

Influence of guidance knowledge and counseling services and attitudes toward guidance on the performance of guidance teachers in high schools

Sulaiman Samad  | Anas Malik

Faculty of Educational Sciences, Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia

Correspondence

Sulaiman Samad, Faculty of Educational Sciences, Universitas Negeri Makassar, Tidung Raya, Kampus FIP UNM, Makassar, South Sulawesi, Indonesia.
Email: sulaimansamad@unm.ac.id

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Universitas Negeri Makassar

Abstract

Guidance and counseling teachers play an important role in students' career planning and dealing with students' problems. The primary objective of this study is to examine the influence of knowledge of guidance and counseling services as well as attitudes toward guidance on the performance of high school guidance teachers by measures of partial and multiple correlation. This study was conducted with a quantitative approach using the explanatory survey method. By employing a simple random sampling technique, the sample obtained consisted of 145 junior and senior high school guidance teachers. The data was analyzed with descriptive statistics using regression test methodology. The study results show that the level of knowledge of guidance and counseling for guidance teachers falls in the "moderate" category, the attitudes toward guidance tend to be on the positive side, whereas the results suggest the performance of guidance teachers is in the "high" category. It was found that the influence of knowledge of guidance and counseling services is positive and significant on the performance of guidance teachers. The influence of attitudes toward guidance is positive and significant on the performance of guidance teachers. Knowledge of guidance and counseling services and attitudes toward guidance jointly influence the performance of high school guidance teachers.

KEYWORDS

attitudes of guidance teachers, guidance and counseling, guidance teachers, knowledge of services, the performance of guidance teachers

1 | INTRODUCTION

A number of previous studies have reported the significant influence of guidance and counseling teachers on the development of attitudes and positive behaviors of learners.

Guidance and counseling activities contributed a positive influence on students' career planning and decision making (Pitan & Atiku, 2017). Findings by Maree (2017) showed that the intervention of guidance and counseling teachers assisted learners to get back on track with their goals and directions and away from fear and anxiety arising from internal sources. Mikaye (2012) found that the academic performance of learners improved as an implication/effect of guidance and counseling services. The research indicated the significant role of guidance and counseling teachers in personality development, problem management, and improvement of learners' academic performance.

Two contrasting views were found with respect to the presence and functions of guidance teachers at school. Some gave a positive evaluation; others a negative one. Ratts and Greenleaf (2017) found that perceptions of school counselor functions differed greatly between teachers and counselors. Teachers viewed guidance programs as being inconsistent, incomplete, or not effective. This mistaken perception is rooted in insufficient communication and insufficient proper training for the teacher-counselors (e.g., guidance teachers). Khansa (2015) presumed that it was necessary for school counselors to have better cooperation with teachers concerning the roles and responsibilities of counselors in improving counseling in schools. In contrast, Karataş and Kaya (2015) pointed from their study in Turkey, found that school managers were very aware of and had positive perceptions with respect to the duties and responsibilities of guidance and counseling teachers. These very contrastive views from the research results demonstrate that the quality of the guidance teachers' services and performance in schools are not yet wholly positive. One important aspect that is indicated as influencing such findings is the competency of guidance and counseling teachers.

The theoretical tenets underpinning the study is the debate of the guidance and counseling at schools: Ratts and Greenleaf (2017); Khansa (2015), and Karataş and Kaya (2015). These theoretical bases are also supported by Supriyanto et al. (2019) and Anyi (2017), despite contrasting view from Cockrell (2020). Further, these prominent authors become theoretical justifications of the study.

This study was conducted to measure the influence of knowledge of guidance services and attitudes toward guidance on performance of guidance and counseling teachers. Supriyanto et al. (2019) found that the factors of personal competency and professional competency of counselors have positive contributions on students' desire to attend one-to-one counseling, both by measures of multiple and partial correlation. Higher personal competency and professional competency of counselors leads to a stronger desire of students to attend one-to-one counseling. Nevertheless, a different finding is noted by Cockrell (2020) who found that there was a significant imbalance in perceptions of guidance and counseling teachers between junior and senior teachers. Therefore, it is important to conduct this investigation aiming at measurement of the influence of knowledge and attitudes toward guidance.

To carry out professional duties, guidance and counseling teachers encounter various issues that require proper knowledge and attitudes to be dealt with. Anyi (2017) identified issues encountered by guidance and counseling teachers, which included: (1) feeling of having been inadequately trained, (2) being skeptical about the effectiveness of the guidance and counseling provided, (3) a lack of or insufficient funding, (4) confidentiality, (5) a feeling of being under suspicion with respect to their roles, and (6) role ambiguity. The identified issues reveal how knowledge and attitudes of guidance and counseling teachers impact their performance.

This study was conducted to offer a description of knowledge, attitudes and performance of guidance teachers in the context of high schools. Besides giving a description, it was also conducted to reveal the influence of knowledge and attitudes in guidance services on performance of guidance teachers. The study results can become a reference resource for professional competency development for guidance and counseling teachers.

2 | METHODS

This study was conducted through a quantitative approach using the explanatory survey research method. The explanatory survey method is a research method employed for clarifying a causal relation between two or more variables. This study was conducted to examine the influence of variables of guidance and counseling services knowledge, and of guidance teacher attitudes (both partial and multiple correlation), on the performance of guidance teachers in high schools. It is clear in this study that the variables are measured are knowledge on guidance and counseling and performance of guidance teachers.

The sample in this study are guidance teachers of junior and senior high schools in Parepare City, South Sulawesi, Indonesia. The total of 145 sample members was obtained by using a simple random sampling technique.

Data collection was carried out by tests and questionnaire techniques. A test was used to obtain the data of the variables of knowledge of guidance and counseling services. There were 50 questions in the form of multiple-choice questions with four alternative answers for each question. This test was constructed from the dimension of guidance and counseling services in high school. The dimension of guidance and counseling services covers drawing up programs, areas of service, types of service, and guidance and counseling service evaluation.

The data on the attitude toward guidance variable and the guidance and counseling teacher performance variable were gained by employing a questionnaire in the form of two scales: namely an attitude scale and a performance scale. The total items in the two scales, each with 30 items, are composed of favorable and unfavorable items. The technique of scoring favorable items is by a value of 5–1, while scoring unfavorable items is by a value of 1–5. The attitude toward guidance measures the level of enjoyment and behavioral tendency (conation) of guidance teachers toward their duties of performing guidance and counseling in high schools, whereas the performance of guidance teachers is measured from a work sample or by the frequency level of guidance teachers in carrying out the main duties in services of guidance and counseling in high schools.

Data was analyzed by employing descriptive and regression analysis techniques. Descriptive analysis was employed to describe the level of knowledge of guidance and counseling services, attitude toward guidance and performance of guidance teachers. This descriptive analysis includes the following activities: data scoring, data averaging, data categorization, patternization, and interpretation in the form of a description of the meaning and a single representation for each variable. The categories for knowledge of guidance and counseling services variable and guidance teacher performance variable include: high, rather high, moderate, rather low, and low. Whereas the categories for the attitude toward guidance variable include: very positive, positive, neutral, negative, and very negative.

Regression data analysis was employed for revealing the contribution between variables in this research. The value of Asymmetrical Significance (Asym. Sig.) for guidance teacher knowledge is 0.932, for attitude toward guidance it is 0.356, and for guidance teacher performance it is 0.238. The three values of Asym. Sig. for the three variables are above sig. 0.000.

3 | RESULTS

3.1 | Representation of knowledge, attitudes and performance of high school guidance teachers

Descriptive analysis results of the three variables in this research are as follows:

- a. Knowledge of guidance and counseling services

Representation of knowledge of guidance and counseling services of high school guidance teachers is illustrated in Table 1.

Table 1 indicates that in general (77.24%), guidance teachers have a “moderate” knowledge of guidance and counseling services. This is confirmed by the mean value of 26.69 for knowledge of guidance and counseling services, which is also within the interval of the moderate category with standard deviation at 3.598 (see also Table 2). At the same time there is a small number of teachers having a “rather high” knowledge of guidance and counseling services.

Based on this, it can be concluded that guidance teachers' knowledge of guidance and counseling services tends to lean toward the category of “moderate,” meaning high school guidance teachers have a moderate level of understanding about duties in conducting guidance and counseling services in terms of offering assistance to students, services covering assessment of needs and problems, drawing up programs, carrying out programs, evaluation, and follow-up of students. These services are offered to address problems experienced by students and to aid students to reach their optimal development.

b. Attitude of guidance teachers

Representation of high school guidance teachers' attitudes toward guidance is illustrated in Table 3.

Table 3 indicates the attitude toward guidance of high school guidance teachers tend to (71.04%) be under the positive category. The mean value (107.53) of attitude toward guidance is also (see Table 2) in the interval of the positive category with a standard deviation of 11.575.

In reference to this analysis, it can be concluded that the general population of high school guidance teachers enjoy their duties in providing guidance and counseling services. There is teacher enjoyment in carrying out assessments of students' needs or problem, in drawing up programs to assist students, and in carrying out evaluation and follow-ups. Apart from enjoyment, guidance teachers also have great desire or tendency (conation) to deliver guidance and counseling services in high schools.

TABLE 1 Knowledge of guidance and counseling services.

Interval	Number of teachers		Category
	n	%	
41–50	0	0.00	High
31–40	26	17.93	Rather high
21–30	112	77.24	Moderate
11–20	7	4.83	Rather low
1–10	0	0.00	Low
Total	145	100	

TABLE 2 Descriptive analysis results of research variables.

Variant	N	Min.	Max.	Mean	Std. deviation	Variance
Knowledge of G & C	145	19	35	26.69	3.598	12.946
Attitude about G & C	145	77	129	107.53	11.575	133.982
Performance of G & C	145	82	145	116.11	13.084	171.192
Valid N (listwise)	145					

TABLE 3 Representation of attitude toward guidance of guidance teachers in high schools.

Interval	Number of teachers		Category
	n	%	
130-154	0	0.00	Very positive
105-129	103	71.04	Positive
80-104	39	26.89	Neutral
55-79	3	2.07	Negative
30-54	0	0.00	Very negative
Total	145	100	

TABLE 4 Representation of performance of guidance teachers in high schools.

Interval	Number of teachers		Category
	n	%	
130-154	23	15.86	Very high
105-129	103	71.04	High
80-104	19	13.10	Moderate
55-79	0	0.00	Rather low
30-54	0	0.00	Low
Total	145	100	

c. Performance of guidance teachers

Representation of performance of guidance teachers in high schools is illustrated in Table 4.

Table 4 indicates that the performance of guidance teachers in high schools tends to (71.04%) be under the high category. The mean value (116.11) of performance of guidance teachers (see Table 2) is also in the interval of the high category with a standard deviation of 13.084.

Based on this analysis, it can be concluded that the general population of guidance teachers are in the "high" category. This implies that the majority of the teachers have done assessments and drawn up their work programs, have delivered guidance and counseling services in accordance with the components and types of guidance services. Even so, there was still a minority of guidance teachers who had not yet adequately performed their service duties.

3.2 | Testing of hypothesis

The test result of the correlation between guidance teachers' knowledge and guidance teachers' attitude is 0.360. This correlation coefficient is significant so that it can be determined that guidance teachers' knowledge is associated with guidance teachers' attitude. In other words, the better knowledge guidance teachers have of guidance and counseling services, the more positive is the attitude of guidance teachers toward their duties. Its coefficient of determination is 12.96%.

Guidance teachers' knowledge and guidance teachers' performance indicate the presence of a significant relationship. This means the better knowledge guidance teachers have of guidance and counseling services, the

TABLE 5 Double regression calculation result.

Coefficients ^a									
Model		Unstandardized coefficients		Standardized coefficients		Correlations			
		B	Std. error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	8.757	12.475		0.702	0.487			
	Guidance teachers' knowledge	1.488	0.360	0.409	4.130	0.000	0.610	0.537	0.382
	Guidance teachers' attitude	0.629	0.112	0.556	5.615	0.000	0.704	0.655	0.519

Model summary									
Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F Change
1	0.801 ^b	0.641	0.624	8.024	0.641	37.499	2	42	0.000

ANOVA ^c						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	4828.431	2	2414.215	37.499	0.000 ^d
	Residual	2704.014	142	64.381		
	Total	7532.444	144			

^aDependent variable: Guidance teachers' performance.

^bPredictors: (Constant), attitude toward guidance and counseling, knowledge of guidance and counseling.

^cDependent variable: Performance in guidance and counseling.

^dPredictors: (Constant), attitude toward guidance and counseling, knowledge of guidance and counseling.

better the performance of guidance teachers, with its correlation coefficient being 0.610 and its coefficient of determination being 37.21%. The relationship between guidance teachers' attitude and guidance teachers' performance also indicates the presence of a significant relationship, with its correlation coefficient being 0.704 and its coefficient of determination being 49.56%.

Based on an *F*-test, it was found that guidance teachers' knowledge of guidance and counseling services has a significant influence both on guidance teachers' attitude toward their duties and also on guidance teachers' performance. This is the same with guidance teachers' attitude toward their duties which has an influence on guidance teachers' performance level, and in a joint manner, guidance teachers' knowledge of guidance and counseling services and guidance teachers' attitude have an influence on guidance teachers' performance. This can be seen in Table 5.

4 | DISCUSSIONS

4.1 | Guidance teachers' knowledge, attitude, and performance

This study found out that guidance teachers' knowledge of guidance and counseling services is generally classed as moderate. This finding indicates that guidance teachers' knowledge is mostly insufficient. This insufficiency can be due to the low frequency of guidance teachers in attending academic activities, especially in the area of guidance and counseling. This low frequency in attending academic activities is also associated with a low frequency of

academic activities arranged by the government, associations, and other parties. If there is an academic activity carried out, the number of participants is very limited and thus guidance teachers have little opportunity to attend such an activity. Other issues related to this study's results are the limited opportunities for guidance teachers to develop their knowledge independently. This can be due to the high level of service activities that become the responsibility of each guidance teacher, as the limited number of guidance teachers in each high school results in the number of learners to whom one guidance teacher has to deliver services being beyond the optimal number. This finding aligns with the research of Lin and Chen (2016) which found that the majority of guidance and counseling teachers did not obtain adequate training opportunities, despite the fact that their duties and responsibilities kept increasing.

This study found that not all guidance teachers have a very positive attitude toward their duties. A majority have a positive attitude, and a portion of them have a neutral attitude or even a negative attitude toward their duties. This result is similar to the finding of Simons et al. (2018) which found that guidance teachers in general have a positive attitude toward guidance and counseling activities. The neutral or negative attitudes were influenced by many factors, some of which were their mastery (knowledge and skills) of their duties, the presence of policies inadequately supporting (and perhaps obstructing) their performance of their duties, and the presence of physical and psychological burdens in performing such duties.

The lack of a very positive attitude among guidance teachers can also be seen from how the teachers expressed their lack of enjoyment in performing their duties. For example, guidance teachers gave various reasons for their difficulties in being high school guidance teachers. This finding aligns with the research of Kurtyilmaz (2015) which stated that the teachers experienced anxiety while carrying out counselor practice related to their competency.

In contrast, guidance teachers who have a positive attitude tend to find satisfaction in carrying out their duties. A look at guidance teachers' performance indicates that guidance teachers have a rather high level of performance. Such performance indicated that guidance services in such schools have been well operated. Lam and Hui (2010) identifies factors such as belief and ownership to responsibility as supporting guidance and counseling teachers' performance.

4.2 | Influence of knowledge and attitudes toward guidance on guidance teachers' performance

The study result found that guidance teachers' knowledge of guidance and counseling services as well as their attitude toward the services have an influence on the performance of guidance in high schools. This finding reemphasizes that the factor of the teachers' conceptual knowledge of their duties makes a significant contribution to their performance. The better knowledge guidance teachers have of the services, the more possible it is for guidance teachers to be able to maximally perform their duty. This will also generate good performance. This aligns with the emphasis that in performing their duties, teachers are required to have academic mastery as well as having other skills to support teacher professionalism. This academic mastery includes having mastered the field of study, having capacity to carry out academic research that can support their profession, and mastering concepts and foundations of education. Further, skill capacity enhances competency in supporting their profession.

Capacity and skills must be adequate to allow teachers to be able to give guidance to learners and allow teachers to fulfill competency standards for guidance and counseling teachers. Capacities that must be acquired by teachers in the process of giving guidance to their learners are: (a) mastering the materials, structures, concepts and thinking patterns of the field of knowledge that support the subjects maintained; (b) ongoing development of professionalism by taking reflective actions through academic research as well as doing academic work; (c) developing the maintained teaching materials in a creative way; (d) utilizing information and communication

technology for communication and teacher professional development; (e) mastering education foundations that are competency standards and basic competency in guidance and counseling services.

Attitudes as a behavioral tendency allow behaviors to be predictable in the case when a person's attitude is known. Thus teachers' positive attitude toward guidance will also give birth to positive behaviors in guidance activities. The guidance teachers that have a positive attitude toward the job of guidance and counseling services will generate behaviors that support performing such activities, which finally will further the presence of good performance in guidance and counseling services. Likewise, to the contrary, teachers who have a negative attitude toward guidance and counseling services will generate behaviors less supportive of guidance and counseling services, which finally will cause the teachers' performance not to reach the expected outcomes. Performance of a staff will be good, if the staff has high expertise, willingness to work, reasonable compensation/wages and has hope for the future. Theoretically, Diamantidis & Chatzoglou (2018) stated that there were three groups of variables influencing work behaviors and individual performance, namely: individual factors, organizational factors and psychological factors. From the aspect of individuals, one factor is knowledge; the wider or deeper the knowledge of an individual of his/her field of work, the more possible it will be for the person to get well involved in their job, and at the end it will result in high performance. From the aspect of psychology, one factor is the staff or teacher's attitude; the more positive the attitude of the teacher toward his/her job, the more it will generate behaviors that are supportive to the job, and at the end it will further the generation of high performance.

Based on the above discussion, it can therefore be stated that knowledge of guidance and counseling services will generate good competency in guidance teachers. Furthermore, it can develop a positive attitude toward guidance and counseling work. Adequate knowledge of guidance and counseling services and a positive attitude toward guidance and counseling will allow an even higher level of performance in high school guidance teachers.

5 | CONCLUSIONS

The description of knowledge of guidance and counseling services indicates that in general teachers have knowledge of guidance and counseling in the moderate category. The description of teachers' attitude toward guidance indicates that in general teachers have a positive attitude, and guidance teachers in general have shown high performance. The findings in this study echo the work of Ratts and Greenleaf (2017); Khansa (2015), and Karataş and Kaya (2015), Supriyanto et al. (2019) and Anyi (2017) in relation of the guidance and counseling.

Guidance teachers' knowledge of guidance and counseling services was found to have a positive influence on guidance teachers' performance. Attitude toward guidance was found to have a positive influence on guidance teachers' performance. Guidance teachers' knowledge of guidance and counseling services and attitude toward guidance was found to have joint influence on guidance teachers' performance. This study result can become a reference resource in program designing for enhancing the capacity of guidance and counseling teachers.

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CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

ORCID

Sulaiman Samad  <http://orcid.org/0000-0002-1700-9218>

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