

Perceived Benefits and Helpfulness of Guidance and Counselling Programme in A Religious School.

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Abstract -- The purpose of this research is to investigate to what extent religious school students from Sekolah Menengah Agama Pulau Tawar, Jerantut, Pahang perceived the services of Guidance and Counselling regarding career decision making. Thus, this research investigates the perceptions of students regarding Guidance and Counselling services for how far they could reach the benefits from that department. This research consists of a hundred of respondents among students with various genders and ages. Participants completed the survey via online Google Form. The questionnaire consists of 3 sections whereas one open ended questions regarding students' opinion and suggestions for counselling services in that school. For three sections, the first section consists of students' demographic data, meanwhile for section 2, benefits of Guidance and Counselling services and lastly section 3 for students' perceptions towards career guidance consist of 15 Likert Scale questionnaire counterparts. Results from the study showed that students were not sure with their perceptions towards Guidance and Counselling services particularly for career guidance. Further, there were notable results for the benefits of Guidance and Counselling services which most of the answers disagreed with. It is thus recommended that the support for the findings from another studies to find out the perceptions and students perceived benefits from Guidance and Counselling services from the same type of semi-government secondary religious school.

Keywords - perceptions, benefits, guidance and counselling services, religious school, career guidance.

I. INTRODUCTION

Guidance and counselling services were established in 1963 in Malaysia. At that time, Guidance and Counselling services were convinced as the main integral of the schooling system. 'An important step in the providing of these services was the conceptualisation and formal definition of "Guidance" (which encompassed counselling) provided by the Guidance and Counselling Section in 1968' Cited by (Othman & Awang, 1993) in The Malaysian Counselling Profession, History and Brief Discussion of the Future journal article. Thus, this showed that counselling services are the crucial part of school systems to take care and determine students' concerns outside of subject matters. Counselling and guidance services contain many types of approaches, interventions and also guidance that is suitable for students' needs. Licences are needed in obtaining counselling professions either in school or public sectors. In school, counselling

teachers mostly graduated from Guidance and Counselling programs to make sure they can provide a holistic approach toward students' welfare. Counselling services can vary upon students' concerns. It consists of general understanding regarding Counselling roles to deal with mental health well-being. Thus, it is not the only thing a counsellor will provide to the students at school. Career decision making is also one of the important services that counsellor need to highlight for students particularly in secondary schools. This effort was implemented to guaranteed the preparations of students towards their path after secondary school level.

This is because, students in secondary school need to know their own educational path based on their own interest and proneness. The interest of students is crucial as the establishment of Psychometric Career Interest (Psikometrik Minat Kerjaya) one of the important tasks for secondary school students need to answer and counselling unit will be in charge in these activities. From the result, the counsellor will make an approach either individual or group to give students clear explanations regarding their interest. Most of the time, students are not aware of the importance of knowing others' services of Guidance and Counselling units at school. For example, in one research report regarding counselling perceptions for overseas isolated schools, the counsellor just focused for some part of the task that makes students unable to be aware or make counselling as the place to discuss educational decision making (Fr Racho Ibrahim, 2014)

Instead of this, in Malaysia, the integration secondary religious school and full government secondary have slightly different in terms of administrations. The integration was between the government and state department mainly for religious units. The important exam like SPM (Sijil Pelajaran Malaysia), PT3 will intervene with the ministry of education system for all Malaysian secondary school exams. For the counselling and guidance services also vary upon the higher authority. As for the fully supported school, they will provide certified or qualified counsellors. Meanwhile, integrated secondary religious schools need to find others' effort to support the qualified counsellors. Depicting on this issue, they will send teachers to attend monthly courses for counselling programmes as they cannot gain the qualification to the fullest like graduated teachers from Guidance and Counselling program. Instead, the teachers were different in terms of their own major. Thus, this proved when almost all integrated religious school institutions' guidance and counselling services are dull and seems not

active as full-governmental schools. This can be seen in the SMAN (Sekolah Agama Menengah Negeri) in Pahang. The fundamental fact regarding the counselling and guidance services in these two types of school still has the gaps due to the lack of empirical studies.

These studies are conducted to find out the perceptions and the extent of functionality of counselling and guidance services for integrated religious schools in Pahang particularly in the isolated school at Sekolah Menengah Agama Pulau Tawar, Jerantut, Pahang. This concern falls into the considerations of guidance and counselling services in integration secondary religious school. Researchers will study the benefits of Guidance and Counselling services at that school that came across the importance of dealing with others concerns rather than decision making. Instead, this study will find out the most activities or programs that have been proposed by the counselling unit for the students. The prevalence of students that used to come to counselling services based on ages and gender particularly career decision making. This study also will find out the correlation between roles of counselling in general and also the expectations of guidance and counselling services if there any chance for them to voice out their opinion. This used to trace the determination of students in need of counselling and guidance services.

Statement of Problems:

However, according to findings across Malaysian researchers toward the perceptions of Guidance and Counselling services, they still lack of empirical research. Sometimes, the point of the research varies with the issues that happen majorities among youth. Meanwhile, one of findings from a country from east Africa found out that, there are the perceptions of Guidance and Counselling services particularly in Career decision making. This study's purpose is to find out the perceptions or expectations of students towards their academic, personal and social competence were roles played by guidance and counselling in schools. (Fr Racho Ibrahim, 2014) From these studies, authors find out that, the incompetence of counsellor teachers in managing the roles of counselling thoroughly, affect broad fields of counselling services including career decision making service.

Most of Malaysian researchers make studies about the role, functions, benefits and the extent of counselling services towards students well-being. They lacked studies from the views of students' perceptions and to what extent students know about the functionality in guidance and counselling services particularly among the isolated and integration schools. Author experienced the lack of counselling services in the former school. This is proven when author realize the distinctions between full-governmental school and integrated school during teachers training as Guidance and Counselling teacher. Thus this study conducted to find out the general perceptions of an

isolated school students towards guidance and counselling services.

Objective:

SMAN (Sekolah Menengah Agama Negeri) in Pahang is one of the big authority that manages all of the integrated religious schools in Pahang that also consist of 21 schools approximately 9000 students. The school management was supervised by Jabatan Agama Islam Pahang. Thus, for this department of education. They established the objectives of instilling the requirement from the highest authority. The objectives are:

- To create a Madani society that makes Islam a perfect way of life and to understand and appreciate the teachings of Islam contained in the Qur'an and Sunnah.
- Uphold justice according to Islamic law and the jurisdiction provided for in the law.
- Preserve the sanctity of Islam, its adherents and religious institutions from threats, malpractice and aggression.
- Improve the quality of knowledge, skills and appreciation of Islam systematically, efficiently and effectively.
- Enliven the physical, and spiritual development in producing skilled, aggressive and proactive individuals, families and ummah.

Those objectives need to instilled with the holistic teaching and learning according to the framework and the school systems itself.

Meanwhile, the objective for this research are, this study will be conducted to ensure the efficiency of guidance and counselling services in one of the schools under SMAN which is

Sekolah Menengah Agama Pulau Tawar, Jerantut, Pahang. On the other hand, this study will find out students' involvement in counselling services or programs to gain the information regarding the quality of guidance and counselling services. The main point for this research is to reach the students' career decision making services for how they observe and interpret the program of session that has been done by the school counsellors. Thus, the study sought to answer the following questions:

1. To what extent the benefits of students' involvement in guidance and counselling services at school?
2. What is the students' perception of guidance and counselling services in developing their career decision making?

II. LITERATURE REVIEW

According to (Fr Racho Ibrahim, 2014) students' perception toward guidance and counselling services can help them in terms of educational transitions. As cited in (Fr Racho Ibrahim, 2014) a study by Brigman and Campbell (2008) showed that, the impact of a school counselling-led

intervention on student academic achievement and school success behaviours helped them to be better in their social and academic life. Thus, students will be expecting counselling services will help them not only with the decision, but also with the adaptation from different settings of educational stages. Meanwhile, (Andreas Brouzos, 2015) investigated that bright students will tend to ask the guidance and counselling services in dealing with their career planning. From their findings, students with good grades expressed greater need for assistance in the areas of learning skills, vocational guidance/development, personal development, and social values.

According to (Claudia Crisan, 2016), it is stated that the importance of a career counselling programme to fulfil students' perceptions toward their career path. Based on a program namely SOPHRD which is entitled with the Professional counselling, internships and simulated enterprise: an extra chance in finding a job for students specializing in public administration and communication, public relations and advertising. A study was done to find out the extent of career counselling services towards students' perceptions based on genders differences, the effectiveness of material use from the programme and also the adjustment of counselling activities for career services. Thus, this is the importance of perceptions to find out students' expectations toward their ambitions.

Meanwhile, (Andreas Brouzos, 2015) stated that, the significance of students' perceptions that include the learning skills, vocational guidance/development rather than other factors like interpersonal relationship and personal development-needs. So, for these studies, researchers combined those factors to come out with students' need towards counselling services. The study also clearly states the involvement of students in counselling services based on gender, age, socioeconomic status and school performance for which they prioritize the most. The perceptions of students' lay as the crucial part in managing the suitable interventions depending on their expectations for counselling services.

On the other hand, there are findings from a study indicating that, students' perceptions towards counselling services in decision making was, they expecting counselling will be the central to the process of decision making. This showed that students are depending much more towards counsellor roles in assisting them managing their career decision. It is not only that, counselling services as well, play the main role in inhibiting the involvement of students for counselling services. This is because, from that study, it shows that, students accessing in counselling services based on counsellors characteristic and attitude. As cited in (Moses Awinsong, 2015) mentioned by Patterson and Levy (2007) "Counsellors who took a genuine interest in people rather than just providing information made a great impact on the decisions of students". Based on these findings, it is crucial for the counsellor to generate the authentic skills in dealing with students. Counsellor must know how to handle different type of students with different attitudes. This is

because students will build the impression towards how counsellors perceived them.

Evidence shows that most students that are involved in counselling services can vary with many points of assistance. From educational, financial, personal issues up until emotional support. This support by (Andreas Brouzos, 2015) An examination of the screen plot suggested that 5 factors could be interpreted as corresponding to: learning skills, vocational guidance/development, interpersonal relationships, personal development, and social values. Students know how to channel their concerns towards the right authority. Thus, this proves that the extent of counselling services is important for students' well-being. Counsellors must be competent in terms of skilled and also current knowledge. This also can be a factor towards students' involvement in guidance and counselling services. This proved in (Samuel Asare Amoah Phd, 2015) that the well-trained counsellor can affect the perceptions of students towards counselling services to provide what they need. They also mentioned that a competent counsellor needs to keep up to date by always sharpening their skills, making research and also reading after the training of services to upgrade the counselling experience.

The determination of students towards their interest and decision making. A study found that students will be asked about the suitability of some career path that suits their gender. There were an unequal number of participants in answering the survey regarding career decision making. This is because, participants are students specializing in a specific small number of domains, namely: public administration and communication, public relations and advertising (Claudia Crisan, 2016) This study also urges others fundamental studies to investigate the equality in different equalizations for different genders. Thus, genders can be the reasons for a student involvement in guidance and counselling services particularly in career. The authors emphasize the gap of this study that also needs to focus on gender and students' level of studies.

According to Samuel Asare Amoah Phd, 2015, the study stated that, the importance of guidance and counselling roles to assist students in developing their interest to find make sure the career choices will vary upon their interest and abilities. Thus, students' mostly not obtaining adequate information regarding their career choice. This study proves the importance of counsellor competence with various areas including students' personal problems and career dilemmas. Well-trained counsellors will be able to guide students with appropriate skills and techniques.

Fr Racho Ibrahim, (2014) in his study, the researcher focuses on the Supers theoretical framework. This can be seen with the transitions of life span from child up until the age of educational transitions for tertiary levels. He also stated that, "Role conflicts, role interference, and role confusions would likely happen when individuals are constrained in their ability to cope with the demands associated with their multiple roles." (p.314). Based on this statement, the importance of counselling services in

managing the issues that will arise upon the roles that will be encountered by the individual. Guidance and Counselling services must be vital to help students in dealing with their conflicts and crises.

III. METHODOLOGY OF CONDUCTED RESEARCH

Participants

The study was conducted on a sample of 116 participants aged between 13 to 17 years of which were 16% males and 84% females. All participants are students from Secondary Religious School at Pulau Tawar, Jerantut Pahang. The participation in the investigation was voluntary and anonymous. Therefore, participation agreements, data confidentiality and other ethical aspects were assured.

Measures

The data regarding the students' perceptions concerning benefits of counselling and also services for the students' career decision making. The data was collected by applying an online questionnaire via Google form that included 30 questions for both sections. The answers being recorded on a Likert scale for strongly agree, agree, natural, disagree and strongly disagree. The following aspects were aimed within the questionnaire with two constructs for each 15 questions. The first construct regarding the benefits of guidance and counselling services and the second construct was the perceptions of students for career guidance. The questionnaire was applied by using online distribution via WhatsApp. These items were extracted from a previous study by Fr

Racho Ibrahim, 2014. This descriptive study was done to investigate the Perceptions on the role of guidance and counselling programme on Kenyan secondary school students' career decision making.

Research Design

The study was conducted in descriptive research design. This research investigates the benefits of guidance and counselling services for students' involvement at that school and also the perceptions of students regarding the service of career guidance toward their educational plan and further studies management. In this respect, author started from the following research questions:

Q1 What are the Religious School students' perceptions towards Guidance and Counselling programs?

Q2 What are the students' perceptions towards the helpfulness of the Guidance and Counselling teachers in the students' career decision making?

The population size estimated around 400 participants. The margin of error was 10%. Meanwhile the margin of confidence 95% and the response distribution will be 50% from the expected result. The recommendation for the simple size will be a minimum 78 participants. Thus, the

distributions conducted obtained 116 respondents which over the minimum participants.

Procedure

At the beginning, the distributions of the questionnaire were planned in pencil-paper method. In the peak of the pandemic COVID19 outbreak, the Ministry of Education declared to reduce the face-to-face lesson and let the students study online and be safe at home. In accordance with that, the author decided to distribute the questionnaire by using an online platform. Questionnaire was created by using Google Form. In one bubble chat of informational introductions via WhatsApp, the questionnaire included the aim and also the reasons in distributing the survey, the link to access in Google form also put there. The distributions have been done within three weeks from the assistance of the author former school teachers. The teachers were reminded by the author to always mention the survey daily to make sure that it can reach the expected participants.

Reliability

The consistency of test of the questionnaire was conducted on a sample of 116 students by calculating the coefficients of Alpha Cronbach for all the items of the questionnaire, and the expressions of each construct separately.

TABLE I: RELIABILITY ANALYSIS

| No. | Constructs | No. of Items | Cronbach's Alpha |
|-------|--|--------------|------------------|
| 1 | Benefits of guidance and counselling. | 15 | 0.989 |
| 2 | Perceptions of students towards career guidance. | 15 | 0.937 |
| Total | | 30 | 0.979 |

Table 1 above shows that Cronbach's Alpha was 0.989 and 0.937 for the first construct (Benefits of guidance and counselling) and second construct (Perceptions of students towards career guidance). This indicates that the questionnaire was reliable.

IV. RESULTS AND FINDINGS

This chapter discusses and interprets the results based on the data gathered from 116 participants. In analysing the data, the author followed the two research questions that guided the study. Tables showing the frequencies and their corresponding percentages for each item were conducted. The background information of the participants, the perceptions of counselling services for career decision making in a religious school and the accessibilities of counselling services were looked at in this chapter.

Background Information of the respondents

TABLE II: GENDER OF THE RESPONDENTS

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 19 | 16.4 |
| Female | 97 | 83.6 |
| Total | 116 | 100.0 |

Table 1 represents the gender of respondents and shows a high percentage for female respondents at 83.6 %. Meanwhile, the males' number is not discouraging because their figure is almost about 20% from the total of respondents who participated in the study. The disparity in genders in accessing the questionnaire among the students may account for these differences.

TABLE III: AGE OF THE RESPONDENTS

| Age | Frequency | Percent |
|-------|-----------|---------|
| 13 | 10 | 8.6 |
| 14 | 27 | 23.3 |
| 15 | 38 | 32.8 |
| 16 | 8 | 6.9 |
| 17 | 33 | 28.4 |
| Total | 116 | 100.0 |

Table 2 above, we have the age distribution of the respondents. The highest respondent age group are 13 and 17 years which stated the 32.8% and also 28.4%. Meanwhile, students who were 14 years old formed 23.3% and were the second highest age from the total of respondents. The lowest ages group were 13 and 16 years who scored 8.6% and 6.9% respectively. The range of ages represent the levels of studies in secondary schools which consist form 1 until form 5 students.

TABLE IV: THE INVOLVEMENT IN GUIDANCE AND COUNSELLING SERVICES

| Involvement | Frequency | Percent |
|-------------|-----------|---------|
| Yes | 49 | 42.2 |
| No | 67 | 57.8 |
| Total | 116 | 100.0 |

Table 3 shows the involvement of students for guidance and counselling services. 57.8% were never entered or involved in counselling sessions at school. Meanwhile, 42.2% students stated the involvement of guidance and counselling sessions. Thus, the percentage of students who were involved in counselling activities are less than students who took part in counselling services.

Analyses of the study

The Perceptions of Guidance and Counselling services

The information in Table 5 below gives insight into the responses given by the students to the first research question which sought to determine the perceptions of guidance and counselling services in a religious school namely Sekolah Menengah Agama Pulau Tawar, Jerantut, Pahang.

TABLE V: PERCENTAGE DISTRIBUTION OF PERCEPTIONS TOWARDS CAREER GUIDANCE

| | Agree (N)% | Not sure (N)% | Disagree (N)% |
|---|------------|---------------|---------------|
| 1.It can make me think positively about what is happening in my life. | (56)48.3 | (9)7.8 | (51)44.0 |
| 2.It helps me in dealing with my problems | (54)46.6 | (7)6.0 | (55)47.4 |
| 3.It helped me to understand myself | (53)45.7 | (9)7.8 | (54)46.6 |
| 4.It made me understand the need to be a morally human being | (53)45.7 | (11)9.5 | (52)44.8 |
| 5.It helped me to listen to my personal problems | (49)42.2 | (13)11.2 | (54)46.6 |
| 6.It makes me love myself more | (49)42.2 | (15)12.9 | (52)44.8 |
| 7.I can determine the judgement between right and wrong | (49)42.2 | (15)12.9 | (52)44.8 |
| 8.My parents are aware of the importance of counselling services for my emotional and mental well-being | (49)42.2 | (11)9.5 | (56)48.3 |
| 9.It helped me to deal with my social life | (46)39.7 | (12)10.3 | (58)50.0 |
| 10.It helps me make my own decisions | (44)37.9 | (14)12.1 | (58)50.0 |
| 11.I know how to organize my schedule wisely | (44)37.9 | (13)11.2 | (59)50.9 |
| 12.I was able to reduce my anxiety after the counselling session | (43)37.1 | (18)15.5 | (55)47.4 |
| 13.It helped me in my academic competency | (42)36.2 | (16)13.8 | (58)50.0 |
| 14.I can explore the nature of my anxiety (anxiety) | (42)36.2 | (15)12.9 | (59)50.9 |
| 15.I know how to determine my own career path | (42)36.2 | (18)15.5 | (56)48.3 |

Table 5 shows 15 questions regarding the percentage distributions of the perceptions of students towards career Guidance. Generally, most of the students answered not sure which stated the ambiguity of Guidance and Counselling services particularly for Career Guidance. It consisted of 13 questions that showed students' perceptions which represent 40 to 50 percent frequencies for each answer. For the first

question, the result presented, almost half of the respondents agreed that they had been helped by school counsellors in making choices. The figure represented is 44.8%.

Meanwhile, 44% of the respondents are not sure with the assistance of school counsellors towards their interests and personalities. This takes at least differences with those who are agreed which represent 43% from the total of respondents. 43% of students also agreed that counsellors helped them in planning their studies journey after high school. This is the sign of good awareness regarding student's preparations for their tertiary level of studies. Majority of students represent 42% are not sure with the career counselling services in listing their careers that suited their interests. This result corresponding with the assessment provided by almost all career guidance services does not seem to give impacts towards this Secondary Religious School in Pahang. Almost half of students are not sure with the role of career guidance counsellor in dealing with their career problems. This proves that counsellors have a lack of competency in managing students' interest that can be related with career choices and also personalities.

The figure represented 47% for those who are not sure. Around 49 students representing 42% from the whole sample were not sure with the role of career guidance unit to invite speakers from tertiary to give awareness for students' career path. Almost half of the students were not sure with the role of counsellors in helping them to make positive changes for their career decision making. Same goes to the next question which the roles of career guidance counsellor to make them striving for their own career dreams. 46.6% of students are not sure if the counsellor can help them to access regarding career information for them to prepare their study. Almost half of students were not sure if counsellors can help them to achieve their academic goals. The figure represented was 48.3% from the whole sample. Students seem shaky in choosing the roles of counsellor to reduce their anxiety. The proportion of this question stated 54.3% which were more than half of the respondents. 37% students were not sure if students should consult with a school counsellors regarding career decisions making. A student was uncertain to suggest their friend to meet career guidance counsellors for consultations. The proportions represented 50.9% which were also half from the total of respondents. For the last two questions, most of the students answered not agreed as it conveyed the passive questions. Both questions represent above 60% counterparts.

These notable results seem to need further investigations by others studies regarding the same topic. Thus, the findings showed most of the answers were uncertain. This shows that the roles of Guidance and Counselling in SMA Pulau Tawar seems dull and lack of functionality. This issues not only happened in Malaysia, according to Fr Racho Ibrahim, (2014): "The research by (UNESCO, 2012) further indicated 91% of teachers in Marsabit concentrated their counselling efforts on averting the negative cultural beliefs affecting students and ignored career counselling. Consequently, not much attention has

been devoted to counselling especially in the area of career decision making" (p.314)

This empirical study shows that deficits in awareness of the counselling services toward the importance of career guidance towards students can lead to students' lack of information regarding their options for their career. This happened based on author's experiences as well that also the former of this religious school, counselling services seems dime and not ever seize students' attention to come to counselling services. More worsen happened, author's does not ever encounter with terms 'career choice' along 5 years' journey of study.

The Benefits of Guidance and Counselling

The information in Table 6 below gives insight into the responses given by the students to which sought to determine the benefits of guidance and counselling services in a religious school as known as Sekolah Menengah Agama Pulau Tawar, Jerantut, Pahang.

TABLE VI: PERCENTAGE DISTRIBUTION OF BENEFITS OF GUIDANCE AND COUNSELLING

| | Agree (N)% | Not sure (N)% | Disagree (N)% |
|---|---------------|------------------|------------------|
| 1.It can make me think positively about what is happening in my life. | (56)48.3 | (9)7.8 | (51)44.0 |
| 2.It helps me in dealing with my problems | (54)46.6 | (7)6.0 | (55)47.4 |
| 3.It helped me to understand myself | (53)45.7 | (9)7.8 | (54)46.6 |
| 4.It made me understand the need to be a morally human being | (53)45.7 | (11)9.5 | (52)44.8 |
| 5.It helped me to listen to my personal problems | (49)42.2 | (13)11.2 | (54)46.6 |
| 6.It makes me love myself more | (49)42.2 | (15)12.9 | (52)44.8 |
| 7.I can determine the judgement between right and wrong | (49)42.2 | (15)12.9 | (52)44.8 |
| 8.My parents are aware of the importance of counselling services for my emotional and mental well-being | (49)42.2 | (11)9.5 | (56)48.3 |
| 9.It helped me to deal with my social life | (46)39.7 | (12)10.3 | (58)50.0 |
| 10.It helps me make my own decisions | (44)37.9 | (14)12.1 | (58)50.0 |
| 11.I know how to organize my schedule wisely | (44)37.9 | (13)11.2 | (59)50.9 |
| 12.I was able to reduce my anxiety after the counselling session | (43)37.1 | (18)15.5 | (55)47.4 |
| 13.It helped me in my academic competency | (42)36.2 | (16)13.8 | (58)50.0 |
| 14.I can explore the nature of my anxiety (anxiety) | (42)36.2 | (15)12.9 | (59)50.9 |
| 15.I know how to determine my own career path | (42)36.2 | (18)15.5 | (56)48.3 |

Table 6 shows the percentage distributions for the benefits of Guidance and Counselling. Most students who answered disagree for this construct and only show the slight difference between agree and disagree. Here the analysis for all the answers based on the frequencies of the answers. 48.3% of students agreed that Guidance and Counselling services can make them think positively about their life Circumstances. Meanwhile, 44% of students did not agree with this statement. Most students represent 47.4% were not agreed for the roles of Guidance and Counselling services to help them in dealing with their problems. Majority of students were not agreed with the roles of counselling that help them to understand their concerns. These proportions just state a slight difference with students who we agreed were 46.6% and 45.7% counterparts. Same goes with the role of Guidance and Counselling services to make students understand regarding the need of being a morally human being. However, it's just 1% different for both agree and disagree. 45.7% who were agreed and 44.8% who are not agreed which also stated 53 and 52 student's counterparts. 54 students were not agreed to the roles of Guidance and Counselling services to hear students' personal problems.

Meanwhile, 44.8% students were not agreed with the statements that counselling services can help them to love themselves more than before. Same proportion with the statement of counselling services that can determine the judgement or consideration of students towards what is right or wrong. Majority of students were not agreed if their parents were aware of the importance of counselling services for their emotional and mental well-being 48.3% proportion represented from the whole population. Half of the students were not agreed if the counsellors can help them to deal with their conflict in social life. Same proportions portray the benefits of counsellors to help students make their own decisions, which stated 50% counterparts. 50.9% students are not agreed if the counsellors help them to organize their study schedule. 55 students were not agreed if the counsellors can help them to reduce their anxiety after counselling session. It represents 47.4% for the answer. Half students are not agreed with the roles of counselling in helping them with academic competency and also explore the nature of students' state of anxiety 50% and 50.9% represent the proportions respectively. Almost half of students were not agreed if they knew how to determine their career path. Thus, it takes 48.3% total from the whole sample.

These findings also need to catch other researchers in the same field to find out the holistic information of the studies. As has been mentioned at the earlier part for this construct, most students answered not agreed for the benefits of Guidance and Counselling services. Other studies also prove that they still hinder students' perceptions towards their interaction with counsellors. The issues regarding confidentiality still triggered students' trust in having sessions with counsellors. Moses Awinsong, O. D. (2015) Thus, this happened when counsellors could give as much awareness towards the importance of this service.

These crucial roles were neglected and students assumed that the services were not important at all. It can be seen based on the findings for benefits of guidance and counselling construct.

V. CONCLUSION AND RECOMMENDATION

The findings show that the importance of counselling services for the awareness of career guidance functions towards students need. Vitals to know the nature of counselling services towards the determinations of students personal, academic and social needs in a constructive way. Based on the author's experiences, there was a slight distinction between the functionality of full government school for Guidance and Counselling services than integrated religious school. Thus, to make this study more useful in the future, other researchers need to implement equal samples regarding genders and also age. On the other hand, there is also need to be precise studies from various grounds regarding the functionality of Guidance and Counselling services towards religious schools around the country, this aimed to uphold the awareness of the right of all students to have Guidance and Counselling services regardless school types. Comparison studies need to run as well regarding the full supported governments school and integrated school for guidance and counselling program. Meanwhile, additional methodology of studies like qualitative research to find the authentic information from the counsellors at integrated religious schools. According to Samuel Asare Amoah Phd, 2015 "This informed the qualitative (text) data collection and analysis which sought to explain and elaborate on the quantitative results obtained." (p.59) Last but not least, the studies regarding the same topic need to use the notable data to find out the official established or government approved counselling programs in integrated religious schools.

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