

## Secondary School Students' Counselling Needs: What Components Are Important?

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### Abstract

*Catering the difficulties and challenges of secondary school students is delicate. Receiving adequate information and support both mentally and emotionally at this stage is crucial for their development shortly before and after they graduate school, thus needing serious attention from school counsellors. Conducting comprehensive and effective counselling programmes addressing the said issues requires identification of the specific needs of their students. This study was conducted to identify the components of counselling needs perceived as important by secondary school students themselves. This study applied the qualitative research design with phenomenological techniques due to its relevance in describing and understanding the components of counselling needs outlined by the research objective. The participants involved 16 secondary school students who were purposively selected from two secondary schools in Selangor, Malaysia. The data were collected through semi-structured focus group interview sessions and analysed using the Thematic Analysis method. From the analysis, it was found that the components of counselling needs perceived as important by the research participants are grouped into six different categories; leading with personal development needs, then emotional needs, career development needs, academic needs, peer relationship needs, and family needs respectively. Other than helping school counsellors strategise their work in assisting students to endure their life challenges, the identified counselling needs components can also assist researchers in developing instruments related to counselling needs assessment.*

**Keywords:** *Counselling needs assessment, school counselling services, school counselling needs components, phenomenological techniques, Thematic Analysis method.*

### 1. Introduction

School counsellors are essential in minimising obstacles in education, career, and personal/social development that can impede school students' growth. Erford (2015) described the school counselling profession as an exciting career. Their existence in the school system should not be seen as just a routine or stereotyped job but instead aimed at serving the school community as an agent of educational reform and social change. In the US, the school counselling profession began as a vocational guidance movement that emerged from the effects of the First Industrial Revolution (Schmidt, 2014). Whereas in Malaysia, school counselling services were officially started in 1974 through a circular [KP8548/1(25)] instructing

school principals to appoint two teachers who could be trained to carry out the duties of guidance teachers. The selected teachers will work closely with the school principal in preparing a guidance programme for the school, which focuses on three aspects: academic, career and psychosocial development (Sidek Mohd Noah et al., 2005; Johari Talib, 2009; Sapora Sipon, 2002).

However, in conjunction with the development of the new curriculum, the focus of the school guidance and counselling services in Malaysia has changed from managing three areas of work to four components of duties, namely; (1) personality development; (2) discipline; (3) career education; and (4) psychosocial and mental health (Ministry of Education [MOE], 2015). Regardless, when describing the guidance and counselling services in schools, the discussion about the primary roles of school counsellors should not be left out. In fulfilling the said roles, there are several numbers of important functions and duties that school counsellors need to deliver, one of them is to design a comprehensive service programme with specific goals and objectives that complement the school's mission and vision (Schmidt, 2014).

A comprehensive school counselling programme component; consisting of counselling, consultation, coordination, and evaluation services, is delivered to students following the identification of needs among the school stakeholders through a needs assessment (Erford, 2015; Schmidt, 2014). Needs assessment analysis is essential to school counselling services by providing the basis for counselling providers to decide where to invest their resources and which population to target for their services; as deliberated by Astramovich (2011). Additionally, the information from a needs assessment can help counsellors prioritise their services and refine existing programmes to meet the needs of various populations and subpopulations. Moreover, in an era where budgets matter, it can help counsellors identify the urgency levels and the scale of necessity for counsellors to choose programmes or activities that can have maximum impact on the school community efficiently (Astramovich, 2011).

The Malaysian Ministry of Education (MOE) has emphasised that school counsellors identify their guidance and counselling service needs through several exercises including assessments, surveys, discussions, and interviews with students, teachers, administrators, staff, parents, and school alumni (MOE, 2015). However, as the role of counsellors became more complex and typically assigned to curriculum teachers; they had to work longer hours and deal with unpredictable crises involving students, parents, or sometimes teachers, on top of working on daily administrative tasks, causing counsellors not realising that they should make adequate and updated assessments, especially in understanding the needs of students (Sakhilah Shahkat Ali, 1999; Abdul Malek Abdul Rahman et al., 2013).

Currently, many incidents or issues involving school students can be read or watched by the public on mass or social media. The number of cases of bullying, gangsterism, and those as serious as sexual assault and other criminal offences involving school students increases drastically over the years. The increased stress among adolescents has led to more students entering school with emotional, physical, and interpersonal barriers like silent killers which cannot be seen but is potentially harmful, especially for those who do not want to share their problems with their teachers or school counsellors. In many cases, the school is only notified after the incident has occurred (Nyutu, 2007; Abdul Malek Abdul Rahman et al., 2013). These students who interfere with the teaching and learning process need the special, competent assistance of professionally trained school counsellors (Thompson, 2001; URBIS, 2011).

Researchers including Thompson (2001), Nyutu (2007), Astramovich (2011), and Wong (2015), believed that identifying the needs would help school counsellors to develop guidance and counselling programmes that could benefit students in facing their personal predicaments; and failure to do so, according to Wright (2012), would later provide the counsellors with the burden of implementing treatment options onto already occurring issues. Accordingly, there are many ways or methods for determining counselling needs; for example, it can be done through activities such as questionnaires and inventories, analysis of records, group or individual interviews, counselling statistics, classroom visits, use of outside consultants, and systematic evaluation of the guidance programme (Erford, 2015).

## 2. Literature Review

Cook (1989) described all human service programmes as developed based on the implicit assumption of the needs of the population to be served. The success of the programmes will be depending on how well those needs are addressed. Need assessment is the first element in the programme planning stage and is vital for the effective delivery of services as well as the efficient allocation of resources. As highlighted by Erford (2015, pp. 251), “a good needs assessment directly translates into programme development” (p. 251).

Meanwhile, Kaufman and English (1976) explained that needs assessment is simply a gap analysis to identify something needed for a change in condition to occur; whether this is an achievement of a new condition, maintenance of the same condition, or avoidance of a possible condition.

To understand the meaning and condition of needs more deeply, the researchers have brought two theoretical views; the first from Abraham Maslow and the second from William Glasser. According to Maslow, human needs are grouped into a hierarchical form arranged from the low-level to the high-level needs: physiological; safety; belonging and affection; self-esteem; respect and independence; information; understanding; beauty; and self-actualisation, respectively from the bottom. The theory says that humans need to satisfy their lower-level needs before the following needs in the hierarchy can be assimilated (Kaur, 2013). On the other hand, Glasser (1988) believed that the components of psychological needs; such as the need for belonging, survival, power, freedom, and fun or pleasure, control human behaviour and motivation. Humans' ability to meet these psychological needs is linked to meeting identity needs, which is a healthy psychological sense of self that results from being accepted as a person of value by others. Failure to do so would lead humans to encounter troubles and difficulties in life.

The views offered by Abraham Maslow's hierarchical needs theory and William Glasser's Choice Theory have helped the researchers understand some critical aspects of human needs that can be categorised into several foundations. Firstly, both theories believe that human needs exist in a genetic form and are not just dependent on the relationship with the environment. Secondly, human needs exist in the form of different domains or components, whereby Maslow categorised needs into nine components, and Glasser grouped human needs into five domains. Thirdly, Maslow explained that human needs appear in a sequence of forms; one must satisfy the lower levels first before the higher-level needs can be achieved, while Glasser shows that the five domains of needs serve as pillars that support an individual in achieving what he calls a success identity. Fourthly and lastly, Maslow and Glasser both agreed that humans are moving towards achieving the highest satisfaction in life; self-actualisation and successful identity.

There are also studies showing specific components of needs fitting the school counselling environment, which have been used as a guide in building the strategies of this study. For example, Thompson (2001) used three components of needs; namely academic development, career development, and personal or social development, in developing a survey questionnaire for the counselling needs of students in the United States. Instead, Nyutu (2007) identified five components of school counselling needs: human relations, career development, self-development, social values, and study skills when researching and developing an instrument to assess the counselling needs of secondary school students in Kenya. Ashiq Hussain Dogar et. al (2011) similarly used five components of needs as well; which include educational, vocational, social, emotional, and behavioural, when reviewing the counselling needs of high school students.

Deductively, identifying the precise needs of the said secondary school students is vital to ensuring that they are adequately supported through effective and efficient counselling programmes. Consecutively, comprehending the characteristics of the needs is essential for deliberating a research framework to explore the forms of counselling needs of secondary school students. Therefore, from the review presented, the following research objective and research question are constructed:

- i. **Research Objective:** To identify and categorise the components of counselling needs perceived as important by secondary school students.
- ii. **Research Question:** What counselling needs components are identified and categorised as important by secondary school students?

### 3. Research Method

This study implemented phenomenological techniques; one of the techniques under qualitative research methodology, to collect data. The data was then analysed with the Thematic Analysis (TA) model developed by Braun and Clarke (2012) to find answers to the research questions of this study.

#### 3.1 Site

The study involved students from two secondary schools in Selangor. The schools were selected based on their locations; urban and rural areas. The purpose of having both urban and rural schools in this study is to get different views and opinions about counselling needs from students living in the city and students living in rural areas.

#### 3.2 Research Participants and Data Collections

There were 16 participants from two schools who participated in the focus group interview sessions. The school counsellors chose the participants based on the criteria set up by the researchers, which emphasised the following characteristics: a) mixed students, males and females; b) the students were chosen not based on their level of classes. **Table 1** below explains the details:

**Table 1.** Participants of Focus Group Sessions

Schools	Participants		Age (Years old)	Total
	Male	Female		
School 1	2	3	15	5
School 2	5	6	16	11
<b>Total</b>				<b>16</b>

Before the focus group interview sessions were started, informed written consent was obtained from the participants to ensure the anonymity of each student. They were identified by their coded name throughout the process of preparing the study report.

In the focus group interview sessions, participants were asked to give their views on the question; "If you have a chance to meet with a counsellor that you trust, what kinds of issues or problems do you think you want to share with him or her?" The question was drafted based on the needs assessment concept introduced by Gupta et al. (2014). The concept explains that "needs" is a process of comparing the current situation with the desired situation. The gap that is obtained between both situations is called "the need." The feedback from participants was recorded and carefully transcribed into the transcript verbatim for further analysis.

#### 3.3 Trustworthiness of Data

In qualitative research, trustworthiness is a term used to describe the validity and reliability of the presented data. This can only be achieved if the data sources were collected from various approaches or mechanisms (Shenton, 2004). For this research; and to comply with the qualitative research procedures, the trustworthiness elements of the data were established by showing the transcribed verbatim to the

participants and asking about the relevancy of the statements made by them. Overall, the participants agreed that their experiences were correctly interpreted by the researchers.

### 3.4 Data Analysis

Creswell (2014) indicates that data from qualitative research should be analysed through activities such as immersion, transcribing, identifying themes, categorising, coding and lastly choosing the right scripts. The recorded sessions from the focus group interviews were analysed with TA method. This approach was chosen because it corresponds to the purpose of the research question of this study. TA analyse qualitative data through six iterative and reflective processes (Nowell et al., 2017).

- i. The first phase of the process is known as familiarisation. In this phase, the researcher will read and reread the textual data; including interview transcripts and responses to qualitative surveys, and listen to audio recordings or watch video data to understand the content of the interview sessions.
- ii. The second phase of the process generates the initial codes. This phase involves the initial generation of codes from textual data. The codes were identified and labelled for data that was relevant to the research question.
- iii. The third phase is finding the themes. The themes were built from the codes generated in the second phase. Some codes form a theme, others are subthemes, and some codes still need to be included in the theme and need to be written temporarily to determine the theme they belong to or may need to extract a theme from it (Mostafa Javadi & Kourosh Zarea, 2016).
- iv. The fourth phase is to review the theme. This phase involves a recursive or refinement process in which the developed themes are checked according to their relevance to the coded data and the entire data set.
- v. The fifth phase is defining and naming the themes, and
- vi. The sixth phase begins when the researcher has fully established the themes and is ready to begin the final analysis and report writing (Braun & Clarke, 2012).

To facilitate the process of developing codes and themes, transcribed verbatim from the focus group sessions were analysed with QDA Miner Lite software. The findings of this study are presented in the next chapter.

## 4. Findings and Discussion

Data analysis was conducted for the focus group interview sessions organised for 16 students from two secondary schools in Selangor. 5 participants were from the urban school or School 1, and 11 were from the rural school, School 2. **Tables 2** and **Table 3** below summarise the participants' backgrounds:

**Table 2.** Background of Participants (School 1)

Students' identifications	Gender	Age
Student 1	Male	15
Student 2	Male	15
Student 3	Female	15
Student 4	Female	15
Student 5	Female	15

**Table 3.** Background of Participants (School 2)

Students' identifications	Gender	Age
Student A	Male	16
Student B	Male	16
Student C	Female	16
Student D	Female	16
Student E	Female	16
Student F	Male	16
Student G	Male	16
Student H	Male	16
Student I	Female	16
Student J	Female	16
Student K	Female	16

The participants were asked to give their thoughts on a question: "If you have a chance to meet with a counsellor that you trust, what kinds of issues or problems do you think you want to share with him/her?" Other questions were asked spontaneously if the researchers felt it was appropriate and necessary to get a response from the participants. The audio recorded and transcribed verbatim from the two focus group interview sessions were analysed with the TA method. The process began with the researcher familiarising the data by listening to the recorded audio and reading the transcribed verbatim multiple times to understand the content of the conversations.

The second phase of the TA method is producing the initial codes on the transcribed verbatim that relevant to the research question. The process was done by uploading the transcribed verbatim generated from the focus group interview sessions into QDA Miner software.

From the two group conversations, 12 codes were constructed as the following.

- i. **Self-management:** Student 1 mentioned that if he had a chance to meet a counsellor, he would discuss how to manage his attitude, which according to him, he always likes to cause trouble:

*"Saya suka buat hal... mungkin ... nak bincang..."* (I like to do bad things... maybe...want to talk about it)

Student G from school 2 has highlighted self-management, in which he would like to explore whether he is doing fine in managing his life or otherwise:

*"Perbincangan tentang diri... Kita ni ok ke tak... Dari perbincangan tu boleh naikkan semangat kita balik..."* (Talking about myself ... Whether I'm good or not ... From the discussion [I hope] I can boost my spirits again)

- ii. **Self-discipline:** This code was created based on the statements made by Student 4 and Student K from both schools. Student 4 from school 1 said she wanted to talk about her problem related to skipping classes:

*"Ponteng kelas je tak ponteng sekolah... macam cikgu masuk kita akan keluar kelas... contoh macam kelas kemahiran hidup... kalau kelas KHP kena pergi bengkel... kami tak pergi bengkel, kami tutup pintu tutup tingkap duduk dalam kelas... kadang-kadang tak bawak bahan, tak siapkan kerja sekolah sebab tu kami ponteng kelas..."* (We just skip class but not school ... for example when a teacher enters the class, we go out... let's say 'Kemahiran Hidup' [KHP] class ... if KHP subject, we need to go to the workshop ... We did not go, we closed all doors and windows and we sat in the classroom quietly ... sometimes if we didn't bring the stuff we were told to bring in by the teacher, we didn't finish schoolwork and that's why we skipped our class...)

Student K has shared her intention to talk about discipline,

*“Kalau saya... saya akan bincangkan pasal disiplin... Saya selalu lambat dan saya nak bincang macam mana saya boleh mendisiplinkan diri...”* (If me... I would talk about discipline ... I always come late to school, and I want to talk about how I can discipline myself ...)

- iii. **Self-confidence:** The code was constructed to reflect the statements made by the participants that they lack confidence in choosing a career they wish to pursue. For example, Student 4 from School 1 has said,

*“Tak confident nak kerja apa..”* (don't have confidence to choose a vocation...)

And Student C from school 2 uttered,

*“Saya ada cita-cita tapi tak confident kadang-kadang macam tu... Kadang-kadang macam ni, ia bergantung kepada result saya kalau result saya down, saya macam blank tak tahu nak jadi apa”* (I have ambition but I'm not sure ... sometimes [it's] like that ... Sometimes [it's] like this ... depending on my exam results, if it is ok, I'm ok but when my results aren't good, I just don't know what to become)

- iv. **Motivation:** This code is relevant to the participant's intention to improve their motivation. Dealing with failure was among the issues that have been discussed.

*“Kalau disiplin kat sekolah ni macam ponteng kelas, ponteng sekolah, tak dengar cakap cikgu, tak ikut peraturan sekolah... Saya rasa nak suruh kaunselor bagi nasihat kat saya macam mana nak baiki diri...”* (Discipline issues at school like skipping classes, truancy, not obeying to teachers, not observing school rules ... I feel like asking my counselor to give me some advice on improving myself) – Student 4

*“Saya pernah mengalami kegagalan dan saya nak ubah kegagalan tu jadi kejayaan”* (I have failed before, and I want to change that failure to success) - Student A

- v. **Emotion:** This code was highlighted since some participants from both groups said they did not know how to control their anger. Student 1 and 2 have shared their problems managing their emotions, especially those related to anger and several other issues. They said,

*“Panas baran, cepat merajuk, macam-macam...”* (Hot tampered, easy to sulk, and all sorts of things)

Student C from school 2 has shared the same issue as Students 1 and 2. She said,

*“Pasal personaliti saya sebab mungkin saya seorang yang pemarkah ke tanpa saya sedari”* (It's about my personality, maybe I'm a hot-tempered kind of person without me realising it)

- vi. **Personal Feelings:** Personal feelings were identified as a code related to some internal feelings that the participants have towards their parents and teachers, for example, Student 4 from School 1 said,

*“Adik saya kelas depan, saya kelas belakang... kalau result adik saya baik emak saya selalu banding bandingkan...”* (My sister is a top student, while I'm not... if she gets good results, my mom will compare it to my results)

And participants from school 2 have said,

*“Ada. Cikgu-cikgu asyik nak marah je...”* (Yes. Our teachers always scold us)

- vii. Relationships with Parents:** From the discussions, participants from School 1 mentioned that they did not have problems with their parents, but they believed it was a concern that should be discussed further with the counsellors.

Student 3 from school 1 specified that she wanted to talk about her parents, which she believed to give more attention to other people than herself. Student 3 mentioned,

*“Masalah keluarga, macam parent lebihkan orang lain dari saya...”* (Family problem, my parents pay attention to other people more than myself...)

- viii. Relationship with Peers:** Peers' relationships have a significant impact on adolescent developmental growth. Peers' involvement in dictating what decision to be made had given great attention to all participants when Student F from school 2 spoke about the problem with his friends. He said,

*“Masalah perhubungan dengan kawan-kawan lab...”* (Problems in peers' relationships...)

Student 3 and 4 have highlighted their concern about the male and female relationships among their friends. They uttered,

*“Haaa... ada... masalah pergaulan antara lelaki perempuan...”* (Haaa...Yes... problems between male and female friends...)

- ix. Relationship with Siblings:** This code was constructed to reflect the highlights that were mentioned by some participants in both focus group discussions. Student 2 from school 1 said,

*“Masalah keluarga yang menyebabkan saya tak berdisiplin kat sekolah, macam bergaduh adik beradik, stress terus ponteng sekolah...”* (Family issues that kept me from being disciplined in school, when I was quarrelled with my siblings, I felt pressure and then I decided not to go to school.)

The same concern was mentioned by Student E (school 2),

*“Emmm! Masalah peribadi ... dengan family tak ada sangat, saya ada sorang adik, saya anak sulong...Kami dua beradik je, kadang-kadang susah nak masuk dengan dia...”* (Emmm! Personal problem... I don't have problems with my parents, but I have a younger brother, and I'm the eldest... There's only the two of us in the family, sometimes it's hard to get along with him...)

- x. Study Skills:** Other than relationships with siblings, concerns about the study and academic matters were among the issues that attracted the participants to discuss during the focus group interviews. Student H said,

*“Setiap orang ada cara belajar masing-masing jadi saya nak guna peluang ni nak tanya apa yang boleh saya buat untuk belajar dengan lebih cemerlang”* (Everyone has his or her own learning style, so I want to take this opportunity to ask about what I shall do to improve my performance)

Student 5 has shared her difficulty concentrating while teachers teaching in class. She said,

*“Masalah dalam pembelajaran... Susah nak dapat cikgu ajar cepat sangat...”* (Problems in learning... It's hard for me to catch up with teachers who teach in class...)



- xi. Career Exploration:** Career exploration was coded to describe the situation that some participants have highlighted. For example, Student H said, she was not sure how to determine her future career.

*“Kalau saya lah ... Kalau saya berjumpa kaunselor... Saya akan berbincang pasal kerjaya, dalam umur yang macam saya, baru nak kenal dunia... kadang-kadang tengok tu nak... Tengok ni nak... Tapi yang sebenarnya apa yang sesuai dengan diri saya. Tak tahu apa yang benar-benar sesuai...”* (If I have a chance to see a counselor... I'll discuss about career, I'm still young, I just want to know about my world... What would be suitable for me. I really don't know what really is) – Student H

Student 5 noted a similar issue,

*“Cita-cita saya naik turun naik turun...”* (My ambitions goes up and down)

- xii. Career Awareness:** The code was constructed as some participants uttered that they were aware of the importance of career selection. For example, Student 3 said

*“Mak saya selalu cakap pasal pentingnya kerjaya... kalau tak macam nak hidup senang masa depan...”* (My Mom always says about the importance of career... If [I] want to live happily in the future)

Student I have said,

*“Saya nak cakap pasal kerjaya sebab saya nak tahu apa bidang yang sesuai dengan saya”* (I want to talk about career because I want to know what suits with my needs)

The third phase of the proses is searching for the themes. In this phase, the constructed codes were analysed and arranged in a consistent pattern to form a variety of themes. From the second phase, 12 initial codes were constructed. The codes were then analysed before being grouped into themes according to their similarity to each other. This process produced six different themes:

- i. Career:** The theme was identified from the combination of two codes, namely career exploration and career awareness.
- ii. Personal Management:** Four codes were combined. The codes are self-management, self-confidence, self-discipline and motivation.
- iii. Family:** The theme was constructed from two codes, namely, the relationship with parents and the relationship with siblings.
- iv. Feelings:** Two codes were combined, namely emotion and personal feelings, to form this theme.
- v. Learning:** This theme was constructed from a code that is study skills.
- vi. Friendships:** This theme was formed from a relationship with peers' code.

The fourth phase of TA method is reviewing the themes. This phase involves a recursive process in which the initial themes are reviewed according to the initially coded data and the entire set of data. The six themes that were consolidated earlier were reviewed again to ensure the data inside the themes would be meaningfully related to each other, and it should be clearly and expelled differentiable. To work on this process, Braun and Clarke (2012) have advised researchers to consider the following sample of questions: Is this a theme? What is the quality of this theme? What are the boundaries of this theme? Is there enough (meaningful) data to support this theme? Are the data too diverse and wide-ranging? To reflect on whether the developed themes successfully benefit the research objective, the researchers have conducted several comparative studies on various sources found in the literature review. For example, according to Thompson (2001), the themes that were used to gauge elementary school students' counselling needs in consecutive order are career development, academic development, and personal or social development.

While Nyutu (2007); who researched the counselling needs of secondary school students in Kenya, has used five interconnected components of counselling needs themes such as human relations, career development, self-development, social values, and learning skills. Another study conducted by Ashiq Hussain Dogar et. al (2011) assessed students' counselling needs based on five different domains of needs themes: educational needs, vocational needs, social needs, emotional needs, and behavioural requirements.

After looking at the evidence, the researchers believe that the six constructed themes have met the criteria as described by Braun and Clarke's model. The themes have been reworded to ensure they will work perfectly with the generated data such as personal management to personal development needs, feelings to emotional needs, career to career development needs, learning to academic needs, friendship to peer relationships needs, and family to family needs as summarised in **Table 4**.

**Table 4.** Verification of Themes

Original themes	Reworded
Personal management	Personal development needs
Feeling	Emotional needs
Career	Career development needs
Learning	Academic needs
Friendship	Peer relationship needs
Family	Family needs

Nowell et al. (2017) recommended that to accept the constructed themes as trustworthy and credible, the data need to be vetted by other people. Accordingly, all codes and themes that were deliberated in this study were shown to an expert from the Faculty of Education and Humanities for comments and verification. Based on the discussion, it has been agreed that the six themes; personal development needs, emotional needs, career development needs, academic needs, peer relationship needs, and family needs, are adequate to carry out their functions concerning the research question.

## 5. Conclusion

The findings of the study have shown that counselling needs that were perceived as important by secondary school students can be categorised into six components; i) personal development needs; ii) emotional needs; iii) career development needs; iv) academic needs; v) peer relationship needs; vi) family needs. The counselling needs components generated from this study are equivalent to Maslow and Glasser's theories, which said that human needs exist in different domains or components. In addition, the counselling needs components derived from this study are also similar to the components of needs found in studies by Thompson (2001), Nyutu (2007), and Ashiq Hussain Dogar et al. (2011). As deliberated in the earlier section, identifying the counselling needs would help school counsellors prepare counselling programmes or activities that fit the needs of millennium students or teenagers. The needs components would also help school counsellors prioritise the type of programme they want to organise. Putting a priority on school counselling activities would benefit the schools in terms of allocating budget expenditure and resources both sufficiently and efficiently for the programmes to be organised successfully. Another element that can be learned from this study is that needs assessment is dynamic rather than being one single exercise which can be implemented either through quantitative or qualitative methods. This research has proven that needs assessment can also be reliably done through qualitative research.

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