

Satisfaction Towards Counselling Services Among Gifted Students at the National Gifted Center In Malaysia

Roslina Ahmad Faisal, National University of Malaysia, Malaysia
Noriah Mohd Ishak, National University of Malaysia, Malaysia
Mariati Mohktar, National University of Malaysia, Malaysia
Jamaliah Hamdan, National University of Malaysia, Malaysia
Mohd Hakimie Zainal Abidin, National University of Malaysia, Malaysia

The Asian Conference on Psychology and Behavioral Sciences 2015
Official Conference Proceedings

Abstract

Counselling and guidance services in schools are comprehensive. It includes programs on development, prevention and rehabilitation. In schools prevention programs are conducted more than rehabilitation programs. Among the services provided in the school counselling unit, are the academic guidance, career guidance, advice on psychology and mental health, leadership programs, and individual or group counselling. School counsellors have become boosters for student in many schools to produce quality young generation. However, the challenges created by current modernization, cause the responsibility of moulding a generation who can really appreciate the broad personality traits, is not an easy task especially for gifted student. The purpose of this study is to identify the level of satisfaction on the counselling services among gifted student in PERMATApintar Gifted Center, National University of Malaysia. A total of 61 gifted students participated in this study. Respondents are required to answer a questionnaire. This research use quantitative method of analysis. Finally, the analysis showed that generally students in this center are moderate satisfied with the counselling services provided.

iafor

The International Academic Forum

www.iafor.org

Introduction

Vision counselling services in schools is creating a climate conducive educational, therapeutic and effective aspects of physical, communication and management based on the concept of counselling and guidance services overall quality and effective for the excellence of students and schools. In addition, the mission also with a sense of responsibility and diligence in providing help and assist students in terms of enrichment, development, prevention and rehabilitation to enhance the knowledge, skills and positive self-concept may be necessary in producing communities 'civil' through counselling and guidance services effective, trustworthy based on national educational philosophy.

In addition, counselling and guidance services in schools has a philosophy that every student has the potential to be trained optimally through comprehensive management counselling and guidance services that are efficient, effective and trustworthy based on internal and external sources to produce students with a balanced aspects of intellectual, physical, emotional, social and spiritual as well as believe and do righteous deeds.

So, student satisfaction of counselling services is an important element in determining the effectiveness of the quality of services provided by an organization, especially in school counselling. The emphasis on satisfaction is very important to gain the trust of clients to counselling services. Therefore, to ensure an improvement in the quality of services provided in school counselling, school counselling teachers should take into account the needs of clients as key to the success of a counselling process undertaken either individual counselling or group counselling. Satisfaction with counselling services in schools can be achieved when the effectiveness of counselling techniques used by teachers in the course of counselling a counselling session is recognized by clients or students who get this service. In addition, amenities and services available in the counselling room to meet the needs and requirements of the client is also a contributor to the satisfaction of the students who received counselling services.

In general, the effectiveness of counselling services can be seen when there are multiple types of counselling services offered in schools and other facilities available in the counselling room. It is also because of counselling services are one source of indirect learning. Better yet, if counselling services in schools are the storehouse of knowledge that cannot be separated from the mainstream of information technology. This is because counselling services also play a role in the management of information and also provide information appropriate to the needs of students such as career information. With the center of effective counselling services in schools, this service allows students to gain insight in schools especially solve educational problems and have a private well.

1. Satisfaction

Satisfaction can be defined as the subject satisfied, relief, pleasure, (council language dictionary fourth edition). Besides that, satisfaction can be defined as the fulfilment of one's wishes, expectations, needs, or the pleasure derived (Oxford dictionary).

Satisfaction is a feeling that is felt by a person against acceptance (either product or service) that meet what is expected by individuals (Hom, 2002). Individual

satisfaction levels differ from each other depending on the level of expectations set by the individual against services received. Therefore, gifted students will achieve the satisfaction of counselling and guidance services if counselling and guidance services procured meet the expectations, needs, or pleasure to him.

2. Counselling and Guidance Services

3.1 Counselling

Even so legally in Malaysia definitions given in the Counsellors Act 1998 was adopted, namely:

"Counselling is a systematic process to help relations based on the principles of psychology that are conducted by counsellors registered in accordance with the code of ethics counselling to achieve a change, progress and holistic solutions, both on a personal and voluntary clients so that changes, improvements and adjustments that will continue throughout the life of the client. "

3.2 Guidance

Gladding (2000) also said guidance is a process of helping people makes important choices that affect their lives, such as choosing a preferred lifestyle. While Daresh (1996) said guidance as a process to help individuals understand themselves and the world around him so he can use the skills, capabilities and talents to the fullest. In general it can be concluded counselling is a process that is planned to help individuals understand themselves and nature.

3.3 Counselling and Guidance Services

Based on the definition of counselling and guidance, it can be concluded that counselling and guidance services is a process of helping relationship based on the principle of systematic psychology. The service is run by professional counsellors to assist the development and adaptation of client personal good and thorough.

3. Gifted Student

Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavour, U.S Department of Education (1993).

4. Model of Customer Satisfaction

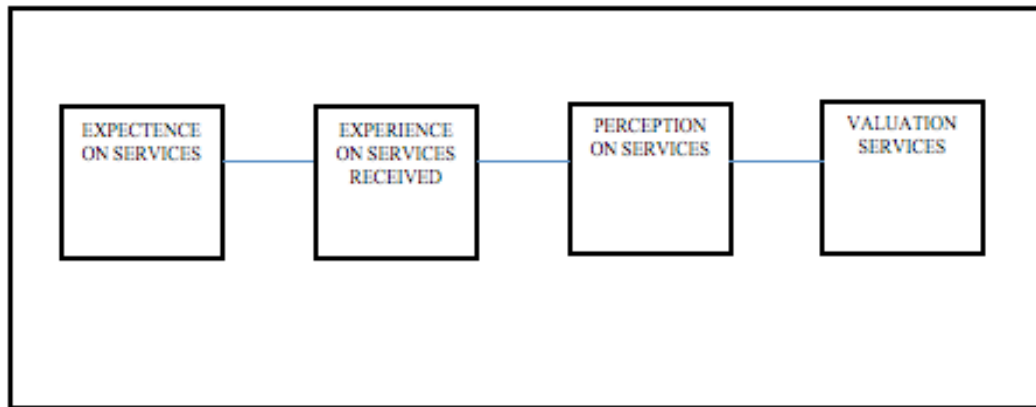


Figure 1: Model of Customer Satisfaction by Willard C.homes 2012 in Aslina Arshad (2008)

5. Problem Statement

Opinion on intelligent and talented students are those students who are stable and do not have any problems in the aspects of physical, psychological, social, and emotional development have long been dismissed as mere myth (Abu Yazid & Aliza, 2009; Rohaty 1992; Myers & Pace, 1986).

Various researches in the field of gifted education find smart student group is usually confronted with diversity affective issues and psychological than ordinary students (Neihart et al., 2002, Bailey 2007). In addition, the Bee (1999) found that children who higher level of intelligence face adjustment problems than peers. Ng and Sandiyao (2005) also concluded that socio-emotional problems often erupted among talented gifted students themselves stem from the unique nature and environmental factors.

This is consistent with the view of Davis and Rimm (2004) who pointed out that usually the higher level of intelligence of a person, the higher requirement of counselling should be given to him. However, the fact that the results of the investigation that led to the aspects of psychology and support system for gifted and talented student population is very limited once run (Silverman, 1993; Noriah & Abu Yazid, 2010).According to Lovelock (1998), the measurement of quality of service or program is absolutely important as planning strategies to improve services or programs offered.

6. Research Objective

6.1 General Objective

This study aims to identify the level of satisfaction on the counselling services among gifted students at National Gifted Center in Malaysia.

6.2 Specific Objectives

The specific objectives of this study were: -

1. To identify satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia.

2. To identify the difference of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on gender.
3. To identify the difference of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races.

7. Research Question

1. What is level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia
2. What is the difference level of satisfaction to the counselling services among gifted students at National Gifted Center in Malaysia based on gender?
3. What is the difference level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races?

8. Research Hypothesis

The hypothesis of this study is formed by four research questions.

H0 1. There was no difference of satisfaction to the counselling Services among gifted students at National Gifted Center, National University of Malaysia based on gender.

H0 2. There was no difference of satisfaction to the counselling Services among gifted students at National Gifted Center, National University of Malaysia based on races.

9.1 Research Design

This research will be conducted using quantitative research.

9.2 Location of study

Research site is in National Gifted Center, National University of Malaysia.

9.3 Samples Review

Samples were selected by purposive sampling. This is based on the opinion of Chua Yan Piaw (2012) that purposive sampling (purposive sampling) refers to the sampling procedure in which a group of subjects that have certain characteristics were selected as respondents. As accordingly, this research uses purposive sampling in which only gifted students as respondents study using one set of inventory Satisfaction questionnaire on the Counselling Services.

8.4 Data Collection

Quantitative methods are based on questionnaire will be used in this study.

9.5 Data Analysis

The data collected will be processed using the program Statistic Package for Social Science (SPSS) and then analysed using descriptive statistics and statistical inference. Descriptive statistics were used were mean, standard deviation, and percentage; while statistical inference used was t-test and ANOVA.

9.6 Limitations of Study

This study will involve gifted students at National Gifted Center, National University of Malaysia.

9. Finding

In this study, researchers have been using descriptive statistics. Usage statistics descriptive to describe the overall level of satisfaction with counselling services among gifted students based on factors demographic. Descriptive statistical analysis in this study involved many standard deviation, frequency, mean and percentage.

- a. Level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia

To obtain research results about the level of psychological well-being among gifted and talented students based on gender, the researcher used the descriptive analysis. Therefore, to find a general overview of the research data can be briefly seen in the descriptive tables containing research data functions of basic statistics presented in detail in the following table:

Table 1 :Level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia

	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction	61	70.00	194.00	157.00	19.946
Valid N (listwise)	61				

Based on Table 1 above was found that the minimum score is set at a score of 70 and a maximum score is the score of 194. In addition, the score Level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia shows the score (M = 157.00, SD = 19.946) and is currently in Phase interpretation. It can be concluded that the level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia, subjects in this study were in the category of moderate level.

- b. Difference level of satisfaction to the counselling services among gifted students at National Gifted Center in Malaysia based on gender.

H_{01} : No Difference level of satisfaction to the counselling services among gifted students at National Gifted Center in Malaysia based on gender.

To answer the above hypothesis tests Independent t test carried out to identify Difference level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on gender. Independent t test analysis results can be elaborate test as shown in Table 2.

Table 2: Difference level of satisfaction to the counselling services among gifted students at National Gifted Center in Malaysia based on gender.

Gender	N	Mean	Std. Deviation	nilai t	df	sig. (p)
Man	26	161.69	15.112	1.604	59	0.114
Woman	35	153.51	22.467			

Based on Table 2 above shows that the Difference level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on gender ($t = 1.604, p > 0.05$).

This shows that Ho2 fail rejected the No Difference level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on gender. It shows a balanced level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on lower female gender (Mean = 153.51, SD = 22,467) compared with the scores level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on male gender (Mean = 161.69, SD = 15 112) but showed little difference in the score. Therefore, the results showed no level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on gender.

- c. Difference level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races.

H₀₂: No Difference level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races.

To answer the above hypothesis, the one-way ANOVA test performed to determine the level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on races. This study was conducted using SPSS to get the result. One Way ANOVA results can be seen in Table 3.

Table 3: Mean and Standard Deviation Difference level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races

Race	N	Mean	Std. Deviation
Malay	39	158.03	21.538
China	13	155.31	18.621
India	4	149.75	14.546
Etc	5	159.20	16.828
Total	61	157.00	19.946

Based on Table 3 above shows that the Malays National Students have a level of satisfaction to the counselling services among the most highly gifted students (M = 158.03, SD = 21 538), Other students also have a level of satisfaction to the counselling services among gifted students who high (M = 159.20, SD = 16 828), China Nations students who have a level of satisfaction to the counselling services that are among gifted students (M = 155.31, SD = 18 621), and the Indians have a level of satisfaction to the counselling services among gifted students who are (M =

149.75, SD = 14 546). Subsequently, however,. To see the difference is more significant then watch One Way ANOVA analysis on the following table.

Table 4: Difference level of satisfaction to the counselling services among gifted students at National Gifted Center, National University of Malaysia based on races

	df	Sum of Squares	Mean Square	F	sig. (p)
Between Groups	3	312.706	104.235	0.252	0.859
Within Groups	57	23557.294	413.286		
Total	60	23870.00			

One Way ANOVA analysis results such as Table 4 shows that the No Difference level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia races based on value ($p = 0.859 > 0.05$). Study results showed that the null hypothesis is rejected fail. Therefore, No Difference level of satisfaction to the counselling services among gifted students at the National Gifted Center, National University of Malaysia based on races

10. Conclusion

In this study, several conclusions were made based on the analysis in SPSS. The findings show that the levels of satisfaction with counselling services among gifted students are on moderate level. This is measured by the level of perception, awareness and satisfaction gifted students who attend counselling sessions at the National gifted center. While the study found that the level of effectiveness is on moderate levels based on perception, awareness and satisfaction of students to counselling services, but the department of counselling and guidance should make careful planning for ensure quality of service can be guaranteed and the program objectives is reached with increase efforts to improve the quality of services.

11. Recommendations

Based on the discussions and conclusions that have been made, there is some suggestion which can be addressed and dealt.

i. Research

Counselling and guidance unit should carry out surveys prior to execution of a program. Action research also needs to be made to the program carried out to detect any problems that arise from time to time. Appropriate action should be taken to rectify any shortcomings that each time the program is run it is really effective. With this any problems that may arise can be detected at the grassroots level and can be addressed immediately. Research studies can also help these centers make changes and improvements in the program or service provided.

ii. Publicity / Promotion

Counselling and guidance unit should expand the publicity and promotion of the programs with students so that the students know about the purpose of the program or

service. The publicity and promotion should be continuous and should be seen as a form of advertising that attracts and effectively.

iv. Implementation

Counselling and guidance unit must ensure that all programs or services are performed by an organized and orderly. Therefore, counselling and guidance unit should have a monitoring system (monitoring) are sufficient for the program or service. Supervision at all levels needs to be made from time to time.

References

Abu Yazid, AB & Aliza, A. (2009). *Psychological support and socio-emotional gifted students*. In Noriah M.I., Rosadah A.M. & Siti Fatimah

Abu Yazid Abu Bakar & Noriah Mohd Ishak (2012). *Profile Of A Psychological Issues, Strategies Of Martial And Patterns Among Students In Need Counselling Smart And Talented: A Case Study*. Journal Of Special Needs Education. Vol. 2.

Aminah Hj. Hashim. 1984. Counselling and guidance in Secondary Education. Journal ACES. Counsellors Association of Malaysia. 1: 21-27.

Amir Awang (1989). In *Helping Relationship Counselling and Consultancy*, Publisher Universiti Sains Malaysia, Penang.

Aslina Arshad (2008). *The Research on Perception of Awareness and Satisfaction among the Public towards JPA Special Day Program with Customers, Organized By Malaysian Public Service Department*. University of Malaya.

Azhari Hj. Abd. Rahman. 1998. Students Against perception of Guidance and Counselling Services. Universiti Utara Malaysia.

Bailey, C. L. (2007). *Social and emotional needs of gifted students: What school counselors need to know to most effectively serve this diverse student population*. Paper presented at the 2007 Association for Counselor Education and Supervision Conference, October 11-14, Columbus, Ohio.

Berlin. (2009) *It's All a Matter of Perspective: Student Perceptions on the Impact of being Labeled Gifted and Talented*. Roeper Review, 31 (2009), pp. 217–223

Chan, 1999. *Counselling gifted students in Hong Kong: A critical need*. Education Journal, 27 (2) pp. 145–154

Chua, Y. P. (2012). *Mastering research methods*. Shah Alam: McGraw-Hill Education (Published date: 15 June 2012). ISBN: 978-967-5771-41-5, number of pages: 372

Counsellors Act 1998 (Act 580). Counsellors Act 1998 (Act 580) and Regulations. (2005). Kuala Lumpur: International Law Book Services.

Davis, G., & Rimm, S. (2004). *Education of the gifted and talented* (5th ed.). Boston: Allyn and Bacon.

Lovelock, C., Wright, L., (2005) *Marketing Management Services*, Jakarta: PT. INDEX Gramedia Group.

Neihart, M., Reis, S. M., Robinson, N. M., Moon, S. M. (Eds.). (2002). *The social and emotional development of gifted children: What do we know?*. Waco, TX: Prufrock Press, Inc.

Ng S.F. & Sandiyao, S. (2005). *Socio-emotional problems of children gifted*.
Problems of Education, University of Malaya, pages 5-12

Silverman, L. K. (Ed.). (1993). *Counselling the gifted and talented*. Denver, CO:
Love.