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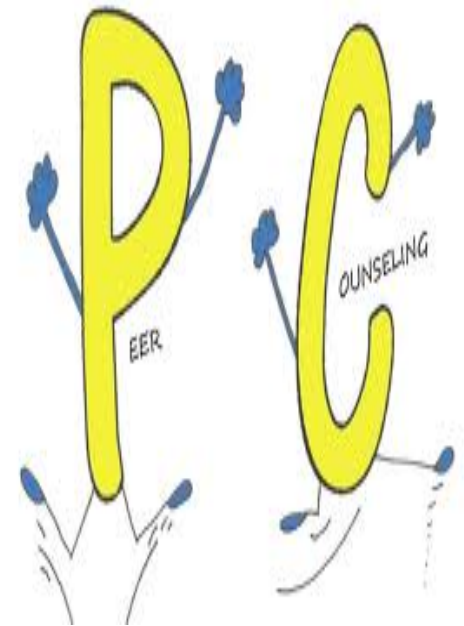
CHAPTER 9

PEER

COUNSELOR (PRS)



- Zuraidah (1988) : Trained students in communication skills and basic counseling skills. They functions effective peers to those in need. They don't provide advice or problem solution. They provide on ear to their problems, concern and willingness to help out in the school system.
- For example : American School Counselor Association, Kelab Pembimbing Rakan Sebaya Sekolah Menengah Taman Universiti.
- Peer facilitator : individuals that help their peers. Peers are people from the same group, who share the same values, knowledge and lifestyle.



History of PRS

- Introduced in schools informally in 1986 by Zuraidah. Workshop held in Institute Aminuddin Baki from 19-21 January 1987.
- Coaching courses for three months, entitled “Training and Management PRS Program” was held in IAB from 7/12/88 until 31/03/89. There are 34 teachers who were trained as counselors. Later, they actively introduced the PRS concept through distributed courses in state levels from 1989 until 1991.
- After that, another 41 teachers were trained starting from 25/2 until 1/9/1991.
- Last batch of teachers to receive PRS training was on 11/4/93 until 5/5/93. They represent PRS from state, district and school levels.

Objectives of PRS

1. To provide another support source for students to obtain assistance in counseling and guidance services.
2. To form a solid PRS group-well trained, good listeners who can help their peers.
3. To enable selected students to interact effectively with their peers. This is achieved through self development training and skills in providing assistance.
4. To provide schools with another approach to assist students and stop disciplinary problems from worsening. This is possible through positive peer influence.
5. To assist counselor and guidance providers (teacher) in widening their services. This is done through projects carried out by the PRS.

Who is PRS ?

- A group of student with high academic qualification, keen to be a PRS, friendly, stable emotionally and has leadership qualities.
- Bowman (1981) mentioned that students with low academic qualification / low self esteem can still be a good PRS. The most important quality is high self motivation.
- A group of students from different social backgrounds, age groups, talent and abilities that interested to be a PRS.
- A group of students that give problems in school or at home. However, they have leadership skills in their informal peer groups.

Problems

- ✓ School students are still young and cannot think for themselves.
- ✓ Student lack knowledge and experience.
- ✓ Becoming a PRS interrupts your study.
- ✓ Students may not be mature enough. Hence, wrong advice could be given.
- ✓ PRS encourages peers to go against the school, principals and teachers.
- ✓ PRS become spies for teachers and principal.
- ✓ PRS cannot remove school disciplinary problem as a whole.
- ✓ PRS must be perfect and errors cannot be made.
- ✓ Takes are the counseling teacher;s job and tasks.
- ✓ What can PRS really do?
- ✓ It's wasting time.



The roles of PRS

- To be an effective peer and informal source for peers to talk to about their feelings and problems.
- Assistant to the counseling and guiding teacher.
- Information collector for current needs of students – career, institutes of higher learning, scholarship, job opportunity.
- The bridge between the counselor and problematic students. To convince them to see the counselor.



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