 items), teaching (39 items) and profesional responsibilities (20 items).

ii. Achievement Motivation by (Vallerand, 1992) which was consist of 28 items in three domains; intrinsic motivation (12 items), extrinsic motivation (12 items) and amotivation (4 items).

While to measure student's performance, all the data were collected from Operation Unit, Technical and Vocational Education, Ministry of Education Malaysia.

## VI. FINDINGS

Findings were based on the objective of the study:

### Direct Relationships between Teacher Competency and Achievement Motivation with Students' Achievement

Hypotheses testing analysis was conducted to measure a direct relationship through Structural Equation Modeling (SEM) have showed that 31 percent of $R^2$ value were determined by teacher competency and achievement motivation. There was a positive significant relationship between teacher competency and students' achievement ($\beta$=.724, p<.001) and achievement motivation showed that there was a negative significant relationship between achievement motivation and students' achievement ($\beta$=-.450, p<.001). While, there was a positive significant relationship between teacher competency and achievement motivation ($\beta$=.647, p<.001).

TABLE 1: DIRECT RELATIONSHIPS FOR HYPOTHESES TESTING ANALYSIS

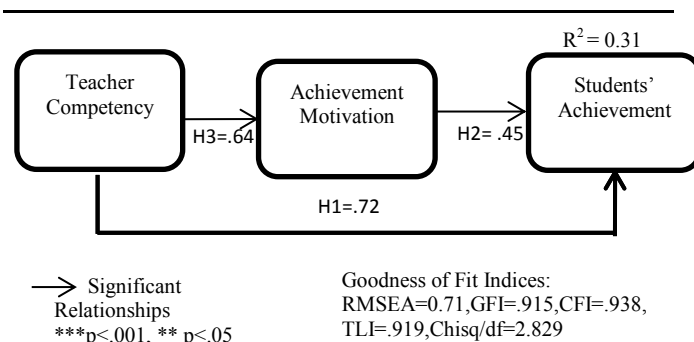| No. | Hypotheses | Relationship |
|---|---|---|
| 1. | H1: There was a significant relationship between teacher competency and students' achievement. | TC → SA |
| 2. | H2: There was a significant relationship between achievement motivation and students' achievement. | AM → SA |
| 3. | H3: There was a significant relationship between teacher competency and achievement motivation. | TC → AM |



Figure 1. Results of Hypotheses Testing For Direct Relationships

### Mediating Effects of Relationships between Teacher Competency and Achievement Motivation with Students' Achievement

Mediating effects was tested by Multi Modal Analysis (MMA) through Structural Equation Modeling (SEM) with

Amos. According to Hayes and Preacher (2010) to identify the mediating effects, indirect relationships must excluded zero values and mediator will occurs in each of the relationships when direct relationships and indirect relationships has been measured. Full mediation will occurs when indirect relationships was insignificant but direct relationships was significant (Pearl, 2001; Wang, Jackson, Gaskin, & Wang, 2014).

Partial mediation effects occurred when indirect relationships (β=0.124) > direct relationships (β=0.117). Table 2 showed that achievement motivation as a mediator in relationships between parental involvement and students' achievement when direct relationships was insignificant (*p*=.936) towards students' achievement after achievement motivation was included in the model. While, indirect relationships showed a significant value (*p*=.001). At the same time, there is decreasing in *Beta (β)* values which is .323 for direct relationships model $(X{\to}Y)_1$ to .005 for full mediation model $(X{\to}Y)_2$.

TABLE 2: MEDIATING EFFECTS OF RELATIONSHIPS BETWEEN TEACHER COMPETENCY AND ACHIEVEMENT MOTIVATION WITH STUDENTS' ACHIEVEMENT

| Path Hypotheses | B | SE | Beta | CR | P |
|---|---|---|---|---|---|
| Direct Relationships Model: | | | | | |
| Teacher Competency → Students'Achievement $(X{\to}Y)_1$ | .74 | .12 | .58 | 6.35 | 00 |
| Full Mediation Model: | | | | | |
| Teacher Competency → Students' Achievement $(X{\to}Y)_2$ | .69 | .10 | .32 | 6.63 | .00 |
| | | .11 | .55 | 7.39 | .00 |
| Teacher Competency → Achievement Motivation $(X{\to}M)$ | .80 | .07 | (.28) | (3.62) | .00 |
| Achievement Motivation→ Students' Achievement $(M{\to}Y)$ | (.25) | | | | |

\* Results: There is partial mediation occurs

## VII. DISCUSSION

From the results, there were significant relationships between teacher competency and achievement motivation, teacher competency and students' achievement, and achievement motivation and students' achievement. Teacher's practice in classroom such as preparing class early in the morning, having a good pedagogy skills, maintaining classroom environment and doing their profesional responsibilities towards students will motivate the students to understand the lessons effectively. Students will give their attention in their study and encourage them to think on what is the benefits of their studies for the future. It is supported by Furrer & Skinner (2003) were stated that teacher's involvement was central to children's experience in the classroom and that teacher provision of both autonomy and support optimal structure predicted children's motivation throughout the year. This indicates that students-teacher relationship will improve the achievement among the students. Previous study by

Guvenc (2015) also indicates that motivational support provided by teachers has an effect on the students' motivation orientation and active class participation. There are many factors that will contribute to student's achievement for instance motivation, parental involvement and teaching practices. Research on factors influences student's achievement in technical and vocational school in Johor founds that teaching styles was contribute to student's achievement (Noor Erma & Eu, 2014).

While, motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on our emotions and achievement-related goals. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. The findings between achievement motivation and students achievement (AM→ SA, β=-.450, *p*<.001) was found that there was a significant relationships between achievement motivation with students' achievement. However, the relationships was negative which contradicted with the theory of achievement motivation (McClelland, 1985). This negative relationship means that when students' motivation was increased, at the same time students' achievement will decrease. This situation occurred because of students' achievement among vocational colleges were measured for both academic and skills. In vocational colleges, students' were exposed with 40 percent academic and 60 percent skills. Skills were required for students to have high competency and commitment at the colleges. Even though, the motivation among students was high, but the factor was not influenced the skills that they have to learn. There were many external factors that encourage students' to excel in their education for example peers and environmental (Zaidatol Akmaliah & Afsaneh, 2011).This finding supports a research by Elliot & Church (1997) that proved competency was rejected to avoid performance goals and as a result the achievement motivation among students will decrease even though their performance were high. Competency among students will cause low achievement especially in academics. This findings were in line with research by Habibah & Wan Rafaei (1995) among the universities students which negatively significant in coursework.

This finding was lead to contribute the body of knowledge in theoretical aspect. Previously, achievement motivation theorists focus their research attention on behaviors involving competence. Here, the aspect of competency was measured in students' achievement among vocational colleges' student. They were aspire to attain competence or may strive to avoid incompetence, based on the earlier approach-avoidance research and theories. The desire for success and the desire to avoid failure were identified as critical determinants of aspiration and behavior by a theorist, McClelland (1985) when he proposed that there were two kinds of achievement motivation, one oriented around avoiding failure and the other around the more positive goal of attaining success.

Students' will perform from a given task by a teacher. A task involvement goal that focused on the development of competence and task mastery was one the approach, and the other being a performance or ego involvement goal directed toward attaining favorable judgments of competence. The avoidance orientation involved an ego or performance goal aimed at avoiding unfavorable judgments of competence.

Presently, achievement goal theory was the predominant approach to the analysis of achievement motivation. First, most theorists institute primary orientations toward competence, by either differentiating between mastery and ability goals or contrasting task and ego involvement. A contention was raised toward the achievement goal frameworks on whether or not they were conceptually similar enough to justify a convergence of the mastery goal form (learning, task involvement and mastery) with the performance goal form (ability and performance, ego involvement, competition). Secondly, most modern theorists characterized both mastery and performance goals as approach forms of motivation, or they were failed to consider approach and avoidance as independent motivational tendencies within the performance goal orientation (Elliot & Church, 1997). The type of orientation adopted at the outset of an activity creates a context for how individuals interpret, evaluate, and act on information and experiences in an achievement setting. Adoption of a mastery goal is hypothesized to produce a mastery motivational pattern characterized by a preference for moderately challenging tasks, persistence in the face of failure, a positive stance toward learning, and enhanced task enjoyment. A helpless motivational response, however, is the result of the adoption of a performance goal orientation. This includes a preference for easy or difficult tasks, effort withdrawal in the face of failure, shifting the blame of failure to lack of ability, and decreased enjoyment of tasks. Some theorists include the concept of perceived competence as an important agent in their assumptions. Mastery goals were expected to have a uniform effect across all levels of perceived competence, leading to a mastery pattern. Performance goals can lead to mastery in individuals with a high perceived competence and a helpless motivational pattern in those with low competence (Elliot & Church, 1997).

While, achievement motivation as a mediator between parental involvement and students' achievement were also in line with findings by (Chen et al., 2015; Gonida & Cortina, 2014; Hayes & Preacher, 2010). They were agreed that teacher competency was influenced directly but when achievement motivation comes in between, it would give a better impact in students' achievement. Students would give more effort because they were cleared with their goals and fully supported by teachers. Encouragement, attention and collaboration by teachers were part of the intrinsic and extrinsic motivation that was measured in this study. Researcher Charlotte (2014) also found that teachers who always maintained all the dimension in teaching observations to the students will encourage them to get better results in examination. Competency value from teachers will give better direction to students and comprehend them why they need to learn and go to colleges.

## VIII. CONCLUSION

This paper was provided a short discussion on the findings of teacher competency, achievement motivation and students' achievement in this research. There were relationships between variables that have been measured and the model was achieved the goodness of fit indices. On the other hands, the model was contributed as an additional literature on teacher competency and the body of knowledge on achievement motivation theory in the context of Malaysian education. However, further study should be conduct to improve the implementation of teacher competency especially when it was related to achievement motivation in order to increase the achievement among the vocational colleges.

## REFERENCES

Aydin.F, & Coskun.M. (2011). Secondary school students:"Achievement Motivation towards Geography lessons". *Arhives of Applied Science Research*, *3*(2), 121–134.

Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, *19*(1), 43–50. doi:10.1109/LPT.2009.2020494

Charlotte, D. (2014). Teacher Evaluation and Development in the Common Core Era Where It All Began. In C. Danielso (Ed.), *ASSD Annual Conference, March 16, 2014*. Los Angeles, California: The Danielson Group.

Chen, H., Newland, L. A., Liang, Y., Giger, J. T., Newland, L. A., Liang, Y., & Giger, J. T. (2015). Mother Educational Involvement as a Mediator Between Beliefs , Perceptions , Attachment , and Children' s School Success in Taiwan. *Journal of Family Studies*, *9400*(December), 1839–3543. doi:10.1080/13229400.2015.1020985

Cochran, W. F. (1977). *Sampling techniques*. (John Willey & Sons, Ed.) (Third Edit.). United States of America: Harvard University. Retrieved from https://scholar.google.com.tr/scholar?q=sampling+techn iques&btnG=&hl=en&as_sdt=0,5#0

Elliot, A. J., & Church, M. A. (1997). A Hierarchical Model of Approach and Avoidance Achievement Motivation. *Journal of Personality and Social Psychology*, *72*(1), 218–232.

Furrer, C., & Skinner, E. (2003). Sense of Relatedness as a Factor in Children's Academic Engagement and Performance. *Journal of Educational Psychology*. doi:10.1037/0022-0663.95.1.148

Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 376–396. doi:10.1111/bjep.12039

Guvenc, H. (2015). The Relationship Between Teachers' Motivational Support and Engagement versus Disaffection. *Journal of Educational Sciences: Theory and Practice*, *15*(3), 647–657. doi:10.12738/estp.2015.3.2662

Habibah, E., & Wan Rafaei, A. R. (1995). Achievement Motivation of University Students. *Pertanika Journal of Social Science and Humanities*, *3*(1 (ISSN:0128-7702)), 1–10.

Hayes, A. F., & Preacher, K. J. (2010). Quantifying and Testing Indirect Effects in Simple Mediation Models When the Constituent Paths Are Nonlinear. *Multivariate Behavioral Research*, *45*(4), 627–660. doi:10.1080/00273171.2010.498290

Lee, I. (2010). The Effect of Learning Motivation , Total Quality Teaching and Peer-Assisted Learning on Study Achievement : Empirical Analysis from Vocational Universities or Colleges ' students in Taiwan. *The Journal of Human Resource and Adult Learning*, *6*(December), 56–73.

McClelland, D. C. (1985). How Motives, Skills and Values Determine What People Do. *American Psychologist*, *40*(7), 812–825. doi:10.1037/0003-066X.40.7.812

Mohd Effendi Ewan, M. M., Ahmad Zamri, K., & Nordin, A. R. (2015). The Influence of AQ on the Academic Achievement among Malaysian Polytechnic Students. *International Educational Studies*, *8*(6), 69–74. doi:10.5539/ies.v8n6p69

Mohd. Rustam, M. R., Azlina, K., Hamdan, S., Norashuha, T., Noriadah, A. K., & Van, N. T. (2014). Correlational Analyses Between Mathematics Anxiety and Mathematics Achievement Among Vocational College Students. *Jurnal Teknologi*, *6*, 117–120.

Nasrin, & Begum, P. (2013). A Study of Achievement Motivation and Vocational Interests of Secondary School Students. *Excellence International Journal Of Education and Research*, *1*(1 September. ISSN 2322-0417.).

Noor Erma, A., & Eu, L. K. (2014). Hubungan Antara Sikap, Minat, Pengajaran Guru dan Pengaruh Rakan Sebaya terhadap Pencapaian Matematik Tambahan Tingkatan 4. *Jurnal Kurikulum Dan Pengajaran Asia Pasiifik*, *2*(1), 1–10.

Nor Aniza, A., Siti Aishah, H., Lay Nee, C., & Nor Hashim, O. (2016). The Typlogy of Parental Engagement and its Relationship with the Typlogy of Teaching Practices, Motivation Achievement, Self-Concept and Academic Achievement. *Journal of Management and Marketing Review*, *1*(1).

Pearl, J. (2001). Direct and Indirect Effects. In *Proceedings of the Seventeenth Conference on Uncertainy in Arifical Intelligence* (pp. 411–420). San Francisco: University of California.

Reeves, C. R. (1993). Using Genetic Algorithms With Small Populations. *Proceedings of the 5th International Conference on Genetic Algorithms*, 92–99.

Ryan, R., & Deci, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*(1), 54–67. doi:10.1006/ceps.1999.1020

Siti Nor Idayu, M. N., & Mohamad Hisyam, M. H. (2015). Pelaksanaan Program Transisi bagi Memperkasakan Murid Berkeperluan Pendidikan Khas Masalah Pembelajaran( BPKMP ) ke Alam Kerjaya. In *The 3rd Global Summit on Education GSE 2015 (e-ISBN 978-967-0792-01-1), 9-10 March 2015, Kuala Lumpur, Malaysia* (Vol. 3, pp. 672–683). Batu Pahat, Johor: Univeriti Tun Hussein Onn Malaysia. Retrieved from http://wwwworldconferences.net

Tajularipin, S., Vickneswary, M., Diwiyah, M., Raidah, H., & Suzieleez Syrene, A. R. (2017). Implementation of Higher Order Thinking Skills in Teaching Of Science : A Case Study in Malaysia. *International Research Journal of Education and Sciences (IRJES)*, *1*(1), eISSN 2550–2158.

Tomic, W. (1985). Effective Teaching Practices. *Educational Psychology*, 246–257.

Vallerand, R. J. (1992). *The Academic Motivation Scale : A Measure Of Intrinsic, Extrinsic And Amotivation In Education*.

Wang, J. L., Jackson, L. A., Gaskin, J., & Wang, H. Z. (2014). The Effects of Social Networking Site (SNS) Use on College Students' Friendship and Well-being. *Computers in Human Behavior*, *37*, 229–236. doi:10.1016/j.chb.2014.04.051

Zaidatol Akmaliah, L. P., & Afsaneh, B. (2011). Malay Students ' Entrepreneurial Attitude and Entrepreneurial Efficacy in Vocational and Technical Secondary Schools of Malaysia. *Pertanika Journal Social & Human*, *19*(2), 433–447.

# The Effect of Education in Early Childhood Education (PAUD) on the Character Building of Children

Fani Julia Putri

***Abstract* -- This study aims to determine education in Early Childhood Education (PAUD), knowing the character formation of children in early childhood and the influence of education programs in early childhood to the formation of children's character in West Java, Indonesia. The method used in this research is logistic regression method with quantitative research approach and saturated sampling technique. Data collection in this study used questionnaires, interviews and literature studies. Respondents in this study consisted of 80 people that divided into various Early Childhood Educations (PAUD) in Sukasari West Java Indonesia. The results of this study are (1) Education in early childhood as a first step or orientation of children before taking a kindergarten and elementary school. Early Childhood Education (PAUD) as an institution of early education has a function as an institution which instill values and norms to children from the beginning of their development; (2) The character building of children in Early Childhood Education (PAUD) is influenced by various things such as facilities, programs, and parenting patterns; (3) There is influence of education in Early Childhood Education (PAUD) to the formation of child character. Where early education in the form of early childhood education has been shown to have a positive effect on the character development of children. Early Childhood Education (PAUD) in the upper middle class is quite different from the lower middle class in the formation of children's character. The differences can be seen in terms of adequate facilities, interesting and varied, and Early Childhood Education (PAUD) programs that have been designed as well as possible for the formation of children's character**

***Keywords* -- Education, Early Childhood Education (PAUD), Child character**

## I.     INTRODUCTION

Early Childhood Education is very important and useful (Sylva, et all, 2004), (Krombholz, 2006). One of usefulness of early childhood education is character building of children relating with social behaviors (Marylin, et all, 1999)(Lappalainen, 2009)(Musser, et all 2010).Character building is very important for children before they joined in formal education as basic knowledge for them in order to adapt with school environment (Bulach, 2010)(Brannon, 2012).One of forms of character building of children in early childhood education is that children are taught from early to have good attitudes, e.g. politeness, discipline, respectful etc. (Lickona, 2006)(Brannon, 2012). Those attitudes will be useful for children in their daily life (Lareau, 1987)(Burchinal, et all, 2002).

Fani Julia Putri, Socioloy of education, Indonesia University of Education, Indonesia (Email address:fani.juliaputri@student.upi.edu).

The Early Childhood Education as one of institutions in early childhood education affairs also different quality. For The Early Childhood Education having A (best) of accreditation, character building program serves well with including parents in every processes. But, it does not occur in usual The Early Childhood Education (Collins, 2009). This research aims to know the effect education in The Early Childhood Education to character building of children.

## II.     THEORY

In this study to examine the influence of early childhood education on the character building of children. Education must have started from an early age so as not to be late. So it is important for children to get Early Childhood Education (PAUD) (Martini, 2006).

Early childhood education (PAUD) is a coaching effort aimed at children from birth up to the age of six that is done through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness in entering further education. Early Childhood Education (PAUD) has not received much attention. Currently, early childhood education is only acquired by a small number of children in Indonesia. The results of data collection Depdiknas in 2012, only 38 percent of 28.7 million children aged ¬6 years who received early education. The ratio of the number of educational institutions and early childhood is estimated to be 1: 8. These data show that early childhood education (PAUD) has not been adequately addressed when the child's cognitive developmental capacity can already be established at an early age well below school age (Enung, 2006). This is a problem that needs to get attention where there are still many parties who do not know the importance of the education of the child's age for the development of children's character. In fact, early childhood play a role for the development of children.

According to Rista (2009) children aged 3-6 years are children who are in a sensitive period or sensitive period, which is a period in which a certain function needs to be stimulated, directed so as not hampered its development. When the ability to speak the child is not stimulated then the child will have difficulty speaking in later times. In addition to the above opinion, Yusuf (2000) also states that child-sensitive periods at this age include sensitivity to environmental order, exploring the environment with tongue and hands, sensitive to walking, sensitive to small objects and detail, as well as to social aspects life.

Theo and Martin (2004) view the 4-6 year age period as a sense of initiative phase. In this period the child should be encouraged to develop initiatives, such as the  pleasure  to

ask questions of what is seen, heard and felt. If the child is not impeded by his or her environment, the child will be able to develop the initiative, and creative power, and the productive things in his / her favorite field. Teachers who always help, give advice, and help do something when children can do it alone, according to Theo and Martin (2004) can make children do not get a chance to make mistakes or learn from the mistake. In this phase, it is assured that the opportunity to initiate (with the trust and independence that enable it to initiate), will foster the ability to initiate. Conversely if too much is prohibited and reprimanded, the child will be overwhelmed with guilt and guilty.

Another expert named Hurlock (1978) reveals that childhood is a very important and valuable phase, and is a period of formation in the period of human life. Therefore the child's time is often viewed as a golden age for the implementation of education. Childhood is a very fundamental phase for the development of individuals because at this phase of the occurrence of a very large opportunity for the formation and development of a person. According to Hurlock, if an adult is able to provide a "garden" designed to suit the potential and innate children, then the child will develop naturally. Jean Piaget and Lev Vygotsky constructivist scholars argue that children are active and have the ability to build on their knowledge. The child mentally constructs his knowledge through reflection on his experience. It is expected that early childhood education (PAUD) can facilitate children to develop optimally.

## III.　　METHOD

This research uses quantitative research approach. Object in this research is parents of someThe Early Childhood Education institutions. Population in this research is all of parents of four The Early Childhood Education institutions that are located in West Java, Indonesia. The four The Early Childhood Education institutions are classified into three categories based on social class of parents, education system and school facilities. Amount of all children in the four The Early Childhood Education institutions are 80 children. So, amount of population in this research are 80 parents. There are some reasons the researchers use population of four The Early Childhood Education institutions at Sukasari, Bandung. First, based on first observation towards some The Early Childhood Education institutions in same sub-districts, the four The Early Childhood Education institutions are appropriate with classification of social class that will be researched based on aspects such as school facilities, parent income, school fee, and learning program. Second, the locations are easy to be accessed by researchers. Third, the institutions that could be joined in cooperation help researchers in conducting this research.

Technique of sampling in this research use non-probability sampling. From any technique of non-probability sampling, researchers select technique of saturated sampling (census). In this research, the reason of researchers select technique of saturated sampling is

because this research uses sample from the whole of population. Besides that, amount of population in this research is relatively little so as using the whole of data of population so that data generated is representative. Collecting data in this research uses questionnaire with kind of closed-questionnaire. The questionnaire in this research consists of 20 questions with two variables, they are, dependent variable that is the effect of education in The Early Childhood Education institution, and independent variable that is character building of children. There are two alternative answers using nominal scale they are yes or no answers that aims to know whether there is effect of education in The Early Education Institution towards character building of children.

Analyzing data in this research uses logistic regression analysis (Morton, et all 2009) (Santoso, 2010). Technique in processing this data does not need normality test and classic assumption test on dependent variable anymore. When applying logistic regression analysis, it would be applied some tests; first, testing the feasibility of the regression model by testing null hypothesis that empiric data is appropriate with model; second, grading the whole of models by comparing values between -2log likelihood at the beginning and -2log likelihood at the end; third, determination coefficient by knowing how big of the effects of education in The Early Childhood Education Institution simultaneously affects to independent variable, that is, character building of children.

## IV.　　RESULT AND DISCUSSION

### Result

The researchers conduct research with the amount of sample is 80 persons with category of dependent variable, that is, code 0 including not built character of children and code 1 including built character of children. In this case, the effect of education in The Early Childhood Education Institution is the reason that builds character of children. If it just involves dependent variable, null hypothesis will be rejected (there is not effect of education in The Early Childhood Education Institution towards character building of children).

It means if it just involves dependent variable, it will not be synchronous with data. After independent variable involved, it indicates that adding independent variable can give real effects towards research. In other words, the research is synchronous with data. By involving both variables, in logistic regression called likelihood maximum test, the answer for hypothesis of simultaneous effects of independent variable towards dependent variable is receiving $H_1$ and rejecting $H_0$, or that is, there is significant effects simultaneously education in The Early Childhood Education Institution towards character building of children.

For seeing capability of independent variable in explaining dependent variable is used Pseudo R-square, or cox and snell R-square, and nagelkerke R-square. The value of nagelkerke R-square in this research is 0.607 and

the value of cox as well as snell R-square are 0.449. The capability is shown in table below:

TABLE I: THE EFFECTS OF INDEPENDENT VARIABLE TOWARDS DEPENDENT VARIABLE

| The Amount of the Effects | |
|---|---|
| Variable X towards variable Y | 60.7 % |
| Another factors | 39.3 % |
| Total | 100 % |

Source: processed by researchers (2016)

Table 1 indicates that the capability of independent variable in explaining dependent variable in this research is 60.7 % and 39.3 % of another factor out of research that explain dependent variable.

According to table of Hosmer and Lemeshow Test, that is, table examine whether model used is appropriate or not. It is appropriate if there is no significant difference between models and their values of observation. In this research, it indicates that models could be received and hypothesis test could be conducted because there is no significant difference between models and their values of observation.

Seen from table 3, the classification based on empiric data is generated that in this research there are 48 children examine good character building of children, whereas 32 children do not examine achieving character building of children.

TABLE II: DATA CLARIFICATION

| Character Building of Children | |
|---|---|
| Reached | 48 |
| Not reached | 32 |
| Total | 80 |

Source: processed by researchers (2016)

Besides that, based on the result of findings of the research it is found that the effect of education in The Early Childhood Education Institution towards character of children is shown in picture below:
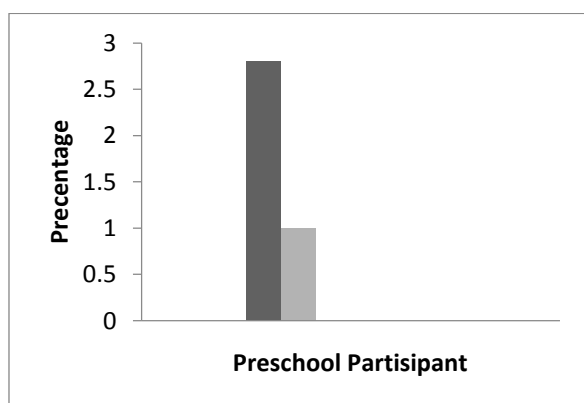


Picture 1. The Effect of Education in the Early Childhood Education Institution towards Character of Children
Source: Processed by researchers (2016)

The picture above explains that education in The Early Childhood Education Institution affects towards character building of children as much 2.858 fold more than children who do not learn in The Early Childhood Education Institution. The value of B is same with natural logarithm from 2.858 = 1.050. Because the value of B is positive, education in The Early Childhood Education Institution has positive relation with character building of children.

***Discussion***

Analysis report is conducted by software set of IBM Statistic of SPSS Statistic 20 for Windows (IBM, 2001). For predicting dependency of every variable from dependent variable, that is, education in in The Early Childhood Education Institution towards character building of children.

According to researchers' hypothesis indicates that education in The Early Childhood Education Institution affect towards character building of children. The Early Childhood Education Institution as an institution for early education serves as institution embeds values and norms to children since the beginning of their development. The effect of existence of The Early Childhood Education Institution towards character building of children could be seen from changes in children's behaviors from wayward become obedient, and from the beginning naughty become manageable. In practice, the good qualified The Early Childhood Education Institution can contribute towards character building of children. This is supported by complete facilities and infrastructures, oriented programs, and relation of cooperation between institution and children's parents intensively (Heckman, 2011).

In this research, education system in The Early Childhood Education Institution affect towards character building of children. This is because The Early Childhood Education Institution plays important roles in building characters of early children although that is base of character building is children's family. Our findings, education in The Early Childhood Education Institution of middle class has enough difference with education in The Early Childhood Education Institution of lower class in character building of children. The differences can be seen from adequate, interesting and varied facilities aspect as well as The Early Childhood Education Institution programs that had been planned as good as possible for character building of children. Of course, this supports to invest useful social, moral and religion norms for children in future whereas education in The Early Childhood Education Institution of middle-lower class they have limitation of facilities and educators, as well as the programs planned are not applied maximally, so this would hamper to invest useful norms for character building of children. Based on this, it seems that there is gap in The Early Childhood Education Institutions in this research between The Early Childhood Education Institution of middle class and The Early Childhood Education Institution of middle-lower class. This is agree with Collins (2009) that for The Early Childhood Education Institution of higher class, program of character building of children will go well by involving parents in every process. But, that will differ with usual The Early Childhood Education Institution.

## V. CONCLUSION

All this time, education in family environment does not contribute enough for supporting competency achievement and character building of children. The high parents' activities relatively, the lack of parents' knowledge towards children development and the effects of out-of-home could affect towards character building of children. One of alternative ways to face those problems is by joining children in The Early Childhood Education Institution, by integrating and optimizing informal education activities in family environment and formal education activities in school environment.

Based on the research conducted, it can be concluded that there is effetc of education in The Early Childhood Education Institution towards character building of children. In fact, early education such as early childhood education is proved twofold affect positively towards character building of children. So, there is effect of education in The Early Childhood Education Institution at Suakasari, Bandung.

## REFERENCES

Apriana, Rista (2009). *Relationship of Early Childhood Education (Paud) With Cognitive Development of Preschoolers in Tinjomoyo Sub-District Banyumanik Sub-district, Semarang*. Undergraduate thesis, Diponegoro University.

Brannon, D. (2012). *Character Education: Its a Joint Responsibility*. London: Routledge Publisher. Vol (October 2014), 37–41. http://doi.org/10.1080/00228958.2008.10516496

Bulach, C. R. (2010). *Implementing a Character Education Curriculum and Assessing Its Impact on Student Behavior*. London: Routledge Publisher. Vol*76 (2)*(October 2014), 37–41. http://doi.org/10.1080/00098650209604954

Collins, J. (2009). *Social Reproduction in Classrooms and Schools*. New York: Departement of Anthropology. https://doi.org/10.1146/annurev.anthro.37.081407.085242

Enung, F. (2006). *Developmental Psychology: Development of Learners*. Bandung: CV Pustaka Setia.

Heckman, B. J. J. (2011). *The Value of Early Childhood Education*. USA: *American Educator*.

Hurlock, Elizabeth, B. (1978). *Child Development, Sixth Edition*. New York: Mc. Graw Hill, Inc

Krombholz, H. (2006). *Physical Performance In Relation To Age, Sex, Birth*.

Lappalainen, S. (2009). *Making Differences and Reflecting on Diversities : Embodied Nationality Among Preschool Children*. Finland:International Journal of Inclusive Education Vol*13*(1), 63–78. http://doi.org/10.1080/13603110701273691

Lareau. (1987). *Social Class Diffferences in Family-School Realtionship:The Importance of Cultural Capital*. USA: American Sociological Association. Vol*60 (2)*, 73–85.

Lickona, T. (2006). *Journal of Moral Education: Eleven Principles of Effective Character Education*. London: Routledge Publisher. Vol (January 2015), 37–41. http://doi.org/10.1080/0305724960250110.

Marilyn et al. (1999). *Cooperative Behavior Impact Of Space And Color In The Physical Environment On Preschool Children ' S Cooperative Behavior*. Jurnal: Environment and Behavior. Sage Publication Inc. Vol *31*(3), 413–428. Retrieved from http://eab.sagepub.com

Martini, J. (2006). *Development Of Childhood Kindergarten Development: Guidelines For Parents And Teachers*. Jakarta: PT Grasindo.

Morton, R.F, Hebel, J.R, McCarter, R.J. 2009. *Guide of Epidemiologi dan Biostatisk Study*. Jakarta: Penerbit Buku Kedokteran EGC

Musser, L. M& Diamond, K. E. (2010). *The Children ' s Attitudes Toward the Environment Scale for Preschool Children*. London: Routledge Publisher.*30 (2)*(November 2014), 23–3–. http://doi.org/10.1080/00958969909601867

Santoso, Singgih. 2010. *Statistik Multivariat*. Jakarta: PT Elex Media Komputindo

Sylva, et all. (2004). *The Effective Provision of Pre-School Education ( EPPE ) Project : Findings from Pre-school to end of Key Stage*1, (November), 1–10.

Theo, R & Martin, H. (2004). *Early Childhood Education: Psychological And Pedagogical Guidance For Educators And Parents*. Jakarta: PT Gramedia Widiasarana

Yusuf, L N, Syamsu. (2000). *Psychology of Child and Adolescent Development*.
Bandung: Remaja Rosdakarya.

# Effects of Parents' Social Class Gap towards Children's Character Building in Early Childhood Education (PAUD)

Elga Desmaryanti

*Abstract* -- **This research is motivated by the importance of character formation of children from an early age that formed from the learning and absorption of the environment children, especially families. This research aims to know gap of the social class of parents, to know character building of children in preschool and the influence of social class gap parents on the character building of Early Childhood Education (PAUD) children in Sukasari, Bandung, West Java, Indonesia. The method used in this research is quantitative research approach with logistic regression method. Respondents in this study were selected using a saturated sample technique consisting of parents or guardians of Early Childhood Education (PAUD) children in Sukasari, Bandung who are divided into higher social class and lower social class. The main result of this research is there is effects of parents' social class gap towards children's character building in Early Childhood Education (PAUD), where the parents of higher social class are proven threefold that it is more concerned with character development of children than lower-class parents. Higher class parents prioritize pre-school education. This is supported by the higher level of income of parents will make it easier for them to send their children to have a good character that is by choosing a good quality Early Childhood Education (PAUD).**

*Keywords* -- **Gap of social class, Early childhood education (PAUD), Character building of children**

## I. INTRODUCTION

Education is an important element for the progress of a nation, therefore every citizen must and must follow every level of education. In the field of education, a child from birth needs appropriate services in the fulfillment of educational needs along with an understanding of the characteristics of the child according to their growth and development will be very helpful in adjusting the learning process for children with age, needs, and conditions of each, either intellectually, emotionally And social. Child education can be started from Early Childhood Education (PAUD). Early Childhood Education (PAUD) is very important and useful (Sylva, et al, 2004), (Krombholz, 2006). One of usefulness of early childhood education is character building of children relating with social behaviors (Children, 1999)(Musser, et all 2010).Character building is very important for children before they joined in formal education as basic knowledge for them in order to adapt with school environment (Bulach, 2010)(Brannon, 2012). One of forms of character building of children in early childhood education is that children are taught from early to have good attitudes, e.g. politeness, discipline, respectful etc. (Lickona, 2006) (Brannon, 2012). Those attitudes

Elga Desmaryanti, Indonesia University of Education, Indonesia (Email address: elgadesmaryanti@student.upi.edu).

will be useful for children in their daily life (Lareau, 1987)(Burchinal, et all, 2002).

Knowledge of parents relating taking a care patterns affect to character building of their children (Maccoby, 2000). So do with difference of parents' education, leaving, facilities, social class, motivation and values affects to development potential of children' talents (Sewell, et all 1967). A child who has social skills and knowledge of culture is easier to adapt in school than a child who does not have both (Lareau, 1999). Based on those differences, parents select different choices for preschool of their children. For parents of higher social class, they tend to select qualified and professional early childhood education that its accreditation has been certified, where as parents of lower social class select based on financial factor that tend to usual early childhood education (Mehan, 2014).

The role of parents of lower social class in character building of children is often confused. Taking a care patterns applied generally based on trial and error will generate accumulation of fails. They also join exercises and practice methods about taking a care patterns rarely (Dean, et all 1976). But instead, parents of higher social class make planned and maximal preparation for their children's needs (Lareau, 1999). This research aims to know gap between social class of parents in The Early Childhood Education at Sukasari, Bandung, to know character building of children in four of The Early Childhood Education and effects of parents' social class gap towards children's character building in Early Childhood Education (PAUD).

## II. LITERATURE REVIEW

This research concerns on gap between social class of parents and education in The Early Childhood Education. It occurs because there is social inequality. According to Pierre Bourdieu, social inequality (Bourdieu, 1984) (Weininger, 2005) is valuable for setting study of early childhood education and care. Sending children into school especially preschool is lifestyle (Bourdieu, 1984) (Weininger, 2005). It is because education is used by parents for strategy as their existences in society (Ball,et all, 2004).

Lifestyle of parents is formed by its sense for specific education and care setting (Swartz, 1997). According to Bourdieu's the result of research (Bourdieu, 1984), members of lower social class border themselves for specific lifestyle they believe that is relating with their needs and sources. As showed before, lifestyle of middle class is focused from social mobility to the top.

Care patterns of lower class focuses on "natural development achievement", whereas higher class is included in "integrated cultivation" (Lareau, 2002, 2011).

Both of the ways of organizing children education and care affect to their success in school (Bodovski,et all 2008) (Cheadle, 2009) (Redford, et.all, 2009) (Bodovski, 2010). By "natural development achievement", it means that children are being bound by their parents such as playing out of home, not bound by school rules and getting social skills naturally by playing with their peers or brothers/sisters, whereas for higher class society their "cultivation" experience structured days with school activities, in the morning children go to school and they come home by picking up by their parents after working and their activities contain its academics. Some activities that are done by school will build characters of children. Kind of activities are formed to give children extracurricular activities called as "enrichment activities"(Vincent, et all 2007). There are some researches from Germany about the use of out of home education and care children from different social-economic background. This study demonstrates between social-economy status and the use of out of home education and care. For example, a study of Youth Germany Institute (Bien, et. all, 2006) indicates that parents with financial source use the bigger for pay out caretakers for caring their children than parents who are not rich. When a family has high income and mother has high formal education, children might be included in organized activities out of crèche center.

As being hoped, children tend to demonstrate the better academic skills if their parents have higher education and indicate their attention for them. Statistic interaction between family and teacher background – children relation indicates closer relation with teacher with positive relation. All of person in school should be included in character building process and development of children.

## III. METHOD

This research uses quantitative research approach. Object in this research is parents of The Early Childhood Education from higher social class and middle-lower social class and The Early Childhood Education institutions. Population in this research is all of parents of four The Early Childhood Education institutions that are located in West Java, Indonesia. The four The Early Childhood Education institutions are classified into three categories based on social class of parents, education system and school facilities. Amount of all children in the four The Early Childhood Education institutions are 80 children. So, amount of population in this research are 80 parents. There are some reasons the researchers use population of four The Early Childhood Education institutions at Sukasari, Bandung. First, based on first observation towards some The Early Childhood Education institutions in same sub-districts, the four The Early Childhood Education institutions are appropriate with classification of social class that will be researched based on aspects such as school facilities, parent income, school fee, and learning program. Second, the locations are easy to be accessed by researchers. Third, the institutions that could be joined in cooperation help researchers in conducting this research.

Technique of sampling in this research use non-probability sampling. From any technique of non-probability sampling, researchers select technique of saturated sampling (census). In this research, the reason of researchers select technique of saturated sampling is because this research uses sample from the whole of population. Besides that, amount of population in this research is relatively little so as using the whole of data of population so that data generated is representative. Collecting data in this research uses questionnaire with kind of closed-questionnaire. There are two alternative answers using nominal scale they are yes or no answers that aims to know whether there is effect of gap between social class and education in The Early Education Institution towards character building of children. Validity test on this research questionnaire has been done by using SPSS program so that the questionnaire to be used to measure the research variables to be valid. The questionnaire in this research consists of 20 questions with dependent variable that is gap between social class in The Early Childhood Education institution, and independent variable that is character building of children. There are 20 questions given in this research as in the table below:

TABLE I: THE QUESTIONS OF THE RESEARCH

| No. | Statements |
|---|---|
| 1 | I get easy of information access about The Early Childhood Education Institution |
| 2 | I get sources of information about The Early Childhood Education Institution from family |
| 3 | I get sources of information about The Early Childhood Education Institution from close friend |
| 4 | I get sources of information about The Early Childhood Education Institution from others |
| 5 | Services of The Early Childhood Education Institution are relating with my desire |
| 6 | I am constrained by school fees when my child go to school firstly |
| 7 | I give aids such as financial/books/facilities/etc. to support activities in The Early Childhood Education Institution |
| 8 | I give more attention relating with activities out of The Early Childhood Education Institution |
| 9 | My main purpose to send my child to The Early Childhood Education Institution is to send him/her elementary school |
| 10 | I pay attention to my child when she/he is at home |
| 11 | My child prays before and after doing activities |
| 12 | My child is ever caught lying |
| 13 | My child admits faults he did |
| 14 | My child returns goods not belong to him/her |
| 15 | My child can interact with his/her friends |
| 16 | My child goes to school on time |
| 17 | My child always expresses words mannered |
| 18 | My child has been able to learn appropriate with his/her age development |
| 19 | My child often sing children songs |
| 20 | My child does not have to wait when he/she was learning in The Early Childhood Education Institution |

Analyzing data in this research uses logistic regression analysis (Morton, et all 2009) (Santoso, 2010). Technique in processing this data does not need normality test and classic assumption test on dependent variable anymore. When applying logistic regression analysis, it would be applied some tests; first, testing the feasibility of the regression model by testing null hypothesis that empiric data is appropriate with model; second, grading the whole of models by comparing values between -2log likehood at

the beginning and -2log likehood at the end; third, determination coefficient by knowing how big of the effects of gap between social class of parents towards character building of children in The Early Childhood Education Institution; fourth, simultaneous test by testing whether dependent variable that consists of gap between parent's social class in The Early Childhood Education Institution simultaneously affects to independent variable, that is, character building of children.

## IV. FINDINGS

The researchers conduct research with the amount of sample is 80 persons with category of dependent variable, that is, code 0 including not built character of children and code 1 including built character of children. In this case, gap between social class and education in The Early Childhood Education Institution is the reason that builds character of children. If it just involves dependent variable, null hypothesis will be rejected (there is not gap between social class in The Early Childhood Education Institution towards character building of children).

It means if it just involves dependent variable, it will not be synchronous with data. After independent variable involved, it indicates that adding independent variable can give real effects towards research. In other words, the research is synchronous with data. By involving both variables, in logistic regression called likehood maximum test, the answer for hypothesis of simultaneous effects of independent variable towards dependent variable is receiving $H_1$ and rejecting $H_0$, or that is, there is significant effects simultaneously between social class and The Early Childhood Education Institution towards character building of children.

For seeing capability of independent variable in explaining dependent variable is used Pseudo R-square, or cox and snell R-square, and nagelkerke R-square. The value of nagelkerke R-square in this research is 0.607 and the value of cox as well assnell R-square are 0.449. The capability is shown in table below:

TABLE II: THE EFFECTS OF INDEPENDENT VARIABLE TOWARDS DEPENDENT VARIABLE

| The Amount of the Effects | |
|---|---|
| Variable X towards variable Y | 60.7 % |
| Another factors | 39.3 % |
| Total | 100 % |

Table 1 indicates that the capability of independent variable in explaining dependent variable in this research is 60.7 % and 39.3 % of another factor out of research that explain dependent variable.

Seen from table 2, the classification based on empiric data is generated that in this research there are 48 children examine good character building of children, whereas 32 children do not examine achieving character building of children.

TABLE III: DATA CLARIFICATION

| Character Building of Children | |
|---|---|
| Reached | 48 |
| Not reached | 32 |
| Total | 80 |

After examined by SPS, it is found that social class affects towards character building. The amount of this effect could be seen in the picture below:
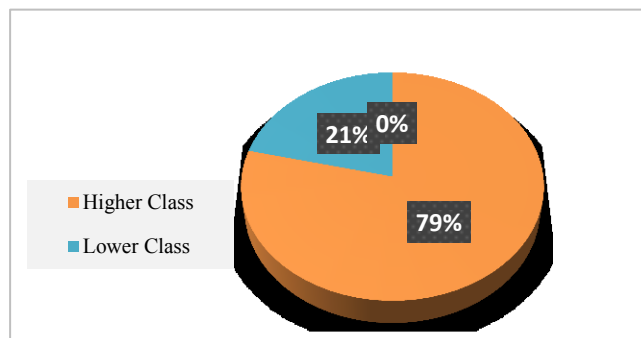


Figure I. Effects social class towards children's character building

Based on picture above, it explains that every variable has significant effect towards Y in this research. Social class has value of sig wald $0.000 < 0.05$, so it rejects $H_0$ or it means that social class gives significant effect towards character building of children. The amount of effects is indicated by value of EXP (B) or also called ODDS RATIO (OR) of social class variable with OR 3.778, so higher class more affects in character building 3.778 fold than lower class. The value of B = natural logarithm from 3.778 = 1.329. Because the value of B is positive, social class has positive relation with character building of children.

## V. DISCUSSION

Analysis report is conducted by software set of IBM Statistic of SPSS Statistic 20 for Windows (IBM, 2001). For predict dependent dependent variable that is social class of parent to forming child character.

According to researchers' hypothesis indicates that social class in The Early Childhood Education Institution affect towards character building of children. It means that there is gap between social classes towards character building of children where parents of higher class have more effect towards character building of children than parents of lower class. Based on the result of the research, it is known that the education level of parents mostly had passed undergraduate degree. This is appropriate with (Maccoby, 2000) that parents' knowledge relating with care patterns affect character building of their children. Based on the results of the research of parents' income, parents of higher class is easy to send their children to school for having better characters, that is, by selecting best qualified The Early Childhood Education Institution. This result of the research is appropriate with Dumais (Dumais, 2006) (Vincent & Ball, 2007) who said that parents of higher class more prioritize preschool education. According to the researchers, higher class category is just affected by factors of formed social stratifications, they are, education, authority, wealth and ancestry.

12

The effect of higher class towards character building of someone relate closely with material sources (income, access towards high quality education) and social sources (relations with family and peers). Both sources from time to time build characters and generate cultural norms(Stephens, et. all, 2014).Family is important agent for accessing those sources. A child of higher class family is easier to achieve highest level of education, health and social aspects (Chiu & Khoo, 2005). The family custom patterns are supporting factors in this case. The parents who encourage their children to be involved in activities that can develop their skills the result will differ with children who are just sent to school without careful planning (Chin, 2004) (Evans 2004). The higher social class has the bigger opportunity than the lower social class in case accessing education that is main factor for character building of children (Bailey & Dynarski, 2011).

The higher social classes tend to select qualified education for their children because school is the most affected factor for children' future. This is relating with financial, social network and employment opportunity (Lareau & Weininger 2008). Although education is the most important aspect in accessing sources, but in practice it seems different. Education practice always reflects and promotes cultural norms to create children better. School can promote norms through better learning experience, encourage special skills for children and internalize behavior patterns (Gamoran& Mare, 1989). But, not all of schools can apply those, it means that the only certain school.

## VI. CONCLUSION

The social class gap of parents towards the formation of the character of the child is seen in the parents of the higher social class preferring a higher education for their children than the lower social class parents. This will have an impact on differences in the character formation of children between higher and lower class of the social class. Although parents of higher class have good access for children's education, but they have limited time with their children. All this time, education in family environment does not contribute enough for supporting competency achievement and character building of children. The high parents' activities relatively, the lack of parents' knowledge towards children development and the effects of out-of-home could affect towards character building of children. One of alternative ways to face those problems is by joining children in The Early Childhood Education Institution, by integrating and optimizing informal education activities in family environment and formal education activities in school environment.

Based on the research that has been done, it can be concluded that there is a social class parental gap on the character formation of children. Where higher-class parents are proven to be three times more concerned with children's character development. Then there is the gap of parents' social class in Early Childhood Education (PAUD) to the formation of children's character in Sukasari Bandung.

## REFERENCES

Bailey, M. J., & Dynarski, S. M. (2011). Gains and Gaps: Changing Inequality In U.S College Entry and Completion.

Ball, et al. (2004).Middle Class Fractions, Childcare and The 'Relational' and 'Normative' Aspects of Class Practices. *The Sociological Review*, 52, 478–502.

Bien, W., Rauschenbach, T., & Riedel, B. (Eds.). (2006).Who is looking after Germany's children? Weinheim: *The German Youth Institute (DJI)*.

Bodovski, K. (2010). Parental Practices and EducationalAchievement: Social Class, Race and Habitus. *British Journal of Sociology of Education,* 31, 139–156.

Bodovski, K., &Farkas, G. (2008).'Concerted Cultivation' and UnequalAchievement in ElementarySchool. *Social Science Research*, 37, 903–919.

Bourdieu, P. (1984). Distinction: A social critique of the judgement of taste. Cambridge, MA: Harvard University Press.

Brannon, D. (2012). Character Education: Its a Joint Responsibility. London: Routledge Publisher, 37–41.

Bulach, C. R. (2010). Implementing a Character Education Curriculum and Assessing Its Impact on Student Behavior. London: Routledge Publisher.76 *(2)*(October 2014), 37–41.

Cheadle, J. E. (2009). Parent Educational Investment and Children's General Knowledge Development. *Social Science Research,* 38, 477–491.

Chin, T., & Phillips, M. (2004). Social Reproduction and Child Rearing Practices: SocialClass, Children's Agency, and The Summer Activity Gap. Sociology of Education, 77, 185–210.

Chiu, M. M., & Khoo, L. (2005). Effects of Resources , Inequality , and Privilege Bias on Achievement.USA: *American Educational Research Journal*. 42.

Collins, J. (2009). Social Reproduction in Classrooms and Schools. New York: Departement of Anthropology.

Dean, G., & Mckay, G. D. (1976). Systematic Training for Effective Parenting: Effects on Behavior Change of Parents and Children. USA: The University of Arizona Publisher.

Dumais, S. A. (2006). Early Childhood Cultural Capital, Parental Habitus, and Teachers' Perceptions. Poetics, 34, 83–107.

Eckhardt, A. G., & Riedel, B. (2012).Familialer Habitus und Inanspruchnahme außerfamilialer Bildungs-, Betreuungs- und Freizeitangebote bei unter dreijährigen Kindern [Family habitus and the use of out-of-home education, care and recreation for the under-threes]. Frühe Bildung, 1, 210–219.

Evans GW. 2004. The Environment of Childhood Poverty. *Am. Psychol,* 59, 77–92.

Gamoran, A., & Mare, R. D. (1989). Secondary School Tracking and Educational Inequality: Compensation , Reinforcement , or Neutrality. 94(5), 1146–1183.

Krombholz, H. (2006). Physical Performance In Relation To Age, Sex, Birth

Lareau. (1987). Social Class Diffferences in Family-School Realtionship:The Importance of Cultural Capital. USA: American Sociological Association. 60 (2*)*, 73–85.

Lareau, A., & Weininger, E. B. (2008). The context of school readiness: Social class differences in time use in family life. In A. Booth & A. C. Crouter (Eds.), Disparities in school readiness: How families contribute to transitions into school (155–187). New York, NY: Lawrence Erlbaum Associates.

Lickona, T. (2006). Journal of Moral Education: Eleven Principles of Effective Character Education. London: Routledge Publisher. January 2015, 37–41.

Redford, et al (2009). Parenting Practices-Cultural Capital and Educational Outcomes: The Effects of Concerted Cultivation on Academic Achievement Race, Gender & Class, 16, 25–44.

Maccoby, E. E. (2000). Parenting And Its E Ffects On C Hildren : On Reading and Misreading Behavior Genetics. California: Departement of Psycology, 51(1), 1–27.

Mehan, H. (2014). Understanding Inequality in Schools: The Contribution of Interpretive Studies. USA: American Sociological Association, 65(1), 1–20.

Morton, R.F, Hebel, J.R, McCarter, R.J. 2009. Panduan Studi Epidemiologi dan Biostatisk. Jakarta: Penerbit Buku Kedokteran EGC

Musser, L. M& Diamond, K. E. (2010). The Children ' s Attitudes Toward the Environment Scale for Preschool Children. London: Routledge Publisher, 30 (2), 23–30.

Santoso, Singgih. 2010. *Statistik Multivariat.* Jakarta: PT Elex Media Komputindo.

Sewell, W. H., & Shah, V. P. (1967). Socioeconomic Status , Intelligence , and the Attainment of Higher Education. USA: American Sociological Association, 40(1), 1–23.

Stephens, N. M., Markus, H. R., & Phillips, L. T. (2014). Social Class Culture Cycles : How Three Gateway Contexts Shape Selves and Fuel Inequality.

Swartz, D. L. (1997). Culture and Power: The Sociology of Pierre Bourdieu. Chicago: University of Chicago Press.

Sylva, B. K., Melhuish, E., Sammons, P., Siraj-blatchford, I., & Taggart, B. (2004). The Effective Provision of Pre-School Education ( EPPE ) Project : Findings from Pre-school to end of Key Stage1, 1–10.

Vincent, C., &Ball, S. J. (2007).'Making up' The Middle Class Child: Families, Activities and Class Dispositions. Sociology, 41, 1061–1077.

Weininger, E. B. (2005). Foundations of Pierre Bourdieu's class analysis. In E. O. Wright (Ed.), Approaches to class analysis. Cambridge: University Press, 82–118.

# The Relationship of the Jatigede Dam Construction towards Socio-Economic Conditions on Farming Community in the District of Jatigede-Sumedang

Ade Lina Sugiarti

*Abstract --* **This research is motivated by the construction of dam in the district of Jatigedewhich led to the loss of agricultural land and housing so that the farming community must find a new job.The problem of this study is how the relationship between the construction of dam with the socio-economic conditions of the farmers in the Jatigede District.The purpose of this study to determine how the relationship of the Jatigede dam construction towards socio-economic conditions of the farmers in the Jatigede District.This research is a quantitative research using questionnaires as instrument and tested by using product moment formula. . the conclusion of this research show: The Jatigede dam construction has a relationship with socio-economic conditions of farming communities. The existence of construction in District Jatigede have influence to life of society around and also environment.**

*Keywords -- Construction, Social change, Community*

## I. INTRODUCTION

The development in an area is necessary for the sustainability of community life, because the community has basic needs that must be met. One of the efforts in fulfilling the need is with the development. The development is a conscious and planned effort to improve people's lives. The Government of Indonesia is working on these conscious and planned businesses in various sectors, such as education, agriculture and industry sectors. The government strives to make distribution of development in these three sectors with a focus on a goal to be achieved namely to improve living standards and meet the needs of people's lives.

To be able to meet these objectives then the government to make distribution of development in each region. Equity of development is focused on the crucial needs of society such as education, health, transportation, housing and natural resources such as water. To be able to improve the quality of education, health, and the economy the government needs to build schools, and health centers in each region. In addition to meeting these crucial needs, the government also seeks to align itself with developed countries in terms of state development such as conducting development of mega industrial projects. Some of the mega industrial projects that have been done are the construction of highways, factories, and dams.

Construction of Jatigede dam has been planned since 1963, but only realized in mid 2015. In addition to the irrigation system, another purpose built Jatigede dam is to be able to overcome drought problems during the dry season and handle the problem of flooding during the rainy season. It is also expected to serves as a provider of water for agricultural land. On the one hand with the existence of the dam construction the government wants to fulfill the crucial needs of the community that is water and also the increase in the agricultural sector, but on the other hand the Jatigede dam construction takes a lot of agricultural land which certainly has an influence on the life of farmers community.

Changes resulting from the construction of the Jatigede dam have had an impact on changing the livelihoods of peasants to non-farmers, and then gradually will have an impact on socio-economic conditions. According to Hopkins and Stanley (In Twice, 2012, p. 32) that, "Socio-economic status can be defined as the status of a person or family in society that includes the level of education, type of employment, source of income, residence and residential area." From Hopkins's explanation, socio-economic is determined by education, occupation, source of income, residence and residential area. Socioeconomic conditions may change after changing professions with income from new livelihoods which of course will be different when still a farmer. The authors will focus on building the Jatigede dam by examining more deeply about its influence on the changing socio-economic conditions of farmers into non-farmers. According to Nasirotun (2013, p 17) explains that: "The understanding of socioeconomic conditions in this study is the position of a person in society with regard to education level, income level of property or facilities and type of residence." In connection with Nasirotun's statement, the authors will focus on building the Jatigede dam by examining more deeply the effects on the changing socio-economic conditions of farmers into non-farmers. Socio-economic conditions are focused on income, livelihood, living ownership and education facilities.

## II. PROBLEM STATEMENT

The purpose of this study to determine how the relationship of the Jatigede dam construction towards socio-economic conditions of the farmers in the Jatigede District. the construction of dams conducted in Jatigede is a mega industry development so that dam construction can not be avoided. Some mega-industrial projects that have been

Ade Lina Sugiarti, Indonesia University of Education, Indonesia (Email address: adelinasugiarti@student.upi.edu).

completed in fact require a lot of land, this makes the government make changes to land use. Land use change is not only happening in urban areas, but also in the area of urgency. Land use change usually occurs on agricultural land, this could happen because the State of Indonesia is an agrarian country that part of its territory is agricultural land. One of the land use changes that occurred in the area is the construction of the dam that is done in Sumedang District, the Jatigede dam.

### III.    LITERATURE REVIEW

#### Social Change

Basically social change is a normal process that occurs in society, and in fact social change can not be avoided. Humans are dynamic creatures that often change and can not remain. Everything will change, nothing will remain, except the change itself. In any change is not based or caused by positive factors such as technological developments, but can be caused by negative factors as well as the emergence of conflicts that will trigger the change. changes also occur in farming communities in Jatigede sub-district, it happens because of the construction of Jatigede dam that has been carried by the government. It makes a change in the profession of some people in Jatigede sub-district, especially the farmers community, because the Jatigede dam construction requires a lot of land, so that the housing and even agricultural land become one of the areas inundated, it is in line with Riswanton, social changes that occurred in Jatigede sub- run smoothly, and farming communities have difficulty in determining where to live.

#### Modernization and Development

Development carried out by the government can not be separated from the term modernization. Modernization is one of the stages of social change in society. Self-development has a broader and deeper understanding of its basic understanding. Development is often referred to by the term modernization. Development is not only done in urban areas but also occurs in rural areas which will have positive and negative impacts because usually rural communities tend to reject the changes made by the government in the area of origin let alone to harm the lives of people in rural areas.

#### Socio-Economic

Society basically has the ability to meet the needs of life. Every human being collected in a unity called a society, has different abilities so that the work of each person is different too. In society a social status is formed, this is due to one's position in society. This happens because of different types of work and is supported also by education owned by everyone. Communities have mutual consent besides values and norms, namely agreement on socioeconomic status. Social status

becomes a differentiator because of its varied nature, such as gender, so that the treatment is also different and this affects the work owned by every individual in the community. Every individual in the community also has equal rights in education, and employment. Social conditions prevailing in the community have several factors so that people group according to their factors, wealth and income, Employment, and Education.

### IV.    METHOD

This research uses quantitative approach which is used to test certain theories by examining relationships among variables. In this study the researcher studied about the influence of jatigede dam construction on the socio-economic condition of the farmers community. This leads to the study of social change in society by using a quantitative approach. Participants is farming community. Based on the calculation of the number of samples in this study as many as 88 people / respondents.

There are several ways in which creswell's data collection (2010, p.1) states that: Quantitative research methods generally involve the process of collecting, analyzing, and interpreting the data, as well as the writing of research results. However, in research surveys or quantitative experiments, for example, these methods appear more specific, which are usually associated with the identification of samples and populations, the determination of research strategies, data collection and analysis, presentation of research results, interpretation, and writing of research results.

The use of research methods will affect the process and research results. The research method is a technique used in research. This research uses ex post facto or comparative causal research method. According to Sukmadinata (in Riduan, 2008, p. 89) says that: Ex post facto research is to examine causal relationships that are not manipulated or treated (designed and implemented) by researchers. Furthermore, it is said that ex post facto research is conducted on programs, activities that have taken place or have occurred. Ex post facto research has no control of variables and usually there is no pre test.

Based on the above explanations, in this study the researcher uses ex post facto research method to describe empirical research with two variables, namely variable X (dam construction) and Y (socio-economic condition), the problem studied in this research is "The influence of dam construction on socio-economic conditions".

Researcher use ex post facto research method to describe empirical research with two variables, namely variable X (dam construction) and variable Y (social economic condition). The sample in this study as many as 88 people / respondents. This study uses a closed questionnaire whose answer has been provided by the researcher so that the respondents only choose the appropriate or match the choice of respondents. Researchers use Likert measurement scale

which in Likert is used to measure one's opinion of an event or a social phenomenon. The value for Likert scale is 5 = Strongly Agree, 4 = Agree, 3 = Doubt, 2 = Disagree, and 1 = Strongly Disagree. In this study the researcher uses two data analysis the first is quantitative data analysis and the second is descriptive data analysis. These two data analyzes have different functions, where quantitative data analysis to calculate the correlation test of two variables while the descriptive data analysis is to explain or describe the state and symptoms in the field with the help of measuring instruments. To get answers from the third problem formulation is to know the effect of variable X to Y and also to test the results of the hypothesis, this study uses correlation data analysis with the formula pearson product moment and coefficient of determination.

## V. FINDINGS

The results of research of how important the construction of dams for the people of Jatigede District, as follows:

TABLE I: RESPONSE TO DAM CONSTRUCTION

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Strongly Agree | 3 | 3,4% |
| 2 | Agree | 14 | 16% |
| 3 | Doubt | 20 | 22,7% |
| 4 | Disagree | 23 | 26,1% |
| 5 | Strongly Disagree | 28 | 31,8% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the chart above can be interpreted to mean that a small proportion (3.4%) of the respondents are as many as 3 of 88 people answered strongly agree with the existence of dam construction, a small portion (16%) of respondents is as many as 16 out of 88 people responded agreed with the construction of dams, less than half (23%) of the respondents are 20 out of 88 people doubt, less than half (23%) of the respondents are 23 out of 88 people disagreed with the construction of the dam, and less than half (32%) of the respondents are 28 out of 88 people strongly disagree with the existence of dam construction.

TABLE II: THE EFFECT OF DAM CONSTRUCTION ON THE ENVIRONMENT

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Strongly Agree | 5 | 5,7% |
| 2 | Agree | 43 | 48,9% |
| 3 | Doubt | 31 | 35,2% |
| 4 | Disagree | 9 | 10,2% |
| 5 | Strongly Disagree | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the chart above it can be explained that a small (5.7%) of respondents ie 5 out of 88 people strongly agree if

dam construction has an impact on the environment, less than half (48.9%) of respondents ie 43 out of 88 people agree if dam construction has been the impact on the environment, less than half (35.2%) of respondents ie 31 out of 88 people answered doubt about the impact of the dam on the environment, and a small portion (10.2%) of respondents ie 9 out of 88 people disagree if the dam construction has been the impact on the environment.

TABLE III: COMMUNITY RESPONSE TO EDUCATION

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Very important | 26 | 29,5% |
| 2 | Important | 40 | 45,5% |
| 3 | Ordinary | 17 | 19,3% |
| 4 | Not important | 5 | 5,7% |
| 5 | Very unimportan | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the chart above it can be explained that less than half (29.5%) of respondents are 26 out of 88 people consider education is very important, less than half (45.5%) of respondents that 40 out of 88 people consider education is important, (19.3%) of respondents, 17 of 88 people considered the education is ordinary, and a small number (5.7%) of respondents ie 5 out of 88 people consider education is not important.

TABLE IV: MONTHLY INCOME

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | >Rp. 1000.000 | 21 | 23,9% |
| 2 | Rp. 750.000 – Rp. 1000.000 | 24 | 27,3% |
| 3 | Rp. 500.000 – Rp. 750.000 | 43 | 48,9% |
| 4 | Rp. 250.000 – Rp. 500.000 | 0 | 0% |
| 5 | < Rp. 250.000 | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

It can be explained that a small (23.9%) of respondents ie 21 of 88 people have income> Rp. 1000.000 per month, less than half (27.3%) of respondents ie 24 of 88 people have monthly income ranging from Rp. 750.000 - Rp. 1000.000, and less than half (48.9%) of respondents ie 43 of 88 people have monthly income ranging from Rp. 500,000 - Rp. 750.000.

TABLE V: LIVELIHOOD

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Services | 29 | 33% |
| 2 | Trader | 29 | 33% |
| 3 | Labor | 19 | 21,5% |
| 4 | Breeders | 11 | 12,5% |
| 5 | Jobless | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the diagram above it can be explained that a small part (12.5%) of respondents ie 11 out of 88 people work as breeders, a small (21.5%) of respondents ie 19 out of 88 people work as laborers, less than half (33% Respondents ie 29 out of 88 people work as traders, and less than half (33%) of respondents ie 29 of 88 people work as service workers.

TABLE VI: HOME OWNERSHIP

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Own Home | 42 | 47,7% |
| 2 | In-laws / parents | 31 | 35,2% |
| 3 | Rented House | 15 | 17,1% |
| 4 | Relocate place | 0 | 0% |
| 5 | Stay with relative | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the above chart it can be explained that less than 47% of respondents are 42 out of 88 people own their own homes, less than half (35.2%) of respondents are 31 out of 88 people living in the place of in-laws, (17.1%) of respondents ie 15 out of 88 people rent a house.

TABLE VII: ELECTRONIC EQUIPMENT OWNED BY RESPONDENTS

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | AC | 0 | 0% |
| 2 | Refrigerator | 37 | 42% |
| 3 | TV | 44 | 50% |
| 4 | Telephone | 7 | 8% |
| 5 | Radio | 0 | 0% |
| | Total | 88 | 100% |

*Source: processed by researchers, 2016*

From the chart above it can be explained that a small percentage (8%) of respondents have mobile phones, half (50%) of respondents own television, and less than half (42%) have refrigerators.

TABLE VIII: VEHICLE OWNED BY RESPONDENTS

| No | Response | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | Car | 0 | 0% |
| 2 | Motorcycle | 49 | 55,7% |
| 3 | Bicycle | 35 | 39, 8% |
| 4 | Pedicab | 0 | 0% |
| 5 | Do not have a vehicle | 4 | 4,5% |
| | Jumlah | 88 | 100% |

*Source: processed by researchers, 2016*

From the diagram above it can be explained that a small (4.5%) respondents ie 4 out of 88 people do not own a vehicle, less than half (39.8%) of respondents are 35 out of 88 people have bicycles, and more than half (55, 7%) of respondents ie 49 of 88 people have motorcycles.

From the above results can be drawn the conclusion, the result of the response to the dam construction, the answer most given by respondents is strongly disagree with the existence of dam construction, the result of the response about the influence of dam construction on the environment. Most answers are agreed if dam construction has an influence on the environment, responses to education, the most answer is education is very important. The smallest revenue generated from the new job is Rp 500,000 while the largest revenue is Rp> 1,000,000. New jobs that are owned are diverse, such as traders, laborers, and service workers. Most of the people already have their own new homes, and some still rent and live in the in-laws' house. For ownership of living facilities, most farmers already have vehicles and electronic goods.

### *The Test of Influence on Development of Dams on Socio-Economic Conditions of Farmers Communities in Jatigede District*

After performing the correlation test using SPSS IBM 22 software found the correlation coefficient value of 0, 607. The correlation test results are interpreted to the critic table (Table 3.8) using the 99% confidence level. The result of the correlation test of the influence of dam construction on socio-economic condition is strong.

1) $H0 : r = 0$

"There is no influence of dam construction on the socio-economic condition of farmers in Jatigede District"

2) $H1 : r \neq 0$

"There is influence from the existence of dam construction to socio-economic condition of farmer society in Jatigede District"

Hypothesis one received if $r \neq 0$. After the correlation test it is produced that $r = 0.607$. Therefore H1 is accepted.

### *Coefficient of Determination*

The coefficient of determination is used to determine whether the independent variable is influenced by the dependent variable that has been taken from the known coefficients. Calculation by using the formula as follows:

$$KD = r^2 \text{ x } 100\%$$
$$KD = 0{,}607 \text{ x } 100\%$$
$$= 60{,}7\%$$

It can be concluded that the independent variable (socio-economic condition) is influenced by 60,7% by dependent variable (dam construction)

## VI.    DISCUSSION

The results of research in Jatigede District, many people who do not agree with the construction of the dam, as a layman of the farmers do not know what the foundation of the dam development, so after doing research, many farmers expressed disagreement with the construction of dams because of the impact caused. Indeed so make farmers in distress. Farmers have to lose farmland that has always been a place to support their family. However, not all farmers disagree with the construction of dams, there are some who doubt about agreeing or disagreeing, this is based on having to accept the policies of the government even though they basically disagree. Farmers think they have to keep going and switch professions, so maybe that's what makes some farmers answer doubt, so many farmers do not agree with the construction of dams. In addition to having a great influence on the life of the surrounding community, dam construction also has an influence on the environment. Most of the Jatigede Districts do not agree with the existence of dams in their area, a lot of green land must be willing to be leveled for dams construction, but the existence of dam construction also have a positive impact on public facilities.

After the loss of agricultural land, many farmers have to change their jobs in order to remain able to meet the needs of life. Farmers must be able to adjust to the changes that occur, so that new jobs are cultivated by farmers also diverse. Some farmers changed professions into traders around the dam, others worked as service workers such as an ojeg and driver, and some became construction laborers and worked for dam companies as cooking workers, and construction of access roads to dams, hydropower, and wado rings.

Livelihood changes from farmers to non-farmers will lead to changes in everyone's income. The income earned varies from income ranges from Rp 500,000 to Rp. 750.000 per month, about Rp. 750.000 - Rp. 1.000.000 per month, and about> Rp. 1,000,000 per month. Farmers who are now turning professions into non-farmers adapt themselves to meet their daily needs.

In addition to changing professions, farmers also have to find a new residence. Most people already have their own homes, but some live with parents-in-law or parent's house, and some still rent. In addition to homes, electronic appliances and vehicles are included in the ownership of living facilities, most people already have electronic devices such as televisions, refrigerators, and mobile phones, as well as vehicles such as motorcycles and bicycles. The conclusion of the result of this research is socioeconomic condition of society have been formed and stable. This can be seen from the new work already owned, income, residence already exists although there are some who still rent and live with in-laws as well as ownership of living facilities with vehicles and electronic goods that most already have a motorcycle, also a refrigerator and television.

### *The Influence of Development of Dams on Socio-Economic Condition of Farmers Communities in Jatigede District*

Based on the results of product moment correlation analysis test, it is known that the correlation coefficient value is 0.607 with 99% confidence level. Once interpreted into the table, the results of the correlation test of the influence of dam construction on socio-economic conditions of farmers in Jatigede sub-district is strong. After obtained the value of correlation coefficient (r) then it will be able to determine the coefficient of determination, namely how big independent variables are influenced by the dependent variable. After the calculated coefficient of determination known that the independent variable influenced by 60.7% by the dependent variable.

Basically, in the process of adaptation to this problem, there is a cultural system in which land conversion from settlement and agricultural sector to a dam-building site provides a change for the farming community in Jatigede sub-district. The government wants to build dams in areas where the livelihoods of most farmers are oriented. The loss of agricultural land caused by dam construction is a problem and it is a change experienced by the people in Jatigede sub-district. Farmers and the government try to overcome the problem by regulating land conversion.

The second stage is the function of goal achievement, where the government wants to keep using the land from five districts to be a dam construction area, and farmers can continue to live and not harmed at the time of land transfer, therefore the compensation fund given to the farming community is wrong A deal that may not be a collective agreement but the farmer still receives compensation from the conversion of agricultural land to a dam.

The third stage is integration, the farmer's action in following the agreement will preserve the social elements of the village community in relation to social institutions, social interactions, and social norms, as evidenced by the relationship between dam managers and the community, the opening of vacancies for the community.

The fourth stage is maintaining the pattern, after the change of land function that impact on the loss of agricultural land make farmers have to find other jobs to still be able to meet the needs of everyday life and by finding a new job is a process of adjustment to achieve balance. So even though the loss of livelihood as a farmer, the community can still meet the daily needs with changing professions.

From the above explanation and the results of the correlation test and the coefficient of determination in line with the theory of AGIL (adaptation, goal attainment, integration, latency) which states that the process of change that occurs in every social structure and sub system will still be able to maintain the balance, because each subsystem will work according to its part to keep balance.

## VII.    CONCLUSION (OR LIMITATION OR SUGGESTION FOR FURTHER STUDIES)

After doing research to be able to get data which then processed and analyzed about influence of dam construction to socio-economic condition in District of Jatigede,   the conclusion as follows:

I. The existence of development in the sub-district of Jatigede has an influence on the life of the surrounding community as well as the environment. In addition, the community's response to the existence of the dam is unnecessary and the community does not agree with the existence of dam construction because it affect the economic life of farmer society. Because agricultural land will be used for dam construction, and also the existence of dams affecting public facilities and the environment. The community also has not benefited from the construction of the dam. Although dam managers open jobs for the surrounding community. After conducting the research, it can be concluded that the existence of the dam has an impact on the surrounding community as well as the environment.

II. The socio-economic conditions of farming communities that include education, income, employment and ownership of living facilities are said to reach a sufficient point, because even though the irrigation at the dam begins in August 2015, the farming community already has employment despite changing the orientation of farmers to non-farmers, as well as income generated from different new jobs while still being farmers, and views on education are very good, and farming communities have new shelter after land conversion although some farmers still rent and ride in-law's house.

III. In line with the formulation of existing problems and after performing data analysis concluded that there is a significant influence of the existence of the dam on the socio-economic conditions of farmers in Jatigede sub-district. Dam construction has an enormous influence on the changing socio-economic conditions of farmers in Jatigede District.

## REFERENCES

Creswell, J. W. (2010). *Research Design*.  Yogyakarta: PustakaPelajar.

Effendi, Ridwan dan Malihah. (2011). *panduan kuliah pendidikan lingkungan  sosial budaya dan teknologi*. Bandung: maulana media grafika

Hadiprabowo. dan Dumairy. (1983). *Pembangunan Di Indonesia*. Yogyakarta: Penerbit Ananda Yogyakarta.

Khadijah. (2011). *Komunikasi Pembangunan*. Bandung: Unpad Press.

Lemhannas. (1997). *Pembangunan Nasional*. Jakarta: PT Balai Pustaka-Lemhannas.

Muin, Idianto. (2013). *Sosiologi untuk SMA kelas X*. Jakarta: Penerbit Erlangga.

Nasikun. (2013). *Sistem Sosial Indonesia.* Yogyakarta: Penerbit Ombak.

Riduwan dan Sunarto. (2012). *pengantar statistika untuk penelitian: pendidikan, sosial, komunikasi, ekonomi, dan bisnis*.Bandung: alfabeta

Singgih, Bambang S. (1991). *perkembangan masyarakat akibat pertumbuhan industri di daerah-daerah jawa timur*. Jakarta: depdikbud RI

Sugiyono (2011). *metode penelitian pendidikan*. Bandung: alfabeta

Sugiyono. (2012). *metode penelitian administrasi*. Bandung: alfabeta

Sukmadinata, Nana, S. (2005). *metode penelitian pendidikan*. Bandung: PT remaja rosdakarya

# The Difference of Learning Model Think-Talk -Write (TTW) and Conventional Learning Model in Improving Students Critical Thinking Skills in Sociology Subject

Anggia Amanda Lukman

*Abstract* -- **In the beginning there are some conditions of students at SMAN 10 Bandung in learning activities in sociology subject, in teaching and learning activities is still the teacher centered, the use of learning models are less varied, there are some learners who have low ability in think critically. The researchers conducting this study is to know the difference between learning model Think -Talk -Write with the conventional learning model to improve critical thinking skills of students in class XI at sociology subject. This research used a quasi-experimental, research patterns is using Nonequivalent Control Group Design, the results are processed using the short method. The results showed that there is no the differences in improving the critical thinking skills by using learning model Think, Talk and Written and conventional methods in sociology subject through pretest-post test with 7 degrees of freedom, a significance level 1% and arithmetic t is 3,499, However there is an increase in visits from the processed.**

*Keywords* -- **Think -Talk -Write, Conventional Learning Model, Critical thinking**

## I.  INTRODUCTION

Learning is the attempt to discover something new, attempts to master means the real learning activities and something new is the result of the learning activities. As a result of learning the new changes can be encapsulated in dimensions from not knowing being couldn't know, from being able to, of not willing to be willing, and from unusual became accustomed. In fact, the school as a social system that focuses on the system of education is a place that has a climate that is conducive to support the teaching and learning process in achieving the national education goals. But in fact, when the process of teaching and learning educators just convey, transforming the knowledge to learners in the class or prefer the educator as a center of learning (teacher centered learning). As a result students have less sensitivity, liveliness against social event or phenomenon that exists surrounding up to lose the chance posited opinion and defend his position when confronted with issues, social phenomena that occur.

The problem faced at this time with regard to teaching and learning activities that are less effective against the level of critical thinking ability learners. Seen from the large number of educators in teaching and learning practices are still using models or methods of learning are less creative, giving rise to Burnout to learners. The learning model

used educator at the moment most are lectures so that less emphasis upon the learning process. The liveliness of the learners that are less visible than the absence of inquiry while teaching and learning activities. Problems of the study of sociology at SMAN 10 Bandung in General that third class who researched there is a similar problem that is there is still a level of learners the critical thinking ability of low seen in educators pose social problems to be analyzed is less responsive to learners, give you an idea or ideas when faced with a problem, don't ask questions.

Based on existing problems in class XI IPS SMAN 10 Bandung, alternative problem solving is the most important driving factor to determine a successful teaching and learning in the classroom. Therefore the educator is required to enhance the roles and competencies, competent educators will be better able to create an effective learning environment and will be better able to manage its class so that student learning outcomes are at the optimal level. One of the ways that can be used in order to obtain optimal results as desired-based model is giving problem in the learning process. This can be done by choosing the right learning model by comparing model learning Think – Talk – Write and conventional Learning in increasing the ability of critical thinking.

## II.  THEORY

Own learning models are usually arranged by a variety of principles as well as learning theory as a basis for the establishment of the learning model. This is in line with the opinion of the Joyce & Weil (Rusman 2012, pp. 132) that "the experts compiled the study based on the principles of learning, psychological theories, sociological, systems analysis, or other theories that support." So, the learning model are arranged with attention to the directional variety theory point of view up to the principle of learning, so that learning model created in accordance with the development of cognitive learners even able to improve the ability of good attitude or skills or knowledge. Therefore, with the creation of the learning model can help educators in realizing learners character through the learning process with the results of changes in self learners from not knowing being couldn't know, from being able to, of not willing to be willing, and from unusual became accustomed.

A wide variety of learning models can help the learning process in the classroom to achieve goals in expected. One of them is by giving emphasis on learning activities through the

Anggia Amanda Lukman, Sociology Of Education, Indonesia University of Education, Indonesia (Email address: anggiaamanda@student.upi.edu).

learning model Think-Talk-Write, this model first introduced by Huniker and Laughin. Think-Talk-Write (in Huda. 2014, PG. 218) States that:

> "The strategy that facilitates the practice of speaking in oral and writing that language fluently. The technique of Think-Talk-Write was introduced by Huinker Laughin and is based on the understanding that learning is social behavior. Think-Talk-Write allow learners to influence and manipulate ideas before pouring in the form of writing, this also helps students collect ideas through conversation are structured. "

The learning procedure Think-Talk-Write that in the adduce Huinker and Laughin (Huda. 2014, pp. 218-220) i.e.: 1) Think (Think)-students read the text in the form of the question, at this stage the learners individually thinking of possible answers (the completion strategies), make a small note about the ideas contained on readings and things that cannot be understood by using its own language. 2) Talk (Talk)-learners are given the opportunity to discuss the results of the study on the first stage. At this stage the learners will reflects, compiling, and testing (negotiation, sharing) ideas in the group discussion activities. The advancement of communication students will look of the dialogue in the discussion, both in exchanging ideas with others or their own reflection expressed in others. 3) Write (write)-at this stage the learners jot down ideas that are getting in the activities of the first and second stages. This paper consists of the cornerstone concepts used, the interconnectedness of the settlement, and the solutions are obtained.
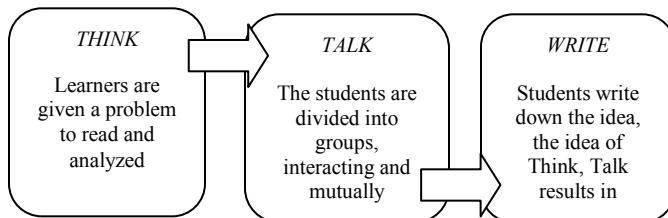


Figure 1. The learning Procedure Think-Talk-Write

According to Huda (2014, PG. 220) to realize the learning that correspond to the above expectations, learning should designed according the following steps: 1) Teachers share a problem that contains a question that has to be done by students as well as hints of its implementation. 2) Students read the text and make a note of the results of the readings are individual (think) to be brought in discussion. 3) Students interact and collaborate with a group of friends to discuss the side of little note (talk). In this activity they use language and their own words to convey ideas in the discussion. In the wake of understanding through interaction, therefore discussions expected to produce solutions to problems that are given. 4) Students construct their own knowledge that

includes an understanding of argumentation in writing (write). last activity 5) learning is creating reflections and conclusions over the material studied. Before that, the chosen one or several groups as representatives to present answers, while the other groups are being asked to provide a response.

According to Martindas (in Wibisono, PG. 3) says that "critical thinking is a mental activity which is carried out to evaluate the truth of a statement. Evaluation generally ends with the verdict to accept, deny, or doubted the truth of the statement in question ". While according to Suryati (Appointed in 2010, PG. 40) posited a "critical thinking skills i.e. the ability to analyze issues that concern on various subjects, giving the argument, the emergence of insight and provide interpretation". So based on the definition above can researchers conclude that critical thinking skills is a directional and clear processes used to deal with social phenomena concerning issues such as subjects, social problems and are required to give the argument as well as being able to solve the problem so that it is able to give a decision and produce a rational solution.

Cognitive theories have the perspective that when learners process the information and lessons learned through its efforts to process, store, and connecting new knowledge with existing knowledge. This is in line with Baharudin and Wahyuni (2008, pp. 87) which States that:

> "Cognitive Flow looked that learning activities is not just stimulus and response that is mechanistic, but more than that, learning activities also involve mental activities that exist in the individual that is being studied. Therefore, according to the flow of the cognitive, learning is a mental process that is active to achieve, remember and use knowledge. "

Gestalt theory more emphasis on perception, because according to Gestalt theory proponents is not just a human being who can only react if there is a stimulus that affects. Besides than that, because man is a creature that is spiritually good intact as well as physical. Therefore, at the time of the learners in action on the environment, the individual not only respond but will involve a subjective element, namely the thought process for addressing the environment and thinking ability learners one another differently. While according to Baharudin and Wahyuni (2008, PG. 88) States that:

> "Gestalt Theory appears influenced by gestalt psychology with figures such as Max Wertheimer, Wolfgang Kohler, and kurt Koffka. Gestalt theory looks at learning is a process which is based an understanding (insight). Because basically every person's behavior based on cognition, i.e. the Act know or think of a situation where the conduct occurred. "

## III.    METHOD

Method used in this Research uses quasi experimental research methods. Understanding method of quasi experiment according to Sugiyono (2012:77) is a form of a quasi experiment this is the development of a true experimental design. The purpose of the research experiment is to investigate whether or not there is a causal relationship with a specific way of giving preferential treatment to a group indicated. The selection method was adapted to the purpose to be achieved, i.e. to test the difference in model learning think – talk – write (ttw) and conventional model learning in improving critical thinking ability learners on the subjects of sociology. Research on the design using design nonequivalent control group design in the form of a quasi experiment developed from true experimental design.

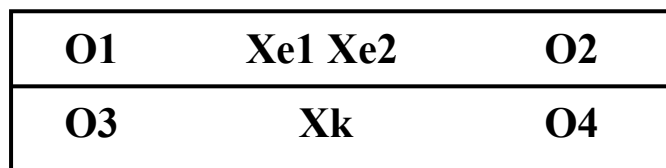| O1 | Xe1 Xe2 | O2 |
|----|---------|----|
| O3 | Xk | O4 |

Figure 2: Pattern Research *Nonequivalent Control Group Design*

In this study uses two classes, one class as TTW class. The steps that are used for class wants are the granting of pretest-posttest model of learning – treatment to see results. Quantitative data obtained by the researcher during the research derived from written test pretest and posttest be reserved as many as 25 multiple choice questions with 5 grain option answers every question. Quantitative data processing during research are done manually by researchers without the use of any program or software. The short method used to find out the difference in the success of the application of the learning model. Short method was chosen because according to researchers far more efficiently and using them is not difficult. With the formula:

$$t = \frac{MD}{\sqrt{\dfrac{\sum d^2}{N(N-1)}}}$$

To find out the difference of success through test t Traffinger then researchers test hypothesis test. The null hypothesis (Ho): there is no difference in improvement of critical thinking ability among the learning model Think-Talk-Write with conventional methods on subjects of sociology. Alternative hypothesis (H1): there is a difference between critical thinking ability increases learning Think-Talk-Write with conventional methods on subjects of sociology.

In hypothesis testing is done by comparing the final test results after treatment or posttest between learning model Think-Talk-Write with conventional methods, then

researchers made the guidelines and answer keys (an objective test) the results of which are made into a guideline to calculate results using short posttest method.

## IV.    RESULT

TABLE I: *MATCHED SUBJECT* SKOR *POSTTEST* EKSPERIMEN 1 DAN KONTROL

| EKSPERIMEN 1 | | | CONTROL | | |
|---|---|---|---|---|---|
| **NO** | **NAME** | **SKOR** | **NO** | **NAME** | **SKOR** |
| **1** | Yusuf M | 21 | **1** | M. jafar S | 19 |
| **2** | Teuku A | 19 | **2** | Yusron C | 19 |
| **3** | Rhendi R | 19 | **3** | Wicaksono | 20 |
| **4** | Yuda D | 20 | **4** | Rifki B | 19 |
| **5** | Ratna W | 22 | **5** | Dinda A | 22 |
| **6** | Selviana I | 20 | **6** | Melia U | 19 |
| **7** | Fanisa | 21 | **7** | Harryang M | 19 |
| **8** | Annisa F | 20 | **8** | Alia W | 19 |
| | **RATA-RATA** | 20,25 | | **RATA-RATA** | 19,5 |

Source: Prepared by researchers

TABLE II: *POSTTEST* TEST-T WITH *SHORT METHOD*

| NO | Xk | Xe1 | D=( Xk-Xe1) | d=(D-MD) | d² |
|----|------|------|-------|---------|--------------|
| 1 | 17,5 | 20 | -2,5 | -1,5625 | 2,44140625 |
| 2 | 17,5 | 17,5 | 0 | 0,9375 | 0,87890625 |
| 3 | 18,75 | 17,5 | 1,25 | 2,1875 | 4,78515625 |
| 4 | 17,5 | 18,75 | -1,25 | -0,3125 | 0,09765625 |
| 5 | 21,25 | 21,25 | 0 | 0,9375 | 0,87890625 |
| 6 | 17,5 | 18,75 | -1,25 | -0,3125 | 0,09765625 |
| 7 | 17,5 | 20 | -2,5 | -1,5625 | 2,44140625 |
| 8 | 17,5 | 18,75 | -1,25 | -0,3125 | 0,09765625 |
| | 145 | 152,5 | -7,5 | 0 | 11,71875 |

$$MD = \frac{\sum D}{N} = \frac{-7,5}{8} = -0,9375$$

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{(N(N-1))}}} = \frac{-0,9375}{\sqrt{\frac{11,71875}{(8(8-1))}}} = \frac{-0,9375}{\sqrt{\frac{11,71875}{56}}} = \frac{-0,9375}{\sqrt{0,209263}} = \frac{-0,9375}{0,4574} = -2,049$$

Based on the above calculations and tables, then the degrees of freedom for the t-test is the number of the researched sample minus one, or 8-1 = 7. Of the process of the calculation using the short method, obtained the value t calculate registration-2.049. To reject the null hypothesis (Ho), required value of t a count equal to or greater than and less than the 3.499 at 1% significant level and degrees of freedom 7. Because the t-value calculates earned less than and greater than the 3.499 at significant levels of 1%, then the H1 was rejected and Ho is accepted. So, there was no difference in improvement of critical thinking ability among the learning model Think-Talk-Write with conventional methods on subjects of Sociology on the experimental class 1 processed XI IPS 4 and class processed control XI IPS 3.

On the process of implementation of the learning model Think – Talk – Write, an ability which obtained the learners when viewed from the process in addition to enhance the critical thinking ability of knowledge-knowledge that developed during the process of extracting information, improve skills in speaking and suggested. The opinion of researchers in line with cognitive learning theory, if in theory development of Piaget's cognitive development is very influential on the development of the language, then in theory development of language development, UN Bruner great influence in the development of cognitive. In this study, a model of Think, Talk and Written in line with the theory of cognitive development Bruner, where if the students made it through this learning step Besides enhancing language proficiency is also increasing cognitive learners as a result of the granting a problem to discuss.

## V.    CONCLUSION

Based on table and calculation on classroom learning model with one experiment Think – Talk – Write a control class using the conventional learning model, with the degrees of freedom for the t-test is the number of samples examined minus one, or 8-1 = 7. Of the process of the calculation using the short method, obtained the value t calculate registration-2.049. To reject the null hypothesis (Ho), the required value of t a count equal to or greater than and less than the 3.499 at 1% significant level and degrees of freedom 7. Because the t-value calculates earned less than and greater than the 3.499-3.499 at significant levels of 1%, then the H1 was rejected and Ho is accepted. So, there is no difference between critical thinking ability increase learning Think – Talk – Write by conventional methods on subjects of Sociology on the experimental class 1 processed XI IPS 4 and class processed control XI IPS 3. Even so, the increased critical thinking ability learners cannot be measured from acquisition of learning outcomes in the form of multiple choice tests only, but can be seen from the process of implementation of the learning model Think – Talk – Write. This is in line with the opinion on the cognitive learning theory that is more concerned with process than results improved thinking learners during a learning process using model learning

Think – Talk – Write critical thinking ability learners above 3.00.

## REFERENCES

Baharudin, H,. Wahyuni, Esa, Nur. (2008). A theory of learning and instruction. Yogyakarta: Ar-Ruzz Media.

Hadi, Sutrisno. (1994). We Research. Yogyakarta. Andi Offset.

Heriawan, Darmajari, a. & Senjaya, a. (2012). We Based Learning: Theoretical To Practical Studies; Methods, And Techniques Of Learning. Bantam: LP3G.

Miftahul Huda,. (2014). Models of teaching and learning: issues And Paradigmatic Methodists. Yogyakarta: Pustaka study.

Rusman. (2012). Models of learning Develop the professionalism of teachers. Singapore: King Grafindo Persada.

Sugiyono. (2012). Qualitative Research Methods and Quantitative R&D. Bandung: Alfabeta.

Suprijono, a. (2011). Cooperative Learning, Theory Application PAIKEM &. Yogyakarta. Student Library.

Wibisono, Amir, Gunawan. (TT). Be Critical; It's Not A Crime. Sukuharjo: Willian.

Fitriyah, Nurul. (2011). The implementation Strategy Think-Talk-Write (TTW) in Learning Mathematics to improve Mathematical problem solving Abilities Students JSS (a Research Experiment Towards Students of Class VII MTs Country Sukasari Cimahi). (Thesis). Indonesia University Of Education, Bandung.

Setiadi, Yadi. (2012) Application Model Think-Talk-Write (TTW) to improve the writing skills of argument Essay On Grade XI SMK PASUNDAN BANDUNG 1 (Research Action Class in class XI AP 2 CMS Pasundan Bandung school year 2011/2012). (Thesis). Indonesia University Of Education, Bandung.

Suprianti, Lampstand. (2014). the difference Model of learning Problem Based Learning Model of Information Problem Based Learning Towards the Learning Outcomes of students in the Subjects of Sociology (Experimental Study on SMA PGII 1 Bandung). (Thesis). Indonesia University Of Education. Bandung.

# Influence of Personality Factors on Job Satisfaction among Secondary School Counsellors in Selangor

Jafny Hj. Jaapar and Wan Marzuki Wan Jaafar

***Abstract* -- This research is designed to identify school counsellors' personality factors and to determine whether these factors determine the counsellors' work satisfaction. Furthermore, the research is also designed to gauge the counsellors' level of work satisfaction. 310 secondary school counsellors from 10 different districts in the state of Selangor were randomly selected as respondents. The research uses the quantitative approach. Data is obtained through a translated questionnaire taken from BFI and JDI. The reliability factor of the instrument is between 0.73 to 0.80. 142 counsellors (45.8%) of the respondents recorded a high degree of job satisfaction; 143 (46.1%) recorded average satisfaction while 25 (8.1%) respondents stated a low level of satisfaction. The results of the research also indicate that, with reference to the relationship between personality factor and job satisfaction, two out of five personality factors (namely *agreeableness* and *neuroticism)* show significant relationship with job satisfaction. All relationships show a positive correlation except for the relationship between agreeableness and neuroticism factors and job satisfaction. The results also indicate a significant influence of personality factor towards the counsellors' job satisfaction. The implication of the study is also discussed and proposed in this article.***

*Keywords* – **School counsellors, Personality factor, BFI, JDI**

## I. INTRODUCTION

In this ever changing post modernism era, every individual is directly or indirectly vulnerable to the socialization influence and new traditions. It is the same with the personality of a counselor together with the need for guidance and counseling in schools have since developed rapidly. To ensure that the development of the country is achieved at its equilibration on human capitals, it is crucial that the efficiency of guidance and counseling is upgraded at the satisfaction of the counselor.

The research on job satisfaction among school counselors and teachers attracts researchers from various countries. The decrement of job satisfaction level among teachers can cause the depreciation of work quality and increase the psychology chaos and work stress among teachers (Tillman and Tillman, 2008). These aspects can influenced energy, motivation and the willingness of teachers to maximize their teaching potentials (Shulz and Teddlie, 1999). At the same time, stress issues among the school

counselors had been the biggest and crucial issues in the community. (Kyriacou, 1987). The negative effect due to the stress is no longer a private issue that burdens the worker alone but it has also become the problems for the employers, organizations and even the government as well as setting a very negative effect on mental and physical health. (Chua Bee Seok, 2004). In terms of relationship and job satisfaction it has vice-versa connections. In the teaching career, teachers had reported their high stress level that has caused low job satisfaction. (Galloway, *et al*., 1984; Ma and MacMillan, 1999).

The level of professionalism and teachers' integration can be upgraded if they can maximize the job satisfaction and minimize work stress in their career. There were previous researches that showed job satisfaction and stress connected with one's personality. For example, in one of the long term research, Filak and Sheldon (2003) found out that personality of an individual during childhood influenced their job satisfaction when they work. Those findings made other researchers to continue doing research on this matter. (Judge et al, 2002) various models and theories had been formed to search the relationship between personality and job satisfaction. (Brief, 1998 and Motowidlo, *et al*., 2006). Holand(1973) also suggested that matching personality and work environment will bring the increment of job satisfaction in the career that an individual had chosen.

Other than that, the findings of the research showed that personality not only predicted the job satisfaction (Brief, 1998; Azlina and Sew Lee, 2008), but the work stress as well. Personality influence towards job satisfaction can be seen through various models that put personality as a predictor or the main predictor for job satisfaction. These models explain that interaction among various personality traits and a particular job had genetic factors that cause individual differences in facing psychological reaction. For example, an individual that have neurotic character will have the tendency to live in their wrongs, easily get upset and prone to work stress as well as lacking the ability handling it.

## II. PROBLEM STATEMENT

There were various definitions that have been given to describe the word personality. One of the definitions is looking at the personality as traits (thinking, feelings and behavior) that differentiate individuals. There were few theories that attempted to describe the main human traits such as trait theorist Carl Jung and Hans Eysenck. Contemporary researchers suggested that one new trait theory through the findings from factor analysis methods and this theory known as five factors or big five (Costa & McCrae, 1996). There

Jafny Hj. Jaapar, Universiti Putra Malaysia (Email address: GS48522@student.upm.edu.my).

Wan Marzuki Wan Jaafar, Universiti Putra Malaysia (Email address: wanmarzuki@yahoo.com).

were five main traits in this theory which is known as OCEAN. OCEAN stands for Openness to experience, Extraversion, Agreeableness, Conscientiousness and Neuroticism.

The research from overseas have conducted a lot of observation on the traits personality and the relationship with job satisfaction ( Boudreau, *et al*., 2001; Judge, Heller and Mount, 2002).and work stress (Ali, 2003; Cook, 2005). Whereas most of the researches focus the relationship between job satisfaction and work stress within the work environment only (Manthei, and Solman, 2008; Mohd Kamal, 2005; Faseha, 2005; Lim, 2005; Abdul Rahim, 2002). This research is done to find the relationship between personality factors and job satisfaction among the secondary school counsellors in the state of Selangor.

***Purpose of the Research***

Especially, this study hoped can:
1. Identify the personality factor level among school counsellors.
2. Identifying the relationship between personality factor (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) with job satisfaction among school counsellors.
3. Identify influence between personality factor with job satisfaction among school counsellors.

## III. METHODOLOGY

The research design is a map that showed how a research is being conducted in detail. It was a reference frame about things that related with sampling measurement and data analysis. (Sabitha Marican, 2005) this research is in descriptive explanatory research and in the form of observation using quantitative approach monitoring the influence of counselor personality factors in secondary school towards job satisfaction. This observation is done among the counselors in secondary schools in Selangor.

Generally, the sum of a secondary school counselors in Selangor until the month of April 2010 is 1662. According to the Sample Size Determination Table by Krejcie and Morgan (1970), the appropriate sample is 310 counselors in secondary schools in Selangor. This sampling method in this research is a simplified random sampling. This sample is a ratio in 10 districts in Selangor which is in Klang, Kuala Langat, Kuala Selangor, Hulu Langat, Hulu Selangor, Sabak Bernam, Gombak, Sepang, Petaling Perdana and Petaling Utama.

In this research, counselors' personality factors in secondary schools was the independent variable whereas job satisfaction was the dependent variables. The instrument used to measure the personality is the big five inventory (BFI) introduced by John, Donahue and Kenttle(1991). The questionnaires consisted 44 items that measured five personalities dimensional OCEAN, they are Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

This instrument was chosen to identify personality traits that existed in an individual with career and in this research, was the school counselor. Part B consisted of questionnaires JDI. This questionnaires was design by Cornell (1950) that translated into the Malay language by Ariffin (1981) in back translation which is suggested by Brislin (1973). The questionnaires in JDI consisted of five main aspects of job satisfaction that measured with 72 items. The items that measured by JDI is salary, work environment, promotion, colleagues and observation.

## IV. FINDINGS AND DISCUSSION

The research data had been analyzed according to the purpose and hypotheses of these findings using SPSS. The mean score is used to determine the level of personality factors as well as the job satisfaction. This value is then compared with a standard table of comparison to simplify findings interpretation. The Pearson correlation test is used to examine the relationship between personality factors and job satisfaction. To observe how far these personality factors can influence job satisfaction for counselors, repetitive regressive test is being used.

For the purpose of determining the relationship among the variables in this research, there were few hypotheses. To ascertain whether the hypotheses is being accepted or rejected, the Pearson correlation analysis method is used. The significant level that being used is α = 0.05. Even though the strength level among the variables will be translated using the correlation interpretations (Cohen) which is:

| *r* | Strength |
|---|---|
| .10  - .29 | Low |
| .30  - .49 | Medium |
| .50 - 1.00 | High |

Adapted from  Cohen (1988)

TABLE I : LEVEL DISTRIBUTION PERSONALITY FACTORS

| Variable | Frekuensi | Percent | Mean | Standard Deviation |
|---|---|---|---|---|
| *Openness to experience* | | | | |
| Medium | 253 | 81.6 | 3.36 | .36 |
| High | 57 | 18.4 | | |
| *Conscientiousness* | | | | |
| Medium | 101 | 32.6 | 3.89 | .44 |
| High | 209 | 67.4 | | |
| *Extraversion* | | | | |
| Medium | 254 | 81.9 | 3.45 | .35 |
| High | 56 | 18.1 | | |
| *Agreeableness* | | | | |
| Medium | 66 | 21.3 | 4.09 | .45 |
| High | 244 | 78.7 | | |
| *Neuroticism* | | | | |
| Low | 118 | 38.1 | 2.48 | .40 |
| Medium | 192 | 61.9 | | |

Table 1 showed that 254 counselors were in medium level and 56 counselors possessed high extraversion factors. The extraversion frequency mean found were 2.45. While the standard deviation collected from the distribution data for sub construct is .35. Agreeableness factor which is in medium level comprising 66 counselors and 244 possessed high agreeableness level. The standard deviation for agreeableness factor is .45 and the mean at 4.09. Conscientiousness factors showed 209 counselors were in high level and 101 was in medium level. The mean for conscientiousness is 3.09 and the standard deviation is .44. Other than that neuroticism showed 192 counselors in the medium and 118 in low level. The standard deviation for neuroticism is .40 and the mean from neuroticism frequency is 2.48. Openness factor showed 253 counselors in the medium level and 57 counselors in high level. Mean from the openness frequency is 3.36 while the standard deviation from distribution data for sub construct is .36.

The findings of this research also showed the mean score for agreeableness and conscientiousness was in high level, whereas the extraversion dimensional openness and neuroticism are in medium level. These findings describe that school counselors do not favor to find faults in others, do not start any argument, reasonable and good hearted, co-operating with each other, possessed the instinct of forgiveness, tactful, helpful and not self-centered. These characteristics are along with the research findings. Perlman and McCann (1998) on student Pet Peeves about teaching, which is a teacher that possessed high agreeableness dimensional will always have excellent rapport among teachers and students, memorizes their students' name and calls them if given the chance, liberal and flexible during teaching and learning process.

These findings also showed that school counselors possessed high conscientiousness dimensional. The respondents stated that they were trusted workers, thorough and always complete their work, do their work carefully,

hardworking, making plans ahead and sticking to it, efficient, organized and not easily distracted. Definitely, a teacher who have high conscientiousness dimensional will always make a thorough lesson plan, various daily lesson plan and systematic in preparing examination item (Perlman and McCann, 1998). For extraversion dimensional, the characteristics of the respondents such as high spirited, energetic, approachable and strict personality were still in medium level. Perlman and McCann (1998) stated that teachers that score the highest in this dimensional have the initiative to improve their communication and able to run his or her teaching with good impression, active and simulating.

These respondents also have openness dimensional that only stay at the medium level. In other words, they are less initiative to gain experience, less curiosity over things and not broad minded. For neuroticism trait, even though the mean score is 2.48 which lie in the range of medium level, this value actually are very close to the low level. Most of the respondents stated the characteristics such as easily distracted, stressed and always worried over something, though at the same time they seem to be cool, can handle stress, emotionally stable, not easily have hard feelings and cool even in crucial situations.

TABLE II : CORRELATION BETWEEN PERSONALITY FACTOR AND JOB SATISFACTION

| Personality Factors | $r$ | $p$ |
|---|---|---|
| *Openness to experience* | .04 | .43 |
| *Conscientiousness* | .09 | .12 |
| *Extraversion* | -.04 | .48 |
| *Agreeableness* | .23[**] | .00 |
| *Neuroticism* | -.18[**] | .001 |

** Correlation is significant at 0.05

Table 2 showed the correlation between personality factor and job satisfaction. Agreeableness factors have a low positive relationship with job satisfaction. These factors connected with beliefs, help and individual pro-social. High Agreeableness factor can increase the job satisfaction and this supported the findings by Mohd. Kosnin & Tan Sew Lee (2008). This relationship is significant $r=.23$, $p=.000$.
Neuroticism factors also showed the negative relationship with job satisfaction. Individual that showed Neuroticism characters is emotionally unstable and worries connected with low job satisfaction as stated by Puspa (2007).The relationship between Neuroticism and job satisfaction is significant $r=-.18$, $p=.001$.Whereas the Extraversion factors have negative and weak relationships and are not significant. Lastly, Conscientiousness factor and Openness to experience have weak and positive relationship with job satisfaction among respondents and not significant.

Other than that, research also showed that two out of five personality factors that were Agreeableness and Neuroticism had significant relationship with job satisfaction. All these relationships were positive except the relationship between Agreeableness and Neuroticism factors and job satisfaction.

These findings are along with the previous research. Findings that showed the significant relationship between job satisfaction and teachers personality (Boudreau, et al., 2001; Judge, et al., 2002).

The connection between personality factors and job satisfaction can be seen from the characteristics in a good teacher. Agreeableness factors that have characteristics such as good hearted, tactful or polite, friendly, sympathetic, cooperative and enjoy being approach can make a school counselor to achieve job satisfaction. Whereas the characteristics in Extraversion factors such as high spirited, energetic, approachable need by a teacher when facing the challenges in educational world so that he or she is functional and impressive.

In addition to that, school counselors that possessed Conscientiousness have the independence, organized, trusted, responsible consistent and hardworking characteristics. This personality can help them to face educational challenges like social problems, the losing of faith and the society needs. Finally a school counselor that has low Neuroticism factor possessed stable emotional and can face social challenges such as truancy, disobedient, smoking and more. Working environment that enjoyable, creative and healthy as well as having the positive perception can help the school to achieve their job satisfaction.

TABLE III: INFLUENCE OF PERSONALITY FACTOR TOWARDS JOB SATISFACTION

| Variable | b | Beta | t | p |
|---|---|---|---|---|
| Constant | 212.81 | | | |
| Openness to experience | 20.07 | .16 | 2.44 | .015 |
| Conscientiousness | -34.66 | -.33 | -3.67 | .000 |
| Extraversion | -36.57 | -.28 | -4.05 | .000 |
| Agreeableness | 51.12 | .51 | 5.67 | .000 |
| Neuroticism | -21.25 | -.19 | -3.05 | .003 |

F= 9.99          Sig-F= .000          R= .38          $R^2$= .14

Table 3 showed the influence of personality factor towards job satisfaction. Regression analysis showed personality factors describe variations in job satisfaction as 14 percent $F_{(5, 304)}$ =9.99, $p<0.01$. All these personality factors have unique significant contribution in describing the respondents job satisfaction and agreeableness factors have the largest contribution to describe variations in respondents job satisfaction (beta=.51, $p<0.01$) followed by conscientiousness factor (beta=-.33, $p<0.01$), Extraversion (beta=-.28, $p<0.01$), Neuroticism (beta=-.19, $p<0.01$) and Openness to experience (beta=.16, $p<0.01$).

According to the various regression test, findings showed all these personality factors have unique and significant contribution in describing respondents job satisfaction with agreeableness factors have the largest contributions in describing variations in respondent's job satisfaction.

Other factors that brought the Agreeableness factors as a predictor to job satisfaction are in accordance with its characteristics:

(i) Agreeableness factors are in correlation with pro-social motives that purposely to get good product for oneself and others. (Beersma and De Dreu, 2002).

(ii) These factors brought the need for affiliation which is behavior as thinking of an individual that take affective positive relationship important. (Atkinson, et al., 1954).

(iii) Agreeableness factor is in correlation with the need for intimacy which is the need to create a close relationship pattern and interaction or frequent communication with others. The groups that have agreeableness characteristics can be trusted, co-operative, rationale and moved by others. (Costa and McCrae, 1992).

(iv) Harmony relationship that perceived encouraged them to make a positive attribution (Graziano et al., 1996) and tend to minimize the negative effects in all conflicts (Kinnunen et al., 2003).

The Agreeableness characteristics as listed above caused the school counselor satisfied with their colleague, observation, working environment, salary, promotion and other related aspects. They too can tolerate with distress that possible in facing overloaded with school work, working environment and interpersonal relationship in the school.

In Neuroticism factors, previous research (Cook, 2005; Boudreau, et al., 2001; Brief, 1998) showed that emotional stability factor or low Neuroticism have the highest correlation relationship and the best predictor towards job satisfaction. Neuroticism factor as a predictor to the job satisfaction and teachers' work stress is in accordance with these characteristics:

(i) The tendency to see negative aspects of their work. This characteristic makes them less successful in their work and less experience the job satisfaction. Their cognitive process was based on negative perception, which is focused and memorized negative aspects. The more of the negative remembrance, the more disturbances towards the career achievement and this makes them less experience the job satisfaction (Larsen, 1992).

(ii) They tend to be worried and afraid. These negative emotions will avoid them from doing the task and the chance of experiencing job satisfaction will also decrease. These circumstances also are related to low efficacy aspects in oneself with the expectation that they will fail in doing any task. The impact is that they choose a task that required less satisfaction, (less autonomy, less identity routine, not important and easy to handle) befit to their characteristics which is less career oriented (Costa and McCrae, 1992).

(iii) Easily influenced by woes and stress as well as not functional effectively. They cannot handle work stress and influence their ability to perform better (Judge and

Bono, 2001). Their emotional that were less stable will influence their achievement and work performance and easily get stress at work.

The description above showed that if the school counselor have low Neuroticism factors, they will also have stable emotion and more confident as well as positive in whatever challenges in their profession. Moreover, according to Bolger (1990), Neuroticism factor can influence the strategy to handle stress. As a conclusion to this, we can say that neuroticism and agreeableness factors can be used to predict job satisfaction and work stress among schools counselor. Other than that, this finding is along with the previous research that showed the significant influences between personality factor and job satisfaction. (Azlina Mohd. Kosnin & Tan Sew Lee, 2008).

## V. CONCLUSION AND SUGGESTIONS

As to conclude, personality showed an individual to be more socially effective because he or she was seen as someone who possessed attractive personality, worse or no personality at all. Personality is seen as unique and differentiates individuals. These aspects were called individual differences. In addition to that, as any other career that is needed to enhance their knowledge and skills, counselors could as well occupied themselves with technology skills. This is due to the difficulty for the counselor to prepare the best guidance as well as creating more values in counseling service. The increment of knowledge among counselors gets along with the current need that must always be given priority. A counselor who is rich with knowledge and skills were relevant and important in knowledge-based society.

From the study, it was found that many personality factor school counselors are rooted in their job satisfaction. Perhaps, school counsellor not only need to know and realizing this personality factor interest, even they also need to implement this element in conducting counselling process when interacts with client. Many studies which found method and pattern of interaction between students with counselors play an important role in ensuring excellence and student self-development. Counselor should be intelligent in ensuring this element is applied and at the same time able to move student create excellence in their academic (Azlina & Tan, 2008).

Hence, personality factor assist counsellors understand colleague show and their environment from various aspects. Personality is behaviour that of direction and trait which provides structure, uniqueness and motivation that becomes feature to someone's job satisfaction. In summary, this study can help strengthen counselling services management. Counselor can understand that how important it is personality factor in implementing development counselling that move towards form personality that is more stable and extrovert in prevention aspect, enrichment and recovery.

## REFERENCES

Ali Murat Sunbul . (2003). An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education,* 47 (1), 133-146.

Arnold B. B., Karen I. Van Der Zee, Kerry A.L., and Maureen F.D.(2006).The Relationship Between the Big Five Personality Factors and Burnout: A Study Among Volunteer Counselors. *The Journal of Social Psychology.* 146(1), 31-50.

Azlina Mohd. Kosnin dan Tan Sew Lee. (2008). Pengaruh Personaliti Terhadap Kepuasan Kerja Dan Stres Kerja Guru. *Jurnal Teknologi,* 48(E) Jun: 33–47.

Bono J. E. and Locke E. A. (2000). Personality and Job Satisfaction: The Mediating Role of Job Characteristics. *Journal of Applied Psychology.* 85(2): 237-249.

Boudreau, J. W., W. R. Boswell, T. A. Judge and R. D. Bretz. (2001). Personality and Cognitive Ability as Predictors of Job Search among Employed Managers. *Personnel Psychology*. 54(1) : 25-50.

Brief, A. P. (1998). *Attitudes in and Around Organizations*. Thousand Oaks, CA: Sage Publications.

Chua Bee Seok. (2004). Stres Pekerjaan, Kepuasan Kerja, Kesihatan Mental dan Kesihatan Fizikal di kalangan Guru Sekolah Menengah, Kota Kinabalu, Sabah. *Jurnal Teknologi.* 40(E) Jun: 1-18.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). New Jersey: Lawrence Erlbaum.

Cook, V. D. (2005). An Investigation of the Construct Validity of the Big Five Construct of Emotional Stability in Relation to Job Performance, Job Satisfaction, and Career Satisfaction. University of Tennessee: A Doctorial Dissertation.

Costa, P. T. dan R. R. McCrae. (1992). Four Ways Five Factors are Basic. *Personality and Individual Differences.*13(6): 653-666.

Filak, V. F., Sheldon, K. M. (2003). Student Psychological Need Satisfaction and College Teacher-Course Evaluations. *Educational Psychology,* Vol. 23, No 3,235-247.

Judge, T. A., D. Heller and M. K. Mount. (2002). Five-factor Model of Personality and Job Satisfaction: A metaanalysis. *Journal of Applied Psychology*. 87(3), 530-541.

Kementerian Pendidikan Malaysia. (1993). *Panduan Perlaksanaan Perkhidmatan Bimbingan dan Kaunseling Di Sekolah Menengah*. Unit Bimbingan dan Kaunseling, Kementerian Pendidikan Malaysia.

Kyriacou, C. (1997). Teachers Stress and Burnout: An International Review. *Educational Research.* 29(2): 146-152.

Locke, E. A. (2006). "What is Job Satisfaction?" Organizational Behavior and Human Performance. *Journal of Psychology Counseling,* 4 : 309-336.

Ma, X., MacMillan, R. (1999). Influences of Workplace Conditions on Teachers' Job Satisfaction. *Journal of Educational Research,* Vol. 93, No 1,39–47.

Manthei, R. and Solman, R. (2008). Teacher Stress and Negative Outcomes in Canterbury State School. *New Zealand Journal of Education Studies.* 23(2),154-163.

Mohd Majid Konting. (2005). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Motowidlo, S., J. Packard and M. Marning. (2006). Occupational Stress: Its Causes and Consequences for Job Performance. *Journal of Applied Psychology.* 71, 618-629.

Othman Mohamed. (2001). *Penulisan Tesis dalam Bidang Sains Sosial Terapan*. Serdang, Selangor : Penerbit Universiti Putra Malaysia.

Perlman dan McCann. (1998). *Student Pet Peeves about Teaching*. In Kantonitz, B. H., Roediger III, H. L., & Elmes, D. G. *Experimental Psychology*. 8th ed. Belmont, CA: Thomsons Learning, Inc.

Puspa A/P Suppiah. (2007). Profil Personaliti Dominan Pelajar Tingkatan Empat Di Tiga BuahSekolah Menengah Di Zon Pasir Gudang, Johor Bahru. Tesis Sarjana yang tidak diterbitkan. Skudai : Universiti Teknologi Malaysia.

Sabitha Marican.( 2005). *Kaedah Penyelidikan Sains Sosial*. Pearson Prentice Hall, Malaysia Sdn.Bhd.

Schultz, I.L., Teddlie, C. (1999). The Relationship between Teachers' Job Satisfaction and their Perceptions of Principals' Use of Power and School Effectiveness, *Education,* Vol. 19, No 4*,* 461–480.

Tillman, W. R., Tillman, C. J. (2008). And you thought it was the apple: A study of job satisfaction among teachers. *Academy of Educational Leadership Journal,* Vo. 12, No 3,1-18

# Influence of Virtue Ethics on Counselling Morale Application among Counselling Interns

Nor Mazlina Ghazali, Nor Aisha Mustafa, Wan Marzuki Wan Jaafar, Azzahrah Anuar, and Lee May Fern

*Abstract* -- **The nature of virtue ethics is important in counselling process. The investigation on the virtue ethics (benevolence and respectfulness) involves counselling morale application among trainee counsellors. The purposes of the research include: (i) to investigate the relationship between the "benevolence" and cultural awareness of the trainee counsellors, (ii) to investigate the relationship between the "respectfulness" and cultural awareness of the trainee counsellors, (iii) to investigate the relationship between the cultural awareness and morale application among trainee counsellors, (iv) to investigate the use of "benevolence" in the morale application among trainee counsellors, and (v) to investigate the use of "respectfulness" in the morale application among trainee counsellors. The instruments used to measure the variables in the study are the Schwartz Value Survey (SVS), Multicultural Attitude Scale (MAS), and Vision of Morality Scale (VMS). Findings have shown that the virtue ethics (benevolence and respectfulness) had influences on the counselling morale application. In summary, the virtue ethics is essential for counsellor's decision making in the counselling process.**

*Keywords* -- **Virtue ethics, Benevolence, Respectfulness, Counselling morale application, Culture**

## I. INTRODUCTION

The counselling profession has developed gradually along with the state of trust and confidence by the community members toward this nobel occupation. It is vital for the professional counsellors to practise their ethical obligations while serving the clients (Wilczenski & Cook, 2005). Virtue ethics is one of the ethical components that should be emphasised and followed through by the professional counsellors in the counselling relationship (Abdul Rahman, 2011).

According to Fry (2005), the ethical standards serves as a guideline in the counseling process especially in making decisions. Apart from the principle ethics, virtue ethics is another method that can be applied for making ethical decision. In fact, professional counsellors are advised to integrate both principle and virtue ethics to reach better ethical decisions when working with clients (Corey et al., 2015).

Moreover, the ethical behavior of counsellors can promote and enhance the counselling services (Gribov,

Nor Mazlina Ghazali*, Nor Aisha Mustafa, Azzahrah Anuar, and Lee May Fern, Universiti Malaysia Sarawak, Malaysia (Email address*: gnmazlina@unimas.my).
Wan Marzuki Wan Jaafar, Universiti Putra Malaysia, Malaysia (Email address: wanmarzuki@gmail.com).

2000). Counsellors with ethical behaviors will perform better in order to maintain the dynamics that occur in the counselling process. The virtue ethics compliment the ethical behavior displayed by the counsellors which result in the cohesiveness and effectiveness of the counselling relationship between the counsellor and client.

Beauchamp and Childress (1994) defined a moral virtue as an acquired habit or disposition to do what is morally right or praiseworthy' (p. 261). Interestingly, a psychologist's display of benevolence and respectfulness (as defined by Meara et al., 1996) are the other entities that are selected to be the foundation upon which virtue ethics is constructed within the field of psychology. These two virtues, along with the virtues of prudence and integrity, are paramount to the process of psychologists acting on moral ideals (Meara et al., 1996).

The principles of virtue ethics embrace respect as a provision of special attention, deference, or regard to individuals and communities on and in the terms that they themselves define (Meara et al., 1996).

Individuals possessing benevolence are distinguished by wanting to do good, despite the fact that they are not obligated to do so. The virtue of benevolence is implicitly esteemed with high regard in the American Psychological Association Code of Ethics (2002). Counsellors with benevolence attributes tend to be more conscious of their ethical behavior and the caring attitude becomes their second nature because they believe that it is crucial in making ethical decision. Principle E (Concern for Others' Welfare) and Principle F (Social Responsibility) in the APA Code of Ethics of 2002 have also outlined the importance of the psychology professionals to engage in the benevolent acts in their practice.

Aristotle has highlighted that the characteristics of an individual is an important element in understanding the morale of the individual (Gribov, 2000). Therefore, virtue ethics can be a crucial method to understand the moral application among counsellors because virtue ethics focuses on the character traits of the counsellors and how the counselors use their nonprescribed principles in solving ethical dilemmas.

### Objectives of Research

The purposes of the study were to:

a) investigate the relationship between "benevolence" and cultural awareness of the trainee counsellors,

b) investigate the relationship between the "respectfulness" and cultural awareness of the trainee counsellors,

c) investigate the relationship between the cultural awareness and morale application among trainee counsellors

d) investigate the use of "benevolence" in the morale application among trainee counsellors.

e) investigate the use of "respectfulness" in the morale application among trainee counsellors.

### Research Questions

a) Is there any significant relationship between the "benevolence" and cultural awareness of the trainee counsellors?

b) Is there any significant relationship between "respectfulness" and cultural awareness of the trainee counsellors?

c) Is there any significant relationship between the cultural awareness and morale application among trainee counsellors?

d) Is there any significant usage of "benevolence" in the morale application among trainee counsellors?

e) Is there any significant usage of "respectfulness" and morale application among trainee counsellors?

## II.  PROBLEM STATEMENT

Research by Borders (as cited in Lee & Cashwell, 2002) has stated that the ethical issues were oftenly discussed in the supervision process. Though the importance of ethical obidience in the counselling process was highlighted in numerous counselling literatures, some counsellors have failed to implement this obligation. It can be inferred that some counsellors may lack of awareness and conscience in the legal and ethical aspect of counselling. When counsellors fail to follow the rules and regulations set in the code of ethics, it may jeapordize the way they solve specific ethical problems in counselling practice (Norazani Ahmad, 2006).

The unethical behaviors that are demonstrated by the trainee counsellors during the training process has an influence on the actual ethical practice in the future (Wagner, 1981). Hence, the trainee counsellors must be supervised and encourage to apply their ethics knowledge and skills to avoid malpractice in their counselling training. One of the key factors that might have led to unethical practices among professional counsellors was the lack of understanding in the legal and ethical aspects in counseling and its implementation during their practical/internship training (Asuwad Abdullah, 2014).

According to Kitchener (1996), the use of *"virtue ethics"* is influenced by the action of counselors when they encounter an ethical dilemma, and they react accordingly to their morale

consideration. Cousellors with *"virtue ethics"* often questioned by other professional counsellors because they typically use the nonobligatory principles and values in solving ethical issues. On the other hand, the ethical action and decision made based on the culture serves different meaning (Sue, 2001). This scenario might create ambivalence in the counsellor-client relationship. Therefore, a study on the influence of "virtue ethics" on the morale application among trainee counselors has been conducted.

## III.  LITERATURE REVIEW

Ethical guidance serves as foundation for individuals to solve problems and making decision when they encounter ethical dilemma (Tännsjö, 2002).  Most philosophy scholars display their morale through "virtue ethics" through doing good deeds towards others and avoiding bad deeds. Aristotle expresses the "virtue ethics" promotes good character development of individuals  (as cited in Freeman, 2000).

Counselors with virtue ethics ask questions such as "what do you want to be?" in assisting clients to make choices and take action in certain situations (Keenan, 1992). Virtue ethics is a concept that can be utilized by the community to determine the wisdom and morale of certain group in categorizing the "good behavior". Although virtue ethics focuses on the individual's character development for the basis of professional judgments and actions, Jordan and Meara (1990) hypothesized that it is the exercise of the other-regarding virtues of respectfulness and benevolence that were likely to lead persons to demonstrate behaviors that illustrate competence to serving the common good and a sensitivity to multiculturalism. The current study sought to examine their hypothesis, and provide empirical support that psychologists possessing virtues of benevolence and respectfulness are more likely to take action in pursuit of these values.

Respect is conceptualized as a dynamic concept that is dependent upon a culture or society for its definition. The critical question for professionals to consider is how others want to be respected. Therefore, until a community or individual defines how or what it would like to have respected, there is no simple guidelines for professionals to determine what constitutes ethical behaviors. While a small number of existing studies have examined the concepts related to respect such as social justice, equality, broad-mindedness, and unity with nature, virtually no research has empirically measured the respectfulness as defined herein. With such a paucity of relevant research existing on the construct of respectfulness, Schwartz' conception of the universalism value which encompasses understanding, appreciation, tolerance, and protection for the welfare of all people and for nature, makes it the definition of respect most akin to that used in the current study. Schwartz's use of the words 'understanding, appreciation, and tolerance' reiterate the core notion that respect is a dynamic concept, that is dependent upon a culture or society for its definition. It is not a simply awareness of a preconceived set of beliefs, but

rather, a provision of special attention, deference or regard to individuals and communities on and in the terms that they themselves define. The focus on both the enhancement of others and transcendence of selfish interests makes the Universalism scale of the Schwartz Value Survey (SVS) (1992) a complimentary measure of respectfulness to include in the current replication of Fry (2002).

*Benevolence* often integrates the components of social responsibility and public interest through its practice, and thereby serves as a vehicle through which professionals achieve the goal of contributing to the common good. The benevolent professional knows what is good or best for those they serve, and regardless of their own views, set about to do good (Meara et al., 1996). Likewise, the concern for virtue ethics to examine "*What ought I to be*?" rather than "*What ought I to do*?" further clarifies the nature of benevolence to influence individuals to act in morally appropriate ways when moral requirements and self-interests conflict (DuBose, 1994). Similar to its other-regarding counterpart of respectfulness, benevolence is a construct that is virtually absent from the empirical literature in psychology. Although a small number of studies have measured related constructs such as helpfulness, forgiveness, honesty, and loyalty as individual variables, only a paucity of research has examined the virtue of benevolence as an empirical construct. Schwartz' (1992) definition of benevolence encompasses the related aforementioned values, along with values of responsibility, true friendship, a spiritual life, mature love, and meaning in life. It is the inclusivity of this definition and validity of the value items both cross-culturally and within a given culture that lend the Benevolence scale of the SVS as an ideal secondary measure of benevolence to compliment the Self-Report Altruism Scale, the primary measure used both in the current replication study and originally in Fry (2002). Given that virtue ethics rest on the belief that motivation, emotion, character, ideals, and moral habits situated within the tradition and practice of a culture or group, their function within a profession is to present a more complete account of the moral life than actions based on the prescribed rules or principles of practice that can be detached from individuals and their communities. Virtue ethics call upon the individuals to develop traits of character that enable person to achieve these ideals and serve as the inextricable link between who and what we are and what we do that defines the ethical character of psychology as a profession.

Multicultural understanding is a universal component in counseling. Trusty et al. (2002) referred multicultural counseling as to as the readiness and application of cultural awareness, knowledge, and skill in counseling. Factors that have forced the trainee counselors and professional counselors to fcous on the importance of knowledge, skills, and awareness in multicultural counseling practice varied (Nurul 'Ain Mohd Daud et al., 2015). Nurul 'Ain Mohd Daud et al. (2015) described that the cultural differences might be the hindrance for the trainee counselors in conducting counseling sessions. Thus, it is vital to consider the

multicultural competency to ensure the effectiveness of counseling relationships.

## IV. METHOD

### *Research Design*

This is a quantitative and correlational research design. Quantitative research uses tangible data, through measurable instruments such as questionnaires and tests (Kamarul Azmi Jasmi, 2012).

### *Subject and Selection*

160 trainee counsellors participated in the study that consists of second, third, and final year students. The stratified random sampling was utilized in the study based on the differences in the number of trainee counsellors on each year. Refer Table I for the number of respondents according to respective universities.

TABLE I: RESPONDENTS ACCORDING TO RESPECTIVE UNIVERSITIES

| Year of Study | Year 2 | Year 3 | Year 4 |
|---|---|---|---|
| **Total** | 38 | 35 | 32 |

### *Instrumentation*

The demographic form includes questions such as age, gender, race, religion, programme of study/faculty, and year of study. The Schwartz Value Survey (SVS) is used to measure the differences of values in trainee counsellors (Schwartz, 2012). There are 56 items in the SVS but only items related to benevolence and respectfulness have been selected. The Multicultural Attitude Scale (MAS) is used to measure the awareness trainee counsellors in the multicultural aspects. This instrument consists of 20 items with three subscales such as awareness, appreciation, and tolerance. The Vision of Morality Scale (VMS) is used to measure the morality and behaviour of trainee counsellors. The VMS items cover 45 simple dimensions.

TABLE II: RELIABILITY OF INSTRUMENTS

| Research Instruments | Cronbach's Alpha (α) of Instrument | Cronbach's Alpha Instrument in Research |
|---|---|---|
| Schawartz Value Survey (SVS) Benevolence Respectfulness | 0.74 0.84 | 0.87 0.85 |
| Multicultural Attitude Scale (MAS) | 0.80 | 0.75 |
| Vision of Morality Scale (VMS) | 0.88 | 0.88 |

### Statistical Analysis

Mean, standard deviations, frequencies, and percentages (descriptive analysis), correlation, and regression analysis (inferential analysis) were used to measure the influence of virtue ethics on the moral counselling application.

## V.   FINDINGS

### Demographic

The demographic data of participants were reported in the study including gender, race, age, degree, course of study, and year of study. The mean scores and standard deviations were also outline in the study.

TABLE III : RESPONDENTS BASED ON GENDER

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 20 | 19.0 |
| Female | 85 | 81.0 |

N = 105

TABLE IV : RESPONDENTS BASED ON RACES

| Race | Frequency | Percentage (%) |
|------|-----------|----------------|
| Malay | 65 | 61.9 |
| Chinese | 11 | 10.5 |
| Indian | 1 | 1.0 |
| Iban | 10 | 9.5 |
| Bidayuh | 4 | 3.8 |
| Melanau | 2 | 1.9 |
| Others | 12 | 11.4 |

N = 105

TABLE V : YEAR OF STUDY

| Year of Study | Frequency | Percentage (%) |
|---------------|-----------|----------------|
| Year 2 | 49 | 46.7 |
| Year 3 | 35 | 33.3 |
| Year 4 | 21 | 20.0 |

N = 105 the finding showed the mean = 4.55 and standard deviation = 0.75 and showed lower score compared to previous research at M = 4.83, SD = 0.60.

TABLE VI: AGE OF RESPONDENTS

| Age | Frequency | Percentage (%) |
|-----|-----------|----------------|
| 21 – 23 | 68 | 64.8 |
| 24 – 26 | 35 | 33.3 |
| 27 – 29 | 2 | 1.9 |

N = 105

### Mean and Standard Deviation

All the means and standard deviations for all instruments were illustrated in Table VII. *"Benevolence"* and *"Respectfulness"* were evaluated using the Schwartz Value Survey (SVS). SVS is a 9-point (9) likert scale questionnaire. The mean scores of SVS have indicated that the respondents have a high value of benevolence and respectfulness.

In this study, Benovelence value was M= 6.91 and SD = 0.86. Such finding was contradicted with the previous research by Fry (2005) [M = 4.08, SD = 2.46, n = 190]. The differences might be due to the different number of sample involved in the research. The Respectfulness value was also different from the previous research at (M = 4.91, SD = 1.43, n = 190). Both Benevelence and Respectfullness mean scores for this study were higher than the previous findings.

The mean score for the cultural awareness among respondents were the lowest among other scores (virtue ethics and morality) [M = 3.70, SD = 0.37, n = 105]. The mean score of the cultural awareness was higher than the findings in the previous research (M = 2.64; SD = 1.03).

The mean score for morality among trainee counsellors was also slightly lower than the virtue ethics mean scores in this study (M = 4.55, SD = 0.75). This variable was measured using the Vision Morality Scale (VMS). The current finding was lower compared to the previous research (M = 4.83, SD = 0.60).

TABLE VII: MEAN AND STANDARD DEVIATION OF BENEVOLENCE (SVS), RESPECTFULNESS (SVS), AND CULTURAL DIFFERENCES (MAS) AND MORALITY  (VMS)

| Instruments | Mean | Standard Deviation |
|-------------|------|--------------------|
| SVS | | |
|   Benevolence | 6.91 | .86 |
|   Respectfulness | 6.58 | .94 |
| MAS | 3.70 | .37 |
| VMS | 4.55 | .75 |

N = 105

### Correlation

The Pearson Product Moment Correlation Coefficient has been used to measure the relationship between the benovelence and respectfullness and cultural awareness among trainee counsellors. Refer Table VIII for the results.

a) **Is there any significant relationship between the benevolence and cultural awareness among trainee counsellors?**

There was a significant relationship between the benevolence and cultural awareness among trainee counsellors at r = .256, p = .008, n=105. It could be inferred that when the trainee counselors adapted benevolence in the ethical practice, they would be more likely to demonstrate some cultural awareness when working with clients.

b) **Is there any significant relationship between the respectfulness and cultural awareness among trainee counsellors?**

There was a significant relationship between the respectfulness and cultural awareness among trainee counsellors at r = .254, p = .009, n=105. It could be inferred that when the trainee counselors adapted respectfulness in the ethical practice, they would be more likely to demonstrate some cultural awareness.

c) **Is there any significant relationship between cultural awareness and counselling morale application amongst trainee counsellors?**

There was a significant relationship between the cultural awareness and counselling morale application among trainee counsellors at, r = .335, p = .000, n=105. The relationship between the cultural awareness and counselling morale application was moderate.

d) **Is trainee counsellors using the benevolence in counselling morale application in counselling?**

There was a significant usage of benevolence in the counselling morale application in counselling among trainee counsellors at r = .281, p = .004, n=105. The result showed that the trainee counsellors have moderately used the benevolence in their counselling morale application.

e) **Are the trainee counsellors using the respectfullness in the counselling morale application in counselling?**

There was a significant usage of respectfullness in the counselling morale application in counselling among trainee counsellors at r = .298, p = .002, n=105. The result reported that the trainee counsellors have moderately used the respectfullness in the counselling moral application in counselling.

TABLE VIII: CORRELATION ON BENEVOLENCE, RESPECTFULNES, CULTURAL DIFFERENCES (MAS) AND COUNSELLING MORALE APPLICATION AMONGST TRAINEE COUNSELLORS (VMS)

| Measures | SVS (B) | SVS (R) | MAS | VMS |
|---|---|---|---|---|
| SVS | | | | |
| Benevolence | --- | .000 | .008 | .004 |
| Respectfulness | .000 | --- | .009 | .002 |
| MAS | .008 | .009 | --- | .000 |
| VMS | .004 | .002 | .000 | --- |

N = 105
P<.05

### Standard Regression

The analysis of standard regression has been used to investigate the influence of virtue ethics (benevolence and respectfulness) on the counselling morale aplication among trainee counsellors. The results have shown that the influence of virtue ethics including the benevolence and respectfulness on the counselling morale application were significant [F (1, 103) = 8.81, p = .01, Adjusted R2 = .07] and [F (1, 103) = 10.05, p = .00, Adjusted R2 = .08]. Refer Table IX: Regression Analysis.

TABLE IX: REGRESSION ANALYSIS

| Variables | Adjusted R | $R^2$ | B | SE | β | t |
|---|---|---|---|---|---|---|
| SVS | | | | | | |
| Benevolence | .070 | .079 | .245 | .083 | .281 | 2.968 |
| Respectfulness | .080 | .089 | .238 | .075 | .298 | 3.170 |
| MAS | .103 | .112 | .673 | .187 | .335 | 3.606 |

N = 105
P<.05

## VI. DISCUSSION

According to the professional ethical code of standards, counsellors that practice the virtue ethics put less emphasis on the rules that they should follow. However, counsellors who embrace the virtue ethics are more focused on the important values that should be adapted by the counsellors when making decision. As a result, the counsellors will perform better in terms of their counselling morale application in the counselling process. The findings of the study have revealed a significant importance of the use of virtue ethics particularly the benevolence and respectfullness attributes by the counselling practitioners in their counselling morale application. The new findings from the study were consistent with the research conducted by Fry (2005) in which the benevolence and respectfulness attributes had a meaningful impact on trainee counsellors in developing their good morale.

## VII. CONCLUSION

In summary, the professional counsellors should embed the virtue ethics in the practice to improve the effectiveness of counselling relationship. A full understanding on the concept of virtue ethics plays a huge role in empowering themselves as professional counsellors. It should be viewed as an added value skill that can elevate the counsellor's competency level especially in solving complex ethical issues and problems in counselling.

## VIII.    ACKNOWLEDGEMENT

## REFERENCES

Abdul Rahman. (2011). *Rasional mengapa etika profesional sangat ditekankan dalam perkhidmatan kaunseling.* Retrieved from https://nikalila.wordpress.com/2012/03/26/rasional-mengapa-etika-profesional-sangat-ditekankan-dalam perkhidmatan-kaunseling

American Psychological Association (1992). Ethical principles of psychologists and code of conduct, *American Psychologist, 47*, 1597-1611.

American Psychological Association (2002). Ethical principles of psychologists and code of conduct, *American Psychologist, 57*, 1060-1073.

Asuwad Abdullah. (2014). *Isu – isu etika dalam kaunseling*. Retrieve from https://www.academia.edu/908 991

Beuchamp, T.L., & Childress, J.F. (1994). *Principles of biomedical ethics* (4th ed.). New York: Oxford University Press.

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole.

Dahlia (2011). *Rekabentuk penyelidikan – kajian kuantitatif, kualitatif dan gabungan.* Retreive from http://www.cikgudahlia.com/2011/rekabentuk-penyelidikan-kajian

Freeman, S. J. (2000). *Ethics : An introduction to philosophy & practice.* Stamford, USA: Thomson Learning

Fry, H.L. (2002). *Rethinking what it means to be "ethical": A psychometric examination of virtue ethics.* Unpublished masters thesis, The Ohio State University, Columbus.

Fry, H.L. (2005). *The application of virtue ethics to the practice of counseling psychology*. The Ohio State University.

Gribov, S. (2000). *Minimalistic virtue ethics : Theory for moral education.* Simon Fraser University.

Jordan, A. E., & Meara, N. M. (1990). Ethics and the professional practice of psychologists: The role of virtues and principles. Professional Psychology: *Research and Practice, 21* (2), 107-114.

Kamarul Azmi Jasmi. (2012). *Penyelidikan kuantitatif dalam sains sosial*. Johor Bharu, Johor: Universiti Teknologi Malaysia.

Kitchener, K.S. (1996). There is more ethics than principles. *The Counseling Psychologist, 24*(1), 92 – 97.

Kitchener, K.S. & Anderson, S.K. (2000). Ethical issues in counseling psychology: Old themes to new problems. In Brown, L.S. & Lent, (Eds.) The handbook of counseling psychology *(*pp.50-82). New York: John Wiley & Sons.

Lee, R.W. & Cashwell, C.S. (2002). Ethical issues in counselling supervision : A comparison of university and site supervisions. *The Clinical Supervisor, 3*(20), 91-100.

Meara, N.M., Schmidt, L.D., & Day, J.D. (1996). Principles and virtues: A foundation or ethical decisions, policies, and character. The Counseling Psychologist, 24 (1), 4-77.

Norazani Ahmad. (2006). *Isu-isu dalam perhubungan penyeliaan kaunseling: Pengalaman kaunselor pelatih di Malaysia*. Unimed.

Nurul 'Ain Mohd Daud., Nazariah Ab. Samad., Fauziah Hanim Jalal., & Norazani Ahmad. (2015). Halangan nilai dan budaya dalam kalangan kaunselor pelatih semasa internship kaunseling di sekolah: Kajian kes. *Jurnal Bitara Edisi Khas (Psikologi Kaunseling), 8*, 105 – 119.

Schwartz, S. H. (2012). An overview of the Schwartz Theory of basic values. *Online Readings in Psychology and Culture, 2*(1). Retrieve from http://dx.doi.org/10.9707/2307- 0919.1116.

Sue, D.W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist, 29* (6), 790 – 821.

Tännsjö, T. (2002). *Understanding ethics: An introduction to moral theory* (2nd ed.). Edinburgh, UK: Edinburgh University Press Ltd.

Trusty, J. Looby, E.G., & Sandhu. D,S. (2002). *Multicultural counselling: Context, theory, practice and competence.* New York: Nova Science Publisher, Inc.

Wagner, C. A. (1981). Confidentiality and the school counselor. *Personnel and Guidance Journal*, *59*, 305 – 310.

Wilczenski, F.L., & Cook, A.L. (2005).*Virtue ethics in school counseling: A framework for decision making.*University of Massachusetts Boston.

# Multisystemic Therapy for Antisocial Behavior in Children and Adolescents Malaysia

Ng Haw Kuen and Wan Marzuki Wan Jaafar

***Abstract* -- According to statistics from the Department of Social Welfare (2015), a total of 4669 children between the ages of 10-21 were involved in crimes such as property-related criminal cases, minor offence act, infringement of supervision terms, drugs, gambling, weapons or firearms, traffic offences, escaping from approved schools and others. Various efforts have been put in to reduce the rate of involvement in crime amongst youths. However, statistics from the Department of Social Welfare showed that the number of children involved in crime was still very high – from 2009 to 2015, there were 35,300 children, or an average of 5042 children a year, involved in crime. A lot of investments have gone into funding the cost for treatment and for institutions to resolve children criminal cases, but till today, we have not seen satisfactory results in reducing children's involvement in crimes, in fact, the number of children involved in crimes has gone up as compared to the past. Despite the many measures taken to tackle this issue, what we are facing right now is the failure to break the vicious cycle when these children return to a troubled environment. For three decades, studies have shown that multisystemic therapy, which places serious juvenile offenders in the community with intensive intervention, has a significant effect in reducing their involvement in heavy crimes. According to Borduin et al. (1995), groups of delinquent youths were treated with multisystemic therapy or individual therapy after four years, and as a result, the youths who underwent the multisystemic therapy recorded significantly lower recurrence rate in perpetrating crimes.**

***Keywords* – Multisystemic therapy, Antisocial behavior, Children and adolescent**

## I.      INTRODUCTION

According to statistics from the Department of Social Welfare (2015), a total of 4669 children between the ages of 10-21 were involved in crimes such as property-related criminal cases, minor offence act, infringement of supervision terms, drugs, gambling, weapons or firearms, traffic offences, escaping from approved schools and others. The findings revealed that 76% of youth aged 16-17 years old or students in Form 4-5 were the most actively involved in crimes (N=3571).

When a youth is convicted, the Court for Children hands out sentences such as 1) warning, b) good behaviour bond, c) placing under the care of a relative or other qualified person, d) fines, amends or costs, e) probation order, f) orders to be sent to approved schools or Henry Gurney School, and g) whipping (Commissioner of Law Revision and Reform, 2006)

Ng Haw Kuen and Wan Marzuki Wan Jaafar*, Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia (Email address*: wanmarzuki@upm.edu.my).

Following recent law amendments, the stroke penalty for juvenile offenders has been abolished and replaced with community services.

Various efforts have been put in to reduce the rate of involvement in crime amongst youths. However, statistics from the Department of Social Welfare showed that the number of children involved in crime was still very high – from 2009 to 2015, there were 35,300 children, or an average of 5042 children a year, involved in crime. Curtis (2012) stated that the cost of care for such youths are very high – children who are placed in care programmes need about £33,000 (RM182,636), with an annual increment to £156,000 (RM863,369) for those placed in a local authority care home for children.

A lot of investments have gone into funding for the cost of treatment and institutions to resolve children criminal cases, but till today, we have not seen satisfactory results in reducing children's involvement in crimes, in fact, the number of children involved in crimes has gone up as compared to the past. Despite the many measures taken to tackle this issue, what we are facing right now is the failure to break the vicious cycle when these children return to a troubled environment.

Lack of knowledge about specific effective components of prevention programmes for youths at risk with acute delinquent behavior, though research shows that prevention programmes have positive effects on preventing persistent delinquent behaviours (Vries, Hoeve, Assink, Stams and Asscher, 2015). In improving effectiveness of programme, intervention should be implemented through multiple formats, matching the level of delinquency as well as taking into consideration the environments they are in such as family, friends, schools, communities and the society.

Juvenile delinquency is a serious social problem which brings negative effects to emotional, physical and economic as well as individual, local community and the society. Juvenile offenders are faced with issues related to health, education, work and interpersonal (Borduin, 1994). When a person develops delinquent behaviours at a young age, their delinquency will become more disturbing and threatening as they grow older (Loeber, Burke and Pardini, 2009). During their early teens, children are easily exposed to negative influences from peers, which puts them at high risk of failing in school, developing antisocial behavioural issues, before escalating to a more serious problem of being involved in criminal activities when they reach adolescence and adulthood (Odgers et al., 2008). Therefore, it is vital to identify the factors that cause them to develop behavioural issues, the ones with the highest potential of developing

persistent delinquency issues, and the best prevention methods before the problems turn chronic.

## II. MULTISYSTEMIC THERAPY

For three decades, studies have shown that multisystemic therapy, which places serious juvenile offenders in the community with intensive intervention, has a significant effect in reducing their involvement in heavy crimes. According to Borduin, Mann, Cone, Henggeler, Blaske and Williams (1995), groups of delinquent youths were treated with multisystemic therapy or individual therapy after four years, and as a result, the youths who underwent the multisystemic therapy recorded significantly lower recurrence rate in perpetrating crimes.

The recurrence rate for multisystemic therapy participants was lower at 22.1% versus individual therapy at 71.4%. Another interesting finding is that participants who underwent temporary multisystemic therapy also recorded a lowered recurrence rate at 46.6% versus other control groups of delinquents (Borduin et al., 1995). Such studies paved way for new initiatives on intervening problems of youth offenders in the community than imprisoning them.

The theory and development of multisystemic therapy is based on Bronfenbrenner's (1979) ecology of human development. He argues that children's development is affected by a series of ecological systems that are interconnected with each other. It's a two-way, mutual model, that is what happens in one system will affect other systems around it, for instance, a child's behaviour will affect how his/her parents treat him/her and vice versa.

The multisystemic therapy theory that is based on Bronfenbrenner's model states that youths are entrenched in multiple systems, in particular family, peer, school and community (Henggeler, Schoenwald, Bourdin, Rowland, & Cunningham; 2009). As an intensive therapy programme, multisystemic therapy emphasises that several aspects in the life of the delinquents such as family, school, social, and other unique factors are correlated with the behaviours of delinquent individuals (Osher, Quinn, Poirer and Rutherford, 2003).

Their misconducts and antisocial behaviours are a result of interaction with risk factors in the surrounding systems. Multisystemic therapists increase the strength of the family to overcome barriers and help the family improve its functioning in implementing interventions. The focus of multysystemic therapy is to generate and initiate more pro-social behaviours, grow and leverage social support network to sustain the positive results of treatment.

From a clinical perspective, the theory of social ecology stated that the teenagers who have behavioural problem are often influenced by the aspects relating to their life, such as family, friends, school and neighbours. Behavioural problem of teenagers are caused by various factors and these factors could vary from individual to individual. Hence, assessment needed to be carried out while taking a range of variables into consideration which may affect the behavioural problems in the system (such as the parent who failed to oversee or ignoring their child may resulting deviant involvement of their children when contacting with friends) and external system (such as not having the relevant knowledge of children upbringing).

Referring to the theory of Bronfenbrenner's (1979) in social ecology, the first assumption of multisystemic therapy indicating that the antisocial behaviour of adolescents (such as criminal activities, substance abuse, behavioural problem) are caused by risk factors appearing in various system where teenagers involved such as family, friends, school and community (Henggeler et al., 2009). Thus, in order to maximize the effectiveness of multisystemic therapy, the intervention provided shall be able to identify the factors that affecting the delinquent in adolescent system and uses every power that exists in the system (such as family, friends, school, neighbour, various supporting systems) to trigger positive changes while implementing interventions to encourage behavioural changes among adolescent in natural environment.

The second assumption in multisystemic therapy indicating that the caregivers play an important role to trigger changes (Henggeler et al., 2009). Therefore, the focus of intervention shall help the caregivers to obtain resources and skills needed to enhance effectiveness when get along with their children. When the caregivers managed to handle their children more effectively, the therapist will help the caregiver to take advance measures such as stay away from the troubled friends as well as to improve their academic performance. From that, family factor is considered to be a very important aspect to help teenager to achieve and maintain reduction of their antisocial behaviour while enhancing their function.

In addition, the objectives of multisystemic therapy intervention are a) seeks to improve discipline practice of caregivers, b) enhance family relationship, c) reduce relationships of adolescent with troubled teens, d) improve relationships of adolescent with fellow pro-social, e) enhance schooling or career achievement of adolescent, f) enhance involvement of adolescent in positive recreational activities and g) forming a natural supporting system for families, neighbours and friends to help the caregivers (Henggeler et al., 2009).

## III. TEAM STRUCTURE AND SERVICE DELIVERY

The multisystemic therapy will be carried out by the treatment team consisting two to four therapists and a recognized multisystemic therapy supervisor. Generally, the multisystemic therapy therapist is a scholar with clinical experience in the field of welfare, psychology, counselling or marriage and family therapy. This team is usually conducted in private under the system of juvenile justice, children welfare and mental health (Sheidow, Schoenwald, Wagner, Allred and Burns, 2006). Each of the therapist of the team

will deal with four to six families at the same time, for a period of 3 to 5 months to provide intensive service to families and communities. The hours of interaction with family in multisystemic therapy treatment is short, it usually takes about 60 hours or more.

The model of services offered by the multisystemic therapy is based on 24 hours a day and 7 days a week while consisting several methods, such as a) remove barriers to provide services, b) increase therapeutic involvement, c) provide information of ecological assessment for the design of interventions provided, d) respond in a timely manner to handle the expected crisis which threaten behavioural outcomes, e) provide information of clinical ecology treatment result, and f) enhance comprehensive treatment result in an environment where the problem occurred (Henggeler et al., 2009).

## IV. TRAINING AND SUPERVISION

Referring the list of services offered by the multisystemic therapy, several processes and structures have been established to ensure the quality of services provided. The most important process provided is the various ongoing training and clinical support provided to the multisystemic therapy therapists (Henggeler et al., 2009). The multisystemic therapy training begins with an orientation for 5 days in treatment model. The training is intended to provide orientation to therapists to the clinical process and treatment methods of multisystemic therapy. Upon completed the training, therapists will be more focused on the family factors and obtain the skills to identify problems occurring in the ecological systems such as friends, family, school and neighbour when they are designing and implementing interventions.

This Five-days orientation training enable therapists to adapt clinical practice of multisystemic therapy when dealing with families and receive weekly structured supervision from the on-site supervisor and off-site consultant of multisystemic therapy. The multisystemic therapy team will meet the supervisor on a weekly basis to discuss and identify the problem occurring in accordance with the specified protocol. Discussion with an expert consultant from multisystemic therapy will also be conducted on a weekly basis in order to obtain additional feedback and direction required. The supervisory sessions and consultations are carried out regularly, intended to provide support to therapists when they are achieving the objectives of treatment as well as to enhance the fidelity of multisystemic therapy therapists to the treatment protocol.

## V. CONCLUSION

Welfare caregivers play a key role in multisystemic therapy as an important catalyst of change in children. The interventions focus on the skills that caregivers use to manage the children's behaviours effectively (Henggeler et al., 2009).

According to the multisytemic therapy's theory of change, the therapists help the family to overcome barriers in parenting and managing the children's behaviours. With improved effectiveness, the parents are then able to influence the peer, school and community systems to reduce antisocial behaviours amongst the youths.

Huey, Henggeler, Brondino, and Pickrel (2000) and Henggeler et al. (2009) find that improving family relationship and having caregivers who are consistent and disciplined can reduce youth's involvement with troubled peers. Therapists can work together with caregivers without involving the youths directly, differing from traditional method of managing antisocial behaviours (Ashmore and Fox, 2011). This means that multisystemic therapy can be carried out without getting the consent of the youth. Besides that, parents find that multisystemic therapy's intervention strategy to be highly effective and engaging (Tighe, Pistrang, Cadagli, Baruch, & Butler; 2012).

According to Tighe et al. (2012), one of the main goals of multisystemic therapy is to reduce the association of juvenile delinquents with other delinquent peers. At the same time, the therapists would stimulate family support through communications and problem-solving counselling. The therapists would also help the family to interact with each other by using a non-accusatory approach.

After the therapy, the delinquent individuals each said that they were able to see more clearly and recognise the impact of their behaviours on their family. In addition, the family members also reported a decrease in the individuals' delinquent behaviours, improved family relationships, and increased interest and understanding of their roles in the future as well as taking accountability of their behaviours (Tighe et al., 2012).

Multisystemic therapy also offers attractive returns to the society at the early stage of investment. According to Osher, Quinn, Poirer, and Rurherford (2003), the net cost of the programme for multisytemic therapy is about $4,743 (RM20,528) per participant, but it can provide savings to taxpayers and crime victims as much as $131,918 (RM570,967) proceeds from crimes which would have been committed by each participant. In summary, every $1 (RM4.33) invested in multisystemic therapy would yield a return of interest of more than $28 (RM121) to the society.

We hope that this article will create awareness of several responsible authorities to start considering the practice of multisystemic therapy in Malaysia. Based on all the above mentioned studies, it is proven that multisystemic therapy is highly effective in treating juvenile delinquency and has successfully reduce the severity and persistence of crimes in a cost-effective manner. Thus it has been adopted in 34 states in the United States and 16 other countries globally, with the capability of treating more than 23,000 youths in a year. Yet, establishing a multisystemic therapy team is not an easy task, as all therapists are full-salaried employees, hence usually only private agencies or the government are able to bear the expenses and costs of the team.

REFERENCES

Ashmore, Z. and Fox, S. (2011). How does the Delivery of Multisystemic Therapy to Adolescents and Their Families Challenge Practice in Traditional Services in the Criminal Justice System?. *British Journal of Forensic Practice.* 13(1), 25-31.

Borduin, C.M. (1994). Innovative Model of Treatment and Service Delivery in the JuvenileJustice System. *Journal of Clinical Child Psychology.* 23(4), 19-25.

Borduin, C.M., Mann, B.J., Cone, L.T., Henggeler, S.W., Fucci B.R., Blaske, D.M. and Williams, R.A. (1995). Multisystemic Treatment of Serious Juvenile Offenders: Long-term Prevention of Criminiality and Violence. Journal of Consulting and Clinical Psychology. 63(4), 569-578. In May, J., Osmond, K. and Billick, S. (2014). Juvenile Delinquency Treatment and Prevention: A Literature Review. *Psychiatr Q.* 85(3), 295-301.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design.* Cambridge: M.A, Harvard University Press.

Curtis, L. (2012). *Unit Costs of Health and Social Care 2012.* Canterbury: Personal and Social Services Research Unit, University of Kent.

Fox, S. and Ashmore, Z. (2015). Multisystemic Therapy as an Intervention for Young People on the Edge of Care. *British Journal of Sosial Work.* 45(7), 1968-1984.

Henggeler, S.W., Schoenwald, S.K., Bourduin, C.H, Rowland, M.D. and Cunningham, P.B.

(2009). *Multisystemic Therapy for Antisocial Behavior in Children and Adolescents, Second Edition.* New York: The Guilford Press.

Huey, S.J., Henggeler, S.W., Brondino, M.J. and Pickrel, S.G. (2000). Mechanism of Change inMultisystemic Therapy: Reducing Delinquent Behaviour through Therapist Adherence and Improved Family and Peer Functioning. *Journal of Consulting and Clinical Psychology.* 68(3), 451-467. In Fox, S. and Ashmore, Z. (2015). Multisystemic Therapy as an Intervention for Young People on the Edge of Care. *British Journal of Sosial Work.* 45(7), 1968-1984.

Jabatan Kebajikan and Masyarakat. (2015). *Laporan Statistik Jabatan Kebajikan Masyarakat*

*2015.* Putrajaya: Jabatan Kebajikan and Masyarakat.

Loeber, R., Burke, J.D., dam Pardini, D.A. (2009). Development and Etiology of Disruptive andDelinquent Behavior. Annual Review of Clinical Psychology. 5, 291-310. In Vries, S.L.A; Hoeve, H; Assink, M; Stams, G.J.M; Asscher, J.J. (2015). Practitioner Review: Effective Ingredients of Prevention Programs for Youth at Risk of Persistent Juvenile Delinquency – Recommendations for Clinical Practice. *Journal of Child Psychology & Psychiatry.* 56(2), 108-121.

May, J., Osmond, K. and Billick, S. (2014). Juvenile Delinquency Treatment and Prevention: A Literature Review. *Psychiatr Q.* 85(3), 295-301.

Odgers, C.L., Moffitt, T.F., Broadbent, J.M, Dickson, N., Hancox, R.J., Harrington, H., Poulton, R., Sears, M.R., Thomson, W.M. and Caspi, A. (2008) Female and Male Antisocial Trajectories: From Childhood Origins to Adult Outcomes. *Development and Psychopathology.* 20, 673-716.

Osher, D.M., Quinn, M.M., Poirer, J.M. and Rutherford, R.B. (2003). Deconstructing the Pipeline:Using Efficacy, Effectiveness and Cost-Benefit Data to Reduce Minority Youth Incarceration. *New Directions for Youth Development.* 99, 99-120.

Pesuruhjaya Penyemak Unandg-undang. (2006). Unandg-unandg Malaysia, Akta Kanak-kanak2001 (Akta 611). Kuala Lumpur: Percetakan Nasional Malaysia Bhd.

Sheidow, A.J., Schoenwald, S.K., Wagner, H.R., Allred, C.A. and Burns, B.J. (2007). Predictorsof workforce turnover in a transported treatment program. *Administration and Policy in Mental Health and Mental Health Services Research.* 34(1), 45-56.

Tighe, A., Pistrang, N., Cadagli, L., Baruch, G. and Butler, S. (2012). Multisystemic Therapy forYoung Offenders: Families Experience of Therapeutic Processes and Outcomes. *Journal of Family Psychology.* 26(2), 187-197. In Fox, S. and Ashmore, Z. (2015). Multisystemic Therapy as an Intervention for Young People on the Edge of Care. *British Journal of Sosial Work.* 45(7), 1968-1984.

Vries, S.L.A; Hoeve, H; Assink, M; Stams, G.J.M; Asscher, J.J. (2015). Practitioner Review:Effective Ingredients of Prevention Programs for Youth at Risk of Persistent Juvenile Delinquency – Recommendations for Clinical Practice. *Journal of Child Psychology & Psychiatry.* 56(2), 108-121.

# Impact of Leadership Self-Efficacy on Organizational Citizenship Behaviour: A Qualitative Analysis on Academic Leaders Perceptions

Aderbayo Saheed Adewale, Simin Ghavifekr, and Megat Ahmad Kamaluddin Bin Megat Daud

*Abstract* -- **Higher education institutions are renowned for producing the right and qualified human capital needed for holistic development. Academic leaders play a vital role in attaining goals of higher education institutions. Their self-efficacy can make or mar an organization. It also account for the behavior exhibited by followers in an organization. This study explore the impact of leadership self-efficacy on organizational citizenship behaviour of staffs in public higher education institutions. It adopted a qualitative case study research design. 10 academic leaders whom were randomly selected across 10 different higher education institutions in Lagos State were sampled in this study. The findings of the study indicated that academic leaders developed their self-efficacy through personal development, interaction with the society and experience. It was also found that self-efficacy of leaders contributed greatly to staffs' commitment and motivation. These later impacts on the staffs' display of organizational citizenship behaviour. In order to improve the performance of staffs in higher education institutions, academic leaders must strive to develop positive attitude to work, display high self-efficacy and enhance their leadership competencies.**

*Keywords* -- **Academic leaders, Leadership self-efficacy, Organizational citizenship behaviour**

## I. INTRODUCTION

Education is seen as the cornerstone of national development. It plays a vital role in economic and technological development while removing illiteracy and poverty. It helps in the development of a culturally and socially tolerant people who are able to exercise ethical and moral considerations in national and local affairs, imbibed with community spirit (Jegede, 2000). It is generally believed that the post-secondary education sector contributes significantly to the development of a country's human resources, and investment in the sector has played a vital role in economic growth (Fagbamiye, 2004). The post-secondary school sector has also been responsible for establishing the expanding research infrastructure and has served as a forum for generating, discussing and disseminating new ideas (Bolu & Egbo,2014). Therefore, academic leaders must possess skills that will enable them to impact positively on followers and achieve organizational goals (Yukl, 2010;

McCaffery, 2006). Also, Bambacas and Patrickson (2008) argued that successful administration rest on technical, human and conceptual skills of leaders. The technical skill reflects in effective handling of physical resources in the institution. The human resources stresses the leader's ability to relate well with people within the organization while the conceptual skill entails the ability of the leader to put things together. Commenting on the human resources skill, Fullan (2005) discovers that if enough leaders across the same system engage in permeable connectivity, they change the system itself. Similarly, Bandura (1997) opines that the belief and self-perception leaders hold about their capabilities will definitely affect their performance within the organization.

Nigeria is a country blessed with a lot of human and non-human resources needed to attain educational growth but this does not reflect in the current situation of the country as a result of poor leadership. This manifests even in our educational institutions. Anya (2013) decries the pathetic situation of Nigerian university education, shifting blame on failure of the system to uphold the spirit of academia which universities stand for. Looking at the current situation, Okoroma (2006) discovers that higher education in Nigeria has not yet produced a critical mass of persons with the requisite generic skills that can be associated with the development of the Nigeria state. In another study by Nakpodia (2012), he also notes that many of those saddled with the responsibility of leadership in higher institutions of learning in the country are not living up the expectation. Failure on the part of some academic leaders manifest in some negative attitude displayed by some staffs in higher institutions of learning. Therefore, this study explores perceptions of academic leaders on the impact of their self-efficacy on staffs' organizational citizenship behaviour. As a result, this study answered the following research questions;

1. How do academic leaders develop their self-efficacy as a way of meeting up with contemporary challenges in higher education management and leadership
2. What are the impact of leadership self-efficacy on staffs' organizational citizenship behavior

Aderbayo Saheed Adewale\*, Simin Ghavifekr, and Megat Ahmad Kamaluddin Bin Megat Daud, Department of Educational Management, Planning & Policy, Faculty of Education, University of Malaya (Email address\*: adebayo_saheed@siswa.um.edu.my).

## II. LITERATURE REVIEW

### Concept of Self-Efficacy

Self-efficacy refers to people's judgements about their capability to perform particular tasks. Bandura (1997) conceived self-efficacy as the belief in one's capabilities to organize and execute course of action required to manage prospective situations. Lunenburg (2011) conceived self-efficacy as the task-specific version of self-esteem which influences people's ability to learn, motivation and performance. Kanter (2006) conceived self-efficacy as confidence possessed by people. Base on this, people tend to do those tasks which they believe they will be successful at. This is in line with the finding of Van der Bijil and Shortridge-Baggett(2002) when they found that individual are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not and that one's belief in the likelihood of goal completion can be motivating in itself..

### How to Build Employees Self-Efficacy

Lunenburg (2011) and Bandura (2004) suggested that the leader in an organization can build the self-efficacy of his subordinates by setting small and simple goal or target for them to achieve. Leaders must also ensure that they continuously assure their employees that they can achieve the small target or goal. Once the employees strive and accomplished the targeted goal, their effort must be acknowledge by the leader and they can be rewarded for a job well done (Nilankant & Ramnarayan, 2006). This recognition will serve as a form of motivation for the employee to give their best. After accomplishing the small target, then, he can set a bigger target and encouraged them towards attain it. The second step is review past experience and past successes. This involves the leader to cast his mind back to past success he has achieved(Airola,2014). With this, he will be able to build confidence in the minds of the employees in the organization.

In addition, self-efficacy can be built by visualizing success. Leaders must always be positive and look beyond the present (Lepard & Foster, 2003). They must think about the success of the targeted goal. With this, they will be able to harness all their resources towards attaining their set goals (Gunter, 2001; Bush & Coleman, 2000). Fourthly, leaders in an organization can also develop the self-efficacy of their employee by serving as a role model to their staff (McCaffery,2006). This is in line with the position and suggestion of Nilankarant and Ramarayan (2006) who opined that leaders must lead the way for subordinates to follow. In order to lead the way, leaders must serve as role model to their followers. The followers or employees must see them as a friend, a confidant and partner in progress (Owens & Valesky,2011). These will help to improve level of commitment and loyalty of staff in an organization. It is only

when staffs see their leaders as a role model and partner in progress that they will be ready to work freely with them. Once this is assured, then leaders can assist their subordinates to develop positive attitude towards work, develop their confidence level and improve their performance at work (Bandura, 2007). Also, leaders need to interact with their society as a way of wining hearts of people and achieving organizational goals (Brown & Keeping,2005)

Finally, the leader must provide positive social support to employee. This includes intrinsic and extrinsic motivation of workers. Once employees are motivated, they will deliver their best and produce desired result which will enhance organizational development ( Bandura,2007; Latchem & Hanna,2003).

### Leadership Self-Efficacy and Employee's Organizational Citizenship Behaviour in Educational Institutions

Leadership play a vital role in an organization as it determines and influences the outcome and performance of both employees and the organization itself (Wang et al., 2005). Their belief, attitude and style have a great influence on the existence of the organization. Based on this, different past studies confirmed that a strong and positive relationship exists between the attitude, behaviour and style of leaders and the performance of their subordinates (Latchem & Hanna,2003;Bandura,2007; Lunenburg,2011). Irrespective of the type of the organization involved, the leaders behaviour usually determine the success and otherwise of an organization (Owens & Valesky, 2011).

Obiwuru et al. (2011) as found from their study on selected small scale enterprises in Ikosi-Ketu Local Council Development Area of Lagos State. They discovered that the leadership style of leaders in these companies influence the performance of the staff. Similarly, Vigoda-Gadat (2007) found that a strong and positive relationship exists between leadership style and performance of staff in an organization most especially in relation to the Organizational citizenship behaviour of workers. Furthermore, Lunenburg (2011) discovered from his finding that self-efficacy has direct effect on workers level of commitment and level of persistence when dealing with or faced with complex situation.

All these, are in line with the position of Bandura (1997) who opined in his theory of self-efficacy that leadership self-efficacy influences the goals which the staff choose for themselves; the level of commitment displayed by workers to work; attitude towards learning and dealing with complex tasks. If leaders show positive attitude to difficult tasks, it will transit to the followers. They will also display such attitude to work and will strive not to give but if the leader displays a low self-efficacy, the subordinate will tend to turn a lukewarm attitude to task. Based on this Bandura and Locke(2003) summarized the impact of leadership self-efficacy as the most important determinant factor which influences performance of workers and influences their organizational citizenship behaviour.

## III. METHODOLOGY

This research is a qualitative study. It involves collecting data from a natural setting, using the researcher as the key instrument for data collection, use of variate data, use of inductive and deductive data analysis, flexibility and originality of information(Creswell,2014). Based on this, this research study tries to explore from experts the impact of the Islamic finance model as an alternative sources of financing higher education in Nigeria. The population for this study consists of experts including: financial experts, Islamic finance experts, lawyers, economics, lecturers, educational planners and administrators. The sample for this study is a random sample. Random sample enables each member of the population to be selected for the study(Neuman,2014; Emmel,2013). Therefore, this study examined opinions of 10 academic leaders who were randomly selected from 10 public higher education institutions in Lagos State, Nigeria.

Interview method was used for collecting data from these 10 selected respondents. The criteria for selecting these respondents are that they are all involved in management of different higher education institutions in the State. The interview lasted for 60 minutes with each respondent. Fraenkel et al. (2015) conceived interview method as a form conversation between the interviewer and interviewee in which questions about a particular phenomenon are being asked. The essence of the interview is to seek the perception of informants or respondents about the phenomenon under investigation (Creswell,2014). The interview protocol consists of five questions which centers on the topic of this research study. Letter of participation was sent to ten respondents out which only seven gave their consent to take part in the study. Hence, the reason for sampling these seven respondents. The researchers told the respondents to fix any convenient time and place for the interview and the respondents were met at their convenient zones. The interview session was conducted and responses from the informants were recorded with a tape recorder. Later, the recorded information were transcribed and coded. Themes were generated from the information provided by these respondents. At the end, the following themes were generated from the interview: These shall be discussed in detail in under the next heading.

## IV. FINDINGS

The result of findings in this study is presented below. Effort was made to present the findings based on the two research questions set for this study as contained below:

**Research Question 1**; How do academic leaders develop their self-efficacy as a way of meeting up with contemporary challenges in higher education management and leadership.

As indicated in the first research question, this study explores measures adopted by academic leaders in building

and developing their self-efficacy. Themes that emanated from this research question include: personal development, use of past experience and interaction with the society.Respondents argued that these are the means through which academic leaders adopted in developing their leadership self-efficacy in higher education institutions. These are discussed in the detailed in succeeding paragraphs:

*A. Personal Development*: Some of the respondents said that they develop and build their leadership self-efficacy by ensuring constant personal development. They tried to develop themselves ahead of the challenges embedded in higher education leadership. They were able to develop themselves through having strong focus, determination, developing high level of discipline and ensuring good personality as contained in the statements below:

> ''In the first place, is that you must have a focus. A leader needs to know where he is heading to. Also, a leader should have determination. For example, as HOD of a department, to develop your self-efficacy, you need to have a program on ground that will guide you. Always ask yourself, how will I do something that will have impact on the present and others coming. So that others will be able to learn from you and know that when he was there, he has done something. In essence, a leader must have a focus…'' (R1, 14072016, DU-12).

One of the respondents argued that the belief he has in himself was actually responsible for his performance. This is evident in the statement below:

> ''Firstly, I have absolute belief in myself that I can accomplish any task. Secondly, I ensure adequate discipline. I don't allow side attractions. I don't allow unnecessary things to derail me from my focus. Thirdly, I always remain focus and develop plans for my office. I also ensure fairness in my dealings with my staffs'' (R5, 24082016, DU-6).

Apart from self-discipline and belief, respondent 6 opined that leaders can develop their self-efficacy through their behavior. According to him, the behavior of a leader matters a lot in developing self-efficacy. As contained in his statement below:

> ''In addition, I develop it through my behaviour. I mean by trying to put up a positive attitude towards people at home, work and the society. I know and also belief that once attitude will determine once altitude. This implies that my attitude as a leader will inform the kind of efficacy I will put up at work. If the attitude is positive, then, I will have a high self-efficacy

but if it is negative, I will show a low self-efficacy''(R6,01092016, DU-6)

In addition, some of these respondents argued that they developed their self-efficacy through training. According to them, the training programs they were able to attend assisted them in the leadership positions they were holding. This is evident in the statement below:

> ''…Secondly, I developed my self-efficacy through participation in training programs. I did this by attending training programs organized by local and international organizations. I have attended a lot of workshops and seminars on leadership training both local and international levels'' (R2, 22072016, DU-6).

> ''… training is a key. What do I mean by training? By attending academic training programs that will develop me in meeting up with the demand of the role and duty of head of department. I do go for conferences and workshops that will improve me'' (R3, 23072016, DU-6).

> ''…attending conferences, seminar, workshops, interacting with contemporaries, comparing notes with colleagues. All these rolled together are ways through which I develop my self-efficacy'' (R8, 21092016, DU-10).

One of the respondents further argued that through the conference and training programs, he learn from colleague. This is contained in the statement below:

> ''I develop my self-efficacy by attending different development programs like conferences, seminars, leadership summit and so on, I was able to learn more about the demand of leadership in an organization. From these, I was able to learn from other colleague from other institutions. These programs assisted me in developing my leadership self-efficacy'' (R9, 03102016, DU-10).

Furthermore, respondent 3 argued that in spite of the training program a leader might have attended, his or her personal ability is vital. The statement below shows this:

> ''Also ability of the individual is important. Without it, whatever training you have, your

ability to deliver is also important'' (R3, 23072016, DU-6)

***B. Experience:*** Experience is a vital factor in learning. These academic leaders argued that leadership self-efficacy can be developed through past experience and learning from the success story and failure of others. With their wealth of experience and exposure they were able to develop a high leadership self-efficacy. This is evident in the statement of respondents 4 and 6 below:

> ''I develop my self-efficacy through experience. Knowing the nature of the position I am learining from others. Firstly, my ability to relate the past to the present. My ability to remain focus on the nature of the task ahead of me. I know that as a leader in higher institution, I have to control the students. Not only that I have to control the staffs. All these people have different attitude towards their jobs. The students believe that if they are not there, the staff will not be here and the staffs belief that students should respect them. You need to harmonize all these which will give you the experience that will give you the experience to be focus and help you in developing your leadership self-efficacy'' (R4, 15082016, DU-6)

> ''I develop my self-efficacy through past experience. Experience is the best teacher. I use my past experience as a teacher, lecturer and subordinate in relating with people. I try to treat them well just like the way I would like to be treated when I was subordinate''(R6,01092016, DU-6)

Furthermore, some of these respondents argued that they also developed their leadership self-efficacy through learning from the success and failure of past leaders. They were able to learn from the success stories of great and successful leaders. With this, they were able to build their own self-efficacy which assisted them in their current position. According to respondent 5, experience need to be merged with interaction with leader's society or environment. This is expressed in his statement below:

> ''…Lastly, I developed my self-efficacy through experience and interaction with people. Whenever I meet people, I watch their positive attitude which help them in attaining and achieving great things in life and try to imbibe it in my practice'' (R5, 24082016, DU-6).

*C. Interaction with society*: Some of the respondents opined that they developed their own leadership self-efficacy through their contact and relationship with their society. By interacting with people in the society, leaders can learn how to build their self-efficacy. These leaders' network and interaction with others as a way of building and developing their self-efficacy as shown in the following expression:

''…Furthermore, I develop my self-efficacy through interaction with the community. When I interacted with different people in academic community. Through my interaction with different people from diverse background, I was able to develop a thick skin and learn to remain committed in the face of any challenge or difficulty'' (R6, 01092016, DU-6)

''First, I develop my self-efficacy through networking. I always network with others and learn from their success and failure. I consult people before taking decision. I even consult my staff as a leader before passing any judgment'' (R7, 07092016, DU-12).

Respondent 10 believes that interacting with various kind of people has really shape his leadership style and assist him in developing his self-efficacy as a leader. This is contained in the statement below:

''I believe in social interaction. As a leader, I developed my self-efficacy by interacting with all kinds of people around me. I have some people with positive attitude, I learn from them. Even people with negative attitude, I also learn from them. I learn the effects of negative attitude and not to behave in such a manner. Putting together my diverse interaction, I was able to build my self-efficacy which assisted me in my current position in my institution'' (R10, 05102016, DU-6).

In summary, these respondents agreed that these three ways have assisted them in building their self-efficacy in higher education institution in Lagos State. It therefore implies that in order to build or develop leadership self-efficacy, one needs to develop his or personality, acquire requisite experience and interact well with the society.

**Research Question 2**: What are the impact of leadership self-efficacy on staffs' organizational citizenship behaviour?

The second research question explores the impact of leadership self-efficacy on staffs' organizational citizenship behaviour. Themes that emerge from this question are:

increased staff commitment and motivation. Academic leaders proposed that their self-efficacy has helped to increase staffs commitment and enhanced staff motivation in higher education institutions as expressed below:

*A. Increased staff commitment*; Respondents argued that when academic leaders display high self-efficacy, it will enhance the commitment they will get from their followers. This is contained in the responses below:

''To be candid with you, I observed that whenever I show high self-efficacy as a leader, my subordinates are always ready to give their best and this styimulates their commitment to work and attainment of organizational goals'' (R1, 14072016, DU-14).

''….as a Dean, I know that the leader plays a vital role in commitment of staffs and achieving targeted goals in an organization. These followers are human being and as such, they look up to their leaders in most of the things they do. Behaviour of these leaders determine the kind of response or feedback they will get from their subordinates'' (R5, 24082016, DU-12).

*B. Motivation*: Some of these respondents stressed that self-efficacy of academic leaders will serve as a form of motivation or motivating factor for staffs in displaying organizational citizenship behavior. This is contained in the expression below:

''Beliefs hold by leaders about their ability to accomplish any given task either easy or difficult will go a long in encouraging the followers to give their best to their organization or even go beyond their primary duties'' (R7, 07092016, DU-16).

''My self-efficacy has also help in motivating my staffs towards their work and creating an enabling and viable work environment which helps in realizing goals of my organization'' (R4, 15082016, DU-15).

In summary, self-efficacy of leaders' impact meaningfully on the commitment of staffs and it serves as a means of motivating staffs towards displaying organizational citizenship behavior in higher education institutions.

## V. DISCUSSION

One of the ways adopted by academic leaders in higher education institutions in Lagos State in developing their

leadership self-efficacy is personal development. By personal development, leaders look inward into their strength and weaknesses, then, they try to adjust where necessary in order to accomplish their numerous tasks. This is in consonance with the view of Nilakarant and Ramnarayan(2006) who opined that leaders must take time to reflect and think about their action and re-action in order to checkmate their self-efficacy. Also, personal development enables leaders to mobilize their resources towards attaining the goals of their organization(Bandura, 2004).

Furthermore, experience was identified as another measure of developing leadership self-efficacy. Experience was described as a moving force in learning. Through experience of these academic leaders, they were able to correct their mistakes and develop a high self-efficacy needed in meeting up with the numerous tasks in their workplaces. This is in agreement with the position of Airola et al(2014) stressed that experience will manifest in the way a leader manages and leads human and non-human resources in an organization. In the same vein, Nilakant and Ramnarayan(2006) supported the view when they argued that experience of a leader will determine how far and how well he or she can lead a successful team. Lastly, Bandura (2004) identified experience as a source of self-efficacy.

In addition, interaction was found from this study as the third measure adopted by academic leaders in higher education institutions in developing their leadership self-efficacy. Through interaction with the society, leaders will be able to act as a role model to followers. As Kouzes and Posner(2013) opined that leaders will be able to win the heart of their followers when they serve as mirror or model to their followers. Also, through the interaction with their society, they will devise ways of motivating their followers in achieving the goals of their organizations. This is in compliance with the view of Brown and Keeping (2005) who found that leaders who motivate their followers stand to gain love, support and likeness of their followers and improve performance of organization.

Lastly, the finding in the second research question revealed that self-efficacy of academic leaders influence and determine the level of commitment of their staffs. This is in consonance with the position of Wang et al.[2005]; Bandura [1997] who stressed that the self-efficacy of leaders will reflect on the attitude and commitment of their subordinates.

## VI. IMPLICATION OF THE STUDY

This research findings has a lot of implication in higher education management and leadership. First, it shows that the self-efficacy of academic leader is vital in attaining goals of higher education institutions and enhancing the performance of staffs and organization. In addition, the personality of the academic leader, ability to interact with the society and experience will help them in developing a high self-efficacy which will help them achieve their targeted goals and improve the performance of their organizations. Furthermore,

when academic leaders display a high self-efficacy, this will result in increase staffs' commitment and also motivate staffs and students towards achieving goals and objectives of higher education in the country.

## VII. CONCLUSION

The self-efficacy of leaders in higher education institutions is very important in accomplishing goals of education and achieving mission and vision of HEIs. Academic leaders developed their self-efficacy through: personal development, experience and interaction with their societies. This self-efficacy enhances commitment of staffs and stimulates staffs' motivation. In order to make higher education more responsive to needs to the stakeholders, academic leaders must display high self-efficacy and assists their followers in displaying organizational citizenship behaviour.

## REFERENCES

Airola, D.T., Bengston, E., Davis, D.A. & Peer, D.K.(2014) . Principals' sense of efficacy: The influence of the Arkansas Leadership Academy. *Journal of Educational Administration. 52*(6), 754-774.

Anya, O.A (2013). *The idea and uses of university in the 21st century*. 2013 Convocation Lecture. Port Harcourt: University of Port Harcourt.

Bandura, A. (2007). Much ado over a faculty conception of perceived self-efficacy grounded in faculty experimentation. *Journal of Social and Clinical Psychology. 26*(6), 641-658.

Bandura, A. (2004). *Cultivate self-efficacy for personal and organizational effectiveness*. In Locke, E.A(Ed), Handbook of principles of organizational behaviour. Malden, M.A: Blackwell.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Bandura, A & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology. 88* (1), 87-99.

Bambacas, M. & Patrickson, M. (2008). Interpersonal communication skills that enhance organization commitment. *Journal of Communication and Management. 12(*1), 51-72

Bolu, C.A. & Egbo, K. (2014). The role of higher education institutions in the development of ICT professionals for innovations in Nigeria. *International Journal of Engineering Innovation and Research. 3*(1), 1-7.

Brown, D.J., & Keeping, L.M. (2005). Elaborating the construct of transformational leadership: The role of affect. *Leadership Quarterly. 16*, 245-272.

Bush, T., & Coleman, M. (2000). *Leadership and strategic management in education.* London: Paul Chapman Publishing.

Creswell, J.W.(2014). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. Los Angeles: Sage Publication.

Emmel, N. (2013). *Sampling and choosing cases in qualitative research: A realist approach*. Los Angeles: Sage Publication.

Fagbamiye, E.O. (2004). *Strategies for addressing the challenges of cross-border provision of higher education, with or without WTO/GATS Regime*. A lead paper delivered at the African University Day Celebration at the University of Lagos on November 12, 2004.

Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2015). *How to design and evaluate research in education.* (9th Ed.). New York: McGraw Hill Education.

Fullan, M. (2005). *Leadership and sustainability*. Thousand Oaks, CA: Corwin,

Gunter, H.M. (2001). *Leaders and leadership in education*. London: Paul Chapman Publishing.

Jegede, O. (2000). Evolving a National Policy on Distance Education: An Agenda for Implementation. *Education Today. 8* (3),14-29.

Lepard, D.H. & Foster, A.G.(2003*).Powerful leadership development: Bridging theory and practice using peers and technology*. London: Corwin Press

Lunenburg, F.(2011). Self-efficacy in the workplace: Implications for motivation and performance. *International Journal of Management, Business and Administration,14(*1), 1-6.

McCaffery, P. (2006). *The higher education manager's handbook: Effective leadership management in universities and colleges*. New York: Routledge Falmer.

Nakpodia, E. D. (2012). Leadership development skills: a Nigeria educational institutions review. *Global Business and Economics Research Journal. 1*(2), 93-110.

Neuman, W.L. (2014). *Understanding research. Pearson New International Edition*. (1st ed). England: Pearson Education Limited

Nilakant, V., & Ramnarayan, S. (2006).Change management: Altering mindsets in a global context. New Delhi: Response Books.

Obiwuru, T.C., Okwu, A.T., Akpa, V.O., & Nwankwere, I.A. (2011). Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research. 1*(7), 100-111.

Okoroma, N.S. (2006). Educational policies and problems of implementation in Nigeria. *Australian Journal of Adult Learning.46* (2), 243 - 263

Owens, R.G & Valesky, T.C. (2011). *Organizational behaviour in education: Leadership and school reform*. (10th edition).

Van der Bijl, J. J., & Shortridge-Baggett, L. M. (2002). *The theory and measurement of the self-efficacy construct*. In E. A. Lentz & L. M. Shortridge-Baggett (Eds.),Self-efficacy in nursing: Research and measurement perspectives. New York: Springer.

Vigoda-Gadot, A. (2006). Leadership style, organizational politics and employees' performance: An empirical examination of two competing models. *Personnel Review. 36*(5), 661 – 683.

Wang, H., Law, K.S., Hackett, R.D., Wang, D & Chen, Z.X.(2005). Leadership exchange as a mediator of the relationship between transformational leadership and followers performance and organizational citizenship behaviour, *Academy of Management Journal. 18*, 420-432.

Yukl, G. (2010). *Leadership in organizations*, (7th ed.). Upper Saddle River, New Jersey: Prentice Hall.

# The Relationship between Brain Dominance and Japanese Language Academic Achievement

Hui-Suan Wei, Tajularipin Sulaiman, Roselan Baki, and Samsilah Roslan

***Abstract*** - **The discovery of the different functions of the left and right brain has opened up a new understanding of human behaviour where the left and right brain were found to work on different tasks. This study aimed to explore the relationship between brain dominance and Japanese Language Academic Achievement. This is a descriptive study employed quantitative research methodology by using correlational analysis. Purposive sampling was used to collect data via questionnaires from 281 Multimedia University students ranged from Diploma to undergraduate study. Positive correlation was found between Left-brain and Japanese Language Academic achievement (r. = 0.299, p < .05) and Right-brain Dominance and Japanese Language Academic Achievement (r. = 0.315, p < .05). However, the strength of the relationship revealed weak relationship. Right-brain Dominance showed slightly higher correlation with Japanese Language Academic Achievement. The theory of the left and right brain suggested that right brain is dominant for spatial abilities, recognition, visual imaginary and music. Therefore, Japanese language learning at the beginner's level focuses on the writing system and basic sentence structure. As Japanese writing is a kind of hieroglyphics and developed from the image or picture of the subject, therefore, ability to imagine and spatial intelligence is very much appreciated in learning the language.**

***Key words* -- Japanese language teaching and learning, Left-brain Dominance, Right-Brain Dominance, Foreign language learning**

## I.    INTRODUCTION

The importance of foreign language is evident when a country's development is highly dependent on the transfer of foreign technology. Foreign language is an important medium in accessing information and technology from the east and west Graduates with the required competency of communication in foreign languages have the extra advantage as more opportunities are open to them when working in diverse working environments. To fulfil the needs of the workforce and to prepare Young Malaysians so as to be ready to face global challenges, foreign language learning therefore has been introduced to the formal national education system in Malaysia. One of the foreign languages taught in the Boarding and selected schools are Japanese Language.

Tremendous research in the teaching and learning of foreign languages has been done. In fact, how a second language is learned has been debated over the years. Research in cognitive approaches of second language acquisition (SLA) has been done, argued and discussed.

The cognitive approach views learning in relation to the processes in the brain that underpin language acquisition. Research showed that SLA has established its position as a branch of cognitive science (Wakabayashi, 2003). Many psychological theories hypothesize that cognitive mechanisms are responsible for the language process of human learning.

Previc (1991) in his research "A General Theory Concerning the Prenatal Origins of Cerebral Lateralization in Humans" found that the left half of the brain account for speech perception and language functions, while the right half takes care of the visual spatial functions. The same finding for right brain hemisphere and language function was discovered by Young (2012). Other research has found that each side of the brain appears to be specialized for different cognitive functions. The functions of the left cerebral hemisphere are auditory, verbal, analytic thinking, logical, abstract, convergent and deductive whereas the right side is visual, motoric (tactual/kinaesthetic), non-verbal, intuitive, creative, divergent, concrete, musical, spatial, holistic and inductive (Kane& Kane, 1979). This discovery has opened up a new understanding of human behaviour whereby left and right brain work on different tasks as well as learning.

The two halves of the brain functions refer to the cognitive functions of left-hemisphere dominance and right-hemisphere dominance (Wade and Tavris, 2012). They work on different tasks of a person. in the Left-brain and Right-brain hemisphere dominance theory, the right hemisphere of the brain is best at expressive and creative tasks (Nielsen, Zielinski, Ferguson, Lainhart and Anderson, 2013), it is superior in spatial-visual ability, art and music and good in audio recognition (Sperry, 1982). Some of the abilities associated with the right hemisphere include recognizing faces, expressing emotions, music, singing, reading emotions, colour, images, intuition and creativity. Whereas the left hemisphere is more intuitive and holistic; it comprehends visual imagery and make sense of what we see (Wade and Tavris, 2012). The left-hemisphere is associated with logical, symbolic and sequential tasks, language, logic, critical thinking, numbers, calculations, and reasoning that involve rational and analytical thinking.

In Malaysia's institute of Higher Education context, the uniqueness of the students' social background in the classroom is a challenge to lecturers when teaching a foreign language. The students in the university are comprised of Malaysian and international students. Malaysian students consist of Malay, Chinese, Indian and other indigenous races from East Malaysia whereas the international students are mostly from China, Africa, India, Saudi Arabia, Iran, and many other countries. This composition adds to an interesting combination of

Hui-Suan Wei, Multimedia University, Selangor, Malaysia (Email address: hswei@mmu.edu.my).
Tajularipin Sulaiman, Roselan Baki, and Samsilah Roslan, Universiti Putra Malaysia, Selangor, Malaysia.

multiracial and multicultural context in the classroom. The researcher has been teaching Japanese Language for more than 15 years and found that social background contributes to the advantages or disadvantages of foreign language learning. Anyway, since it is not possible to cater the teaching to each individual's social background, teaching strategies that take into account the students' learning ability will be helpful.

Individual learn in a different way. The Cognitive learning ability and the functional use of specific language learning and strategies have been distinguished because of one's cognitive, metacognitive and affective/social aspects (Oxford, 1990). Therefore, this study aimed to explore the relationship between brain dominance and Japanese Language Academic Achievement. Furthermore, the study explores the effect of Left-brain Dominance and Right-Brain Dominance on Japanese Language Academic Achievement among foreign language students learning Japanese.

## II. METHODOLOGY

This is a descriptive study employed survey design. Correlational analysis was used to explore the relationship between brain dominance and Japanese Language Academic Achievement by using SPSS 2.0. Purposive sampling was used in this study for its' specific characteristics i.e. First, the subject was Japanese language students at the beginners' level. Second, the subject was offered as an elective subject. Third, the text book used was "Minna no Nihongo" and fourth, the students had studied lesson 1 to lesson 6 of the text book in 36 face to face classroom learning that not more than 42 hours of learning.

The instruments used to collect the data of Left-brain Dominance and Right-brain Dominance was adopted from The Directive™ Communication Coloured Brain inventory in 5 Likert-scale which was developed by Arthur F. Carmazzi (2002). Coloured Brain is an Accredited Methodology by the American Institute of Business Psychology (https://coloredbrain.com/benefits-of-colored-brain) aimed at learning the foundations of Genetic Brain Communication and Processing. The Right-brain was measured by Blue and Green Coloured Brain and the Left-brain was measured by Red and Purple Coloured. Each of the sub-constructs consists of 10 items Brain (Table I). The second instrument that used to measure the students' Japanese Language Academic Achievement was collected from the students' final examination scores in continuous scale. The questionnaires were validated by the expert in Educational Psychology and Cronbach's α (alpha) was used as a measure of the internal consistency or reliability of an instrument (Creswell, 2014) in pilot study. It was found that reliability of the variables ranged from 0.866 to 0.902 which indicated the instruments was highly reliable. Descriptive and inferential statistics were used to examine the correlation between the variables by using Statistical Package for Social Sciences (SPSS) Version 14.0.

Table I shows the Brain-dominance variables and the measurement of the items of sub-construct.

TABLE I: LIST OF VARIABLES AND ITEMS OF SUB-CONSTRUCT

| Variable | Sub construct | Item Number |
|---|---|---|
| Left Brain Dominance (LBD) | Purple (PUP) | 10 |
| | Red (RED) | 10 |
| Right Brain Dominance (RBD) | Green (GRE) | 10 |
| | Blue (BLU) | 10 |
| Total | | 161 |

## III. ANALYSIS

In the process of data preparation, data screening was done and the distribution of the variables was examined. The results showed that there were minimal amount of missing data and the missing data were replaced by using the median for each measurement item. The analysis of the skewness and kurtosis of the data showed a normal distribution of the variables whereby the skewness ranged from -1.128 to 0.727 and the kurtosis ranged from -1.182 to 1.818 all 181 items.

The descriptive data was generated to provide a better understanding of the mean and standard deviation of the variables. The results indicated that the respondents' perception toward the Left-brain Dominance and Right-brain Dominance were above the average whereby the Left-brain Dominance was mean = 3.651, SD = 0.638 and Right-brain Dominance was mean = 3.514, SD = 0.703. Japanese Language Academic Achievement was measured in continuous scale whereby the mean for this variable was 63.190 which is above the passing mark (50 percent out of one hundred). The standard deviation of Japanese language was 19.205 which showed huge variability among the score of the respondents.

TABLE II: DESCRIPTIVE STATISTICS FOR MULTIPLE INTELLIGENCES, LEARNING STYLES, LEFT- BRAIN DOMINANCE, RIGHT-BRAIN DOMINANCE AND JAPANESE LANGUAGE ACADEMIC ACHIEVEMENT

| Constructs | Mean | Standard Deviation |
|---|---|---|
| **2nd Order Constructs / Main Constructs** | | |
| • Left Brain Dominant (LBD) | 3.651 | 0.638 |
| • Right Brain Dominant (RBD) | 3.514 | 0.703 |
| • Japanese Language Result (JLR) | 63.190 | 19.205 |

Factor loading of each item were examined to assessment the uni-dimensionality of the variable, identify and eliminate the items. The Table III and Table IV present the standardized factor loading of Left-brain dominance and Right-brain Dominance respectively. The cut-off point

for the standardized factor loading is above 0.6 for each item. The items above 0.6 should be removed.

TABLE III: FACTOR LOADING OF LEFT-BRAIN DOMINANCE

| Construct | Item | Factor Loading |
|---|---|---|
| Left-Brain Dominance | PUP1 | 0.716 |
| | PUP2 | 0.720 |
| | PUP3 | 0.764 |
| | PUP4 | 0.678 |
| | PUP5 | 0.782 |
| | PUP6 | 0.778 |
| | PUP7 | 0.757 |
| | PUP8 | 0.784 |
| | PUP9 | 0.791 |
| | PUP10 | 0.744 |
| | RED1 | 0.792 |
| | RED2 | 0.725 |
| | RED3 | 0.761 |
| | RED4 | 0.763 |
| | RED5 | 0.770 |
| | RED6 | 0.743 |
| | RED7 | 0.765 |
| | RED8 | 0.806 |
| | RED9 | 0.756 |
| | ~~RED10~~ | 0.007[c] |

As shown in Table III, the standardized factor loadings of the items for Left-brain Dominance indicated that one of the initial standardised factor loadings (RED10) was below the cut-off point of 0.6. Therefore, the item was removed from the model as recommended by Hair et al. (2009). The standardized factor loadings of the remaining items were all above 0.6 and thus were accepted and remained in the model.

TABLE IV: FACTOR LOADING OF RIGHT-BRAIN DOMINANCE

| Construct | Item | Factor Loading |
|---|---|---|
| Green (GRE) | GRE1 | 0.804 |
| | ~~GRE2~~ | 0.128[c] |
| | GRE3 | 0.814 |
| | GRE4 | 0.765 |
| | GRE5 | 0.789 |
| | GRE6 | 0.811 |
| | GRE7 | 0.802 |
| | GRE8 | 0.831 |
| | GRE9 | 0.783 |
| | GRE10 | 0.789 |
| Blue (BLU) | BLU1 | 0.762 |
| | BLU2 | 0.743 |
| | BLU3 | 0.759 |
| | BLU4 | 0.719 |
| | BLU5 | 0.780 |
| | BLU6 | 0.825 |
| | BLU7 | 0.759 |
| | BLU8 | 0.773 |
| | BLU9 | 0.815 |
| | BLU10 | 0.771 |

As shown in Table IV, the standardized factor loadings of the items for Right-brain Dominance indicated that one of the initial standardised factor loadings (GRE2) was below the cut-off point of 0.6. Therefore, the item was removed from the model as recommended by Hair et al. (2009). The standardized factor loadings of the remaining items which were all above 0.6 were accepted and remained in the model.

One item was deleted from each of brain dominance. These two deleted items was not relatively high compared to the total items in the constructs (40 items). Furthermore, their removal did not significantly change the content of the constructs as they were conceptualized. The standardized factor loadings of the remaining items were all above 0.6, ranging from 0.678 to 0.919. Therefore, the uni-dimensionality of the construct was achieved.

Discriminant validity was examined to indicate to what extent the construct is different from other constructs. Discriminant validity was assessed by comparing the correlations with the square root of the variables. The results showed the correlation between Left-brain Dominance and Right-brain Dominance is r. = 0.518, p < .05 and Left-brain Dominance and Japanese Language Academic Achievement is r. = 0.299, p < .05 (Table V); the relationship between Right-brain Dominance and Japanese Language Academic Achievement is r. = 0.315, p < .05. All correlations were less than the square root of the average variance extracted by the indicators, demonstrating good discriminant validity between these factors (Kline, 2005).

TABLE V: CORRELATION OF THE VARIABLES AND DISCRIMINANT VALIDITY

| | LBD | RBD | JLAA |
|---|---|---|---|
| Right-brain Dominance (RBD) | 0.518 | **0.905** | |
| Japanese Language Academic Achievement (JLAA) | 0.299 | 0.315 | **1.000** |

Note: Diagonals bolded entries represent the square root of the average variance extracted while the other entries represent the correlations.

### *The Correlation between Brain Dominance and Japanese Language Academic Achievement*

Referring to Table V, the results showed the correlation between Left-brain Dominance and Japanese Language Academic Achievement is r. = 0.299, p < .05 and the relationship between Right-brain Dominance and Japanese Language Academic Achievement is r. =0.315, p < .05. As claimed by Salkind (2011), the relationship between variables can be described as very week if the correlation

50

coefficient is less than 0.20, weak if the correlation coefficient ranges from 0.20 to 0.39, moderate if it ranges from 0.40 to 0.59, strong if it ranges from 0.60 to 0.79, and very strong if the correlation coefficient ranges from 0.80 to 1.0. Therefore, the relationship of Left-brain dominance and Right-brain Dominance was weak.

### Left Brain Dominance has positive effect on Japanese Language Academic Achievement

The t-value and p-value of Left Brain Dominance (LBD) in predicting the Japanese language academic achievement (JLAA) were 3.041 and 0.003 respectively. It means that the probability of getting a t-value as large as 3.041 in absolute value is 0.003. In other words, the regression weight for Left Brain Dominance (LBD) in the prediction of Japanese language academic achievement (JLAA) is significantly different from zero at the 0.01 level (two-tailed). Therefore, Right-Brain Dominance has positive effect on Japanese Language Academic Achievement.

### Right Brain Dominance has Positive Effect on Japanese Language Academic Achievement

The t-value and p-value of Right-brain dominance (RBD) in predicting the Japanese language Academic Achievement (JLAA) were 3.054 and 0.002 respectively. It means that the probability of getting a t-value as large as 3.054 in absolute value is 0.002. In other words, the regression weight for Right-Brain Dominance (RBD) in the prediction of Japanese language academic achievement (JLAA) is significantly different from zero at the 0.01 level (two-tailed). Therefore, Right-Brain Dominance has positive effect on Japanese Language Academic Achievement.

The academic achievements also indicated that Right Brain Dominance (RBD) is the most significant predictor of Japanese language academic achievement (JLAA) with the path coefficient of 0.179.

## IV.   CONCLUSION

As a matter of fact, individuals learn differently; hence, the results of learning may differ vastly from one individual to another. It is the educators' responsibility to ensure that every student maximizes his or her intellectual potential in the learning process. The results indicated that Right-brain Dominance is a better predictor of Japanese Language Academic Achievement. According to Carmizzi's characteristics of brain colour, the right brain processes information by associating the past and present occurrences, and deal with creative and innovative situation. The theory of the left and right brain claims that the right brain is dominant for spatial abilities, recognition, visual imaginary and music.

Japanese language learning at the beginner's level focuses mainly on the writing system and basic sentence structure. As Japanese writing is a kind of hieroglyphics and developed from the image or picture of the subject,

ability to imagine and spatial intelligence is very much appreciated in learning the language. Moreover, the structure of Japanese language sentences is SOV structure (subject-object-verb) compared to English which is SVO (subject-verb-object). The words are connected by the language element called particles. All words in a sentence are in the order that the most important verb will be the last word. This is the most important sentence structure that a Japanese language student learns at the beginner lever.

In general, our brain hemispheres process information in different ways. The two sides of the brain work together to make the input meaningful; however, we have a natural tendency towards certain way of thinking in our everyday lives. However, knowing of self-tendency in using the brain dominance may help to escalate the effect of learning.

## REFERENCES

Carmizzi. A. (2002). Identity Intelligence: The Force For Making The Right Decisions For Personal And Professional Success. 2nd edition. E-Book.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.

Kane, N., & Kane, M. (1979). Comparison of Right & Left Hemisphere Functions. Gifted Child Quarterly, 23(1), 157-167.

Kline, R. B. (2010). Principles and practice of structural equation modeling: The Guilford Press.

Lightbrown, Patsy M., and Nina Spada (2013). How Languages Are Learned. Oxford: Oxford University Press.

Neil J. Salkind (2011). Exploring Research. Pearson Education. Pearson: U.S.A.

Nielsen, J. A., Zielinski, B. A., Ferguson, M. A., Lainhart, J. E., & Anderson, J. S. (2013). An evaluation of the left-brain vs. right-brain hypothesis with resting state functional connectivity magnetic resonance imaging. PloS one,8(8), e71275.

Oxford, F. (1990). Language learning strategies: what every teacher should know. Heinle & Heinle Publishers.

Previc, F. H. (1991). A general theory concerning the prenatal origins of cerebral lateralization in humans. Psychological review, 98(3), 299.

Wade, Carole and Tavris, Carole (2012). Invitation to Psychology fifth edition. Pearson Prentice Hall: USA.

Wakabayashi, S. (2003). Review article Contributions of the study of Japanese as a second language to our general understanding of second language acquisition and the definition of second language acquisition research, 1, 76–94.

Young, A. (Ed.). (2012). Functions of the right cerebral hemisphere. Elsevier.

https://coloredbrain.com/benefits-of-colored-brain. Adopted at 14 February 2014.

# The Ethics Knowledge among Counsellors in Malaysia

Nurul Hasyimah Mat Rani, Wan Marzuki Wan Jaafar, Sidek Mohd Noah, Mazila Ghazali, and Mohd Izwan Mahmud

*Abstract --* **Counsellor ethics is an important element in counsellor training. Ethics course is one of the compulsory courses in the counseling program as proposed by the Board of Counsellor, Malaysia. Ethics knowledge is able to help counsellors to behave ethically when practising counseling in an organisation. The aim of this study is to identify the knowledge pattern of counsellor ethics in Malaysia and the difference in the knowledge of counsellor ethics based on the demographic factors like age, gender, experience and counsellor's qualification. This is a quantitative study using descriptive study design. A total of 355 counsellors had taken part in this study. The study instrument adopted is *Ethical and Legal Issues in Counselling Questionnaires-Revised* (ELICQ-R). The result of the score of the ethics knowledge of counsellor is at moderate and high level. The result also shows that there is a significant difference between counsellor qualification and the counsellors' ethics knowledge in Malaysia. Other than that, there is no difference in the ethics knowledge based on the demographic factors like age, gender and the experiences of the counsellors in Malaysia. All in all, counsellors in Malaysia still have to increase their ethics knowledge so that they can deliver an effective counseling service to clients. The emphasis on ethics courses in the counseling program also has to be enhanced so that ethical counsellors can be produced in the future. Other than that, high ethics knowledge can help counsellors in behaving ethically.**

*Keywords --* **Counseling, Counsellor, Counsellor's ethics knowledge, ELICQ-R**

## I.     INTRODUCTION

Ethics is a group of principles that stresses on the behaviour empahsising on an appropriate behaviour by an individual or group (Corey, Corey & Callanan, 2003). According to Bradley and Henricks (2008), ethics serves to be the main characteristic to determine if a clien will or will not be affected, physically, mentally or psychology. Counsellor has to have a good ethics knowledge so that ethics knowledge can be applied effectively. Ethics knowledge can also help counsellors to behave in an ethical manner. Other than that, ethics knowledge can also help counsellors to make ethical decisions when involved in ethical conflict when giving counseling service in their respective organisation. Knowledge is something that an individual has and something that one does (Magnusson & Nilsson, 2003). Ethics knowledge in the counsellor training

Nurul Hasyimah Mat Rani, Universiti Putra Malaysia and Universiti Pendidikan Sultan Idris, Malaysia (Email address: hasyimah@fpm.upsi.edu.my).

Wan Marzuki Wan Jaafar, Sidek Mohd Noah, and Mazila Ghazali, Universiti Putra Malaysia, Malaysia.

Mohd Izwan Mahmud, Universiti Putra Malaysia and Universiti Kebangsaan Malaysia.

curriculum is instilled in the professional identity field covering the understanding about the professional functions, including history, the role of the organisational structure, ethics, legislation, licensing, standardization and accreditation. Ethics knowledge is also included in other fields like assessment, group work, career development, human growth and development, assisting relationship, social diversity and culture, program research and assessment (Education Technical and Training Committee, Board of Counsellor, 2003).

## II.     PROBLEM STATEMENT

Ethics knowledge is important to counsellors in counseling practice. (Solmonson, Roaten dan Sawyer, 2011) Study shows that ethics knowledge leaves an impact to counsellor's ethical behaviour (Kocher dan Keith-Spielgel, 1998). In Malaysia, there are few counsellors who serve in schools that do not have intensive a degree-level training in counseling. Some of the counsellors are appointed by the State Education Department to become guidance and counseling teachers in schools. (Ministry of Education, 1996). There is no intensive training for four years in counseling so these teachers do not have adequate training in ethics knowledge.

This lack of knowledge is faced by the counsellor in the conflicts. The work by Lambie and Hagedorn (2010) shows that ethics knowledge and legislation throughout ethics course can increase the ethical decisions that can guide trainees' actions. This current work demonstrates how important the ethics knowledge is for a counsellor so the decisions made are suitable and ethical and do not become detrimental to any party.

## III.     LITERATURE STUDY

An effective counsellor needs to have a strong knowledge of ethics and have the skills to integrate the code of ethics with the situations and diverse types of clients. The counsellors in service also cannot give an excuse that they do not know or they do not learn anything about counselling ethics. Counsellor's training curriculum also determines that the subject of ethics is the core subject (compulsory) under the component of professional identity. Other than that, graduate counsellors at least have some knowledge about ethics because almost all counselling courses will be given the exposure regarding ethics throughout the program (Education Technical and Training Committee, Board of Counsellor, 2003). Thus, counsellors should have the knowledge of counselling ethics to guide them in facing with the dilemma of ethics throughout the counselling practice.

A counsellor cannot say that he or she does not know about, or no one informs them about, ethics because counsellors are responsible for knowing, understanding and implementing the principles dictated in the Counsellor Code of Ethics. The ethics subject is also taught as early as Bachelor Degree at some universities in Malaysia as core subject and there are universities that also include the ethics component in other subjects (Education Technical and Training Committee, Board of Counsellor, 2003). Conclusively, ethics serves to be the main responsibility of the counsellor and without the code of ethics and its implementation counsellors can adversely affect the clients and the profession itself.

Counsellors have to have knowledge in counselling ethics, code of ethics also ethical consideration especially when facing ethical dilemma. According to ACA Code of Ethics (2014), the counselling educator or lecturer is responsible in giving the exposure and helping students and supervised students to be more sensitive to ethical responsibilities. Other than that, these educators also have the responsibility to expose ethical considerations across the curriculum. This exposure does not encompass the ethical subjects only but other counselling subjects are also provided, like individual counselling, family and group counselling, counselling theories and so on. Thus, serving counsellors cannot escape from the excuse of not knowing or not learning the current ethics during training because they have been exposed by educators at the university level concerning ethics and ethical consideration in counselling.

Meara, Schmidt and Day (1996) said that counsellors with no knowledge and skills in counselling can become detrimental to the client. Although Meara et al. (1996) does not specify knowledge and skills that the counsellor has to have, knowledge like ethics is crucial so any adverse effects can be prevented. The ethics knowledge that is important to be known by counsellors as suggested by CACREP cover several aspects like professional identity, ethical and legal terms, ethical-decision making principles, confidentiality, suicide and client violence, counselling and education records, educational and civil right laws, counsellor development and wellness and discrimination laws and ethics (Ieva, 2010).

In Malaysia, Education Technical and Training Committee, Board of Counsellor (2003) has outlined the standard and qualification of the counsellor training in the counsellor training curriculum encompassing the areas of appraisal, group work, career development, human growth and development, assisting relationship, professional identity, social diversity and culture and research and program evaluation. Although in Malaysia, there is no specific emphasis as outlined by CACREP but every field in the counsellor program curriculum endorsed by the Board of Counsellors need to lay an emphasis on ethical consideration and legislation so that counsellors are able to know the most appropriate consideration when serving as counsellors in various organisations.

Counsellors are not perfect professional members. There are counsellors who have yet to practise the code of ethics in their service. Khele, Symons and Wheeler (2008) state that the highest number of complaints throughout the ten years from October 1996 to January 2006 revolved around various codes of ethics was 60 percent (50 cases). This shows that there were a lot of complaints from clients involving counselling code of ethics. The code of ethics is vital in giving guidance to the counsellors to practise ethical behaviour. A lot of complaints about ethics show the extent of weakness of counsellor's ethics knowledge and this can impact on his or her behaviour when facing any dilemma or ethics conflict when giving counselling services in various organisations.

Behun (2007) has conducted a study about the capability of the undergraduates in counsellor education in making ethical decisions based on the ACA ethical standard. The study data is taken earlier on in the semester (pre-test) and in the last test (post-test). The study finding shows that there is a better increase from pre-test to post-test. The five-week ethics course helps the potential counsellors a great deal in improving their ethical decisions. Ethics counsellors can add to the knowledge of the counsellor in the aspect of ethics where the knowledge from the course is found to be related in making ethical decisions among counsellors.

## 1V. METHODOLOGY

This is a quantitative study using the descriptive study design. This involves 355 counsellors all over Malaysia. The study sample is selected using simple random sampling. The Ethical and Legal Issues in Counseling Questionnaire-Revised (ELICQ-R) questionnaire has been used in this study. According to Lambie, Ieva, Mullen and Hayes (2011), this questionnaire seeks to measure counselors' ethical and legal knowledge. This questionnaire comprises of 9 sub-scales or constructs, namely professional identity, ethical and legal terms, ethical-decision making principles, confidentiality, suicide and client violence, counselling and education records, educational and civil right laws, counselor development and wellness, and discrimination laws and ethics. This study analysis employs the t-test analysis and the One-Way ANOVA test.

## V. RESULT

The result is divided into three sections, namely the pattern of counsellor's ethics knowledge, the counsellor's ethics knowledge score and the difference in the ethics knowledge based on counsellor's demographic factors in Malaysia.

### *Pattern of Counsellor's Ethics Knowledge in Malaysia*

Table I shows the pattern of ethics knowledge for counsellors in Malaysia. The data shows that only three construct obtained high mean which are professional identity (mean=2.58, S.D=0.67), ethical decision-making principles (mean = 1.50, S.D=0.63) and counselling and education record (mean=2.33, S.D=0.95). Other construct shows moderate mean which are ethical and legal terms (mean=2.04, S.D=0.82), confidentiality (mean=2.57, S.P=0.96), suicide and client violence (mean=1.94,

S.D=0.73), educational and civil right laws mean=2.05, S.D=0.82), counselor development and wellness (mean=3.06, S.D=1.12) and discrimination laws and ethics (mean=1.31, S.D=0.61). Results show that counsellors in Malaysia have mean score in moderate and high level.

TABLE I: THE PATTERN OF COUNSELLOR'S ETHICS KNOWLEDGE

| Construct of Ethics knowledge | Mean | S.D |
|---|---|---|
| Professional identity | 2.58 | .67 |
| Ethical and legal terms | 2.04 | .82 |
| Ethical-decision making principles | 1.50 | .63 |
| Confidentiality | 2.57 | .96 |
| Suicide and client violence | 1.94 | .73 |
| Counseling and Education Record | 2.33 | .95 |
| Educational civil rights by law | 2.05 | .82 |
| Counsellor development and wellness | 3.06 | 1.12 |
| Discrimination Law and ethics | 1.31 | .61 |
| Overall | 21.41 | 4.06 |

### The Counsellor's Ethics Knowledge in Malaysia

This section explains the ethics knowledge scores divided into low score (score 1 to 10), moderate score (score 11 to 20) and high score (21 to 30).

Based on Table II, the highest frequency is at the moderate score which amounted to 195 respondents or 54.9 percent of respondents have moderate score of ethical knowledge. However, almost half of the respondents or 146 people or 42 percent of respondents have high ethics knowledge score. Only 11 people or 3.1 percent of respondents have low ethics knowledge score. Result shows that more than counsellors in Malaysia have moderate and high score in ethical knowledge.

TABLE II: ETHICS KNOWLEDGE SCORE

| Level | Score | Frequency | Percent (%) |
|---|---|---|---|
| Low | 1-10 | 11 | 3.1 |
| Moderate | 11-20 | 195 | 54.9 |
| High | 21-30 | 149 | 42.0 |

### Difference of Ethics Knowledge Based on the Counsellor's Demographic Factors in Malaysia

To determine this, based on the demographic factors (age, gender, experience and qualification), the t-test and the one-way ANOVA test analyses are adopted.

### Difference of Ethics Knowledge Based on Age of Counsellors in Malaysia

$Ho_1$: There is no significant difference in the ethics knowledge based on the age of counsellors in Malaysia.

Table III and Table IV show the summary of the one-way ANOVA test for the difference in the ethics knowledge of

counsellors according to the age of respondents. The study finding shows that the mean score of the respondents for the age level of the counsellors is between 21 to 30 years (Mean=19.82, SD=3.72), 31 to 40 years (Mean=19.18, SD=3.67), 41 to 50 years (Mean 19.38, SD=3.65) and 51 years and above (Mean=18.51, SD= 3.37).

TABLE III: THE DIFFERENCE OF ETHICS KNOWLEDGE BASED ON THE AGE OF COUNSELLOR IN MALAYSIA

| Age | Mean | S.D |
|---|---|---|
| 21 to 30 years | 19.82 | 3.72 |
| 31 to 40 years | 19.18 | 3.67 |
| 41 to 50 years | 19.38 | 3.65 |
| 51 and above | 18.51 | 3.37 |
| Total | 19.45 | 3.75 |

The study finding shows that the null hypothesis is accepted where there is no significant difference between ethics knowledge and counsellor's age where the value of $F$ $(3,351) = 1.27$, $(p>.05)$. This shows that there is no difference of the counsellors in terms of their ethics knowledge based on age. From the overall mean value of the respondents, all age categories of the respondents are not different in ethics knowledge. The mean of the respondents is as follows (Mean=20.03, S.D=4.09) and (Mean=21.79, S.D=4.00).

TABLE IV: THE SUMMARY OF ETHICS KNOWLEDGE DIFFERENCE BASED ON THE AGE OF COUNSELLORS IN MALAYSIA

| | Variance Difference | dk | Squared mean | $F$ | $p$ |
|---|---|---|---|---|---|
| Among Groups | 53.71 | 3 | 17.90 | 1.27 | .283 |
| In Group | 4936.44 | 351 | 14.06 | | |
| Total | 4990.15 | 354 | | | |

*significant at confidence level p < .05

### Difference of Ethics Knowledge Based on Counsellor's Gender in Malaysia

$Ho_2$: There is no significant difference between ethics knowledge and gender of counsellors in Malaysia

The independent sample t-test is done to identify the difference between ethics knowledge and gender of counsellors in Malaysia. Table V shows that the null hypothesis is accepted where there is no significant difference between ethics knowledge between male counsellors (Mean=19.89, S.P=3.72) and ethics knowledge of female counsellors (Mean=19.26, S.P=3.75) ($t$=1.46, dk=353, $p>.05$). Result shows that there is no difference between male and female counsellor in term of ethical knowledge.

TABLE V: THE SUMMARY OF ETHICS KNOWLEDGE DIFFERENCE BASED ON THE GENDER OF COUNSELLORS IN MALAYSIA

|  | Gender | N | Mean | S.D | t | dk | p |
|---|---|---|---|---|---|---|---|
| Knowledge of ethics | Male | 111 | 19.89 | 3.72 | 1.46 | 353 | .143 |
|  | Female | 244 | 19.26 | 3.75 |  |  |  |

*significant at confidence level p < .05

### Difference of Ethics Knowledge Based on Counsellor's Experience in Malaysia

Ho3: There is no significant difference between ethics knowledge and counsellor's experience in Malaysia.

Table VI and Table VII show the summary of One-way ANOVA test with regard to the difference in ethics knowledge according to counsellor's experience in counselling. The study finding shows that the respondents' mean scores for the period of experience is between below 5 years is (Mean=19.87, SD=3.41), 6 to 10 years (Mean=19.49, SD=3.73), 11 to 15 years (Mean=18.88, SD=3.86), 16 years and above (Mean=19.90, SD=4.37) and no experience in counselling (Mean=17.92, SD=4.55).

TABLE VI: ETHICS KNOWLEDGE DIFFERENCE BASED ON THE EXPERIENCE OF COUNSELLORS IN MALAYSIA

| Experience (years) | Mean | S.D |
|---|---|---|
| Below 5 Years | 19.87 | 3.41 |
| 6 Years – 10 Years | 19.49 | 3.73 |
| 11 Years- 15 Years | 18.88 | 3.86 |
| 16 Years and above | 19.90 | 4.37 |
| No experience | 17.92 | 4.55 |
| Total | 19.45 | 3.75 |

Finding shows that the null hypothesis is accepted. There is no significant difference between ethics knowledge and counsellor's experience in Malaysia $F(4,350) = 1.41$, p=.228 (p>.05). Based on the one-way ANOVA result, counsellor's period of experience from zero experience to experience more than 16 years does not differentiate counsellor's ethics knowledge in Malaysia.

TABLE VII: THE SUMMARY OF ETHICS KNOWLEDGE DIFFERENCE BASED ON THE EXPERIENCE OF COUNSELLORS IN MALAYSIA

|  | Variance Difference | dk | Squared mean | F | P |
|---|---|---|---|---|---|
| Among groups | 108.32 | 4 | 27.08 | 1.94 | .103 |
| In groups | 4881.83 | 350 | 13.94 |  |  |
| Total | 5851.95 | 354 |  |  |  |

*significant at confidence level p<.05

### Ethics Knowledge Difference Based on the Qualification of Counsellors in Malaysia

Ho4: There is no significant difference between knowledge of ethics based on the qualification of counsellors in Malaysia

Table VIII shows the summary of the independent sample t-test to identify the difference between the qualifications of counsellors in Malaysia. The study finding shows that there is a significant difference between undergraduate qualification (Mean=19.20, S.P=3.79) and postgraduate qualification (Mean=20.11, S.P=3.57) for ethics knowledge in Malaysia ($t$=-2.27, dk=353, $p$<.05). The null hypothesis is rejected. The outcome of the study shows that counsellors who have postgraduate qualification are different in terms of the aspect of ethics knowledge, compared to counsellor with postgraduate qualification.

TABLE VIII: THE SUMMARY OF ETHICS KNOWLEDGE DIFFERENCE BASED ON THE QUALIFICATION OF COUNSELLORS IN MALAYSIA

| Variable | Kelayakan | N | Mean | S.D | t | dk | p |
|---|---|---|---|---|---|---|---|
| Knowledge of ethics | Undergraduate | 255 | 19.20 | 3.79 | -2.05 | 353 | .041 |
|  | Post-graduate | 100 | 20.11 | 3.57 |  |  |  |

*significant at confidence level p< .05

## VI. RESULT

### The Pattern of Counsellor's Ethics Knowledge

Cannon (2010) states that the knowledge about ethics is critical because it can differentiate if the students (clients) receive appropriate service or otherwise. Apart from that, ethics knowledge can also distinguish if students are treated respectfully. Section H.1.a in the ACA code of Ethics ( ACA, 2014) also states that counsellors have to understand the code of ethics also the code of ethics applied by other professional organisations, also the code of ethics that issue licensing and their certificates of membership. A counsellor cannot make the excuse that they lack the knowledge or understanding about ethics when they are accused of performing unethical behaviour.

Knowledge of ethics can also prepare counsellors in addressing difficult cases like suicide, abuse and cases involving the law. The study by Herman (2002) suggests that they are ready to face the issue of suicide but not really ready to be subpoena to appear as witness in the court proceeding. If a counsellor has high level of ethics he or she will be more prepared to face various challenges in practising ethics.

According to Hermann (2002), the counsellors who show that they are ready in issues involving disclosure of information regarding the counselling session, will be prepared to report cases of child abuse and determine if students are involved or not. With knowledge of ethics, counsellors are able to behave ethically and at least get to face various dilemma. Other than that, counsellor preparation with ethics knowledge through follow-up

education can prevent injury or adverse impacts in clients' cases like abuse, danger to the clients and suicide.

### *The Difference of Demographic Factor and Counsellor's Ethics Knowledge in Malaysia*

The study finding shows that the counsellor's ethics knowledge does not differ based on their gender. Male and female counsellors are not any different in their counselling ethics knowledge. The finding is at par with Behun's study finding (2008) showing that gender does not impact the professional counsellor in their level of capability to apply ethics knowledge from earlier on to the end of the course conducted.

Counsellors in Malaysia comprise of those who have the undergraduate level like Bachelor Degree in counselling and undergraduates like Master Degree and PhD in counselling. The finding further shows that the null hypothesis is rejected and there is no difference between ethics knowledge based on the qualification of counsellor. Counsellors at the post-graduate level show higher mean compared to counsellors with undergraduate qualification. The work done by Luke, Goodrich and Gilbride (2013) shows that counsellor education helps the trainees to build and expand their knowledge and skills that fit to be practised more effectively. The main aspect prioritised in counsellor practice at school is to understand and to obey the Code of Ethics ACA 2014 and School Counsellor Standard Ethics, ASCA 2010.

However, in western countries, most counselling courses are offered at the post-graduate level only. In Malaysia, the counselling courses offered at the Bachelor Degree, Master Degree and Phd are provided at theUniversiti Putra Malaysia, Universiti Pendidikan Sultan Idris, Universiti Kebangsaan Malaysia, Universiti Malaya, Universiti Malaysia Sarawak, Universiti Malaysia Sabah, Universiti Sains Islam Malaysia, Universiti Malaysia Terengganu and a number of private universities all over Malaysia.

## VII. CONCLUSION

Ethics knowledge has to be given an emphasis especially in other counselling subjects such as in individual counselling, group counselling, marriage counselling, psychometric in counselling and other subjects in the counselling curriculum. Also, the emphasize on ethics course in counselling needs to be laid more comprehensively, so that trainee-counsellors in Malaysia can be given early exposure to address ethical issues in counselling. Other than that, there are still graduate counsellors whether at the Bachelor Degree level or Master level those are not endorsed by the Board of Counsellors (Malaysia). The Book of Counsellor Standard and Training (2011), a course of ethics is a core subject that needs to be professionally handled to form counsellors who have good identity, professionalism and ethics. Counsellors themselves need to be very careful in selecting study program so that the program chosen will have adequate training components so that ethics knowledge can be taught

and learned and applied in counsellors' lives when they work in institutions later on.

## REFERENCES

American Counseling Association. (2014). ACA Code of Ethics 2014. Dilayari daripada https://www.counseling.org/Resources/aca-code-of-ethics.pdf pada 14 April 2017.

Behun, R. J. (2007). *An analysis of beginning counselor education master's degree candidate's ability to make ethical decisions based on the American Counseling Association's Ethical Standards after having completed a course in profesional ethics*. Doctorate Thesis. Pittsburg: Duquesne University.

Bradley, L. J., & Hendricks, C. B. (2008). Ethical decision making: basic issues. *The Family Journal, 16*, 261-263. doi: 10.1177/1066480708317728.

Cannon, E. P. (2010). Measuring ethical sensitivity to racial and gender intolerence in schools. Journal of School Counseling, 8(20). Retrieve http://files.eric.ed.gov/fulltext/EJ885223.pdf

Corey, G., Corey, M. S., & Callanan, P. (2003). *Issues & ethics in the helping professions* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Education Technical and Training Committee,. (2003). *Standards and Qualifications of Counselors Training.* Kuala Lumpur: Board of Counselor, Malaysia.

Herman, M. A. (2002). A study of legal issues encountered by school counselors and perceptions of their preparedness to respond to legal challenges- special issues: Legal and ethical issues in school counseling. *Profesional School Counseling*, 6(10).

Ieva, K. P. (2010). *The contribution of profesional school counselors' social cognitive development to their levels of ethical and legal knowledge, and local-of-control orientation*. Tesis Doktor Falsafah. Florida: University of Central Florida.

Khele, S., Symons, C.,& Wheeler, S. (2008). An analysis of complaints to the British Associations for counseling and psychotheraopy, 1996-2006. *Counselling and Psychotherapy Research, 8(2),* 124-132.

Koocher, G. P. & Keith-Spiegel, P. (1998). *Ethics in Psychology: Professional Standards and Cases.* New York: Oxford University Press

Lambie, G. W., Hagedorn, W. B., & Ieva, K. P. (2010). Social-cognitive development, ethical and legal knowledge, and ethical decision making of counselor education students. *Counselor Education and Supervision.* 49, 228-246.

Luke, M., Goodrich, M. K., Gillbride, D. D. (2013). Intercultural Model of Ethical Decision Making: Addressing Worldview Dilemmas in School Counseling. Counseling and Values, 58. doi: 10.1002/j.2161-007X.2013.00032.x

Magnusson, J., & Nilsson, A. (2003). To facilitate or intervene-A study of knowledge management practice in SME Networks. *Journal of Knowledge Management*

*Practice.* Dilayari daripada www.tlainc.com/articl48.htm pada 10 April 2012

Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies and character. *The Counseling Psychologists, 24,*4-77. doi: 10.1177/0011000096241002

Ministry of Education Malaysia. (1996). Professional Circular No. 3/1996 :*Additional Information: Appointment of Full-time Counselling and Guidance Teacher at Secondary School.* http://www.moe.gov.my/images/pekeliling/1996

Salmonson, L.L., Roaten, G., & Sawyer, C. (2011). Emerging concerns regarding the hiring practices of school counselors: A delphi study. *Journal of Professional Counseling: Practice, Theory and Research, 38(2).* 37-51.