

ADVANCED DIPLOMA IN GUIDANCE AND COUNSELLING (DGC)

DGC 104: PLANNING, ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

UNIT ONE: THE SCHOOL GUIDANCE SERVICES: AN OVERVIEW AND OBJECTIVES

INTRODUCTION

The need for and practice of helping, teaching, training, directing, guiding and caring for people have been in existence wherever and whenever man turns to his fellow man for help. One of the most important responsibilities of guidance within education is to enable individuals, in their total development, to achieve personal freedom, confidence in themselves and healthy self-image.

If a school guidance programme is to justify its existence within the Nigerian educational system, then it must certainly and consciously accomplish its tasks and also perform functions not hitherto accomplished by previous policies and practices of education.

In this unit, you will once again be exposed to the terms, “guidance” and “guidance services” but we will not go into details since your introductory course had done that. We will just remind ourselves of what the terms are so that we can flow together as we move on. The objectives of guidance services will also be examined.

OBJECTIVES

At the end of this unit, you should be able to:

1. briefly define guidance and guidance services; and
2. state the objectives of guidance services.

A BRIEF INSIGHT INTO GUIDANCE SERVICES

Guidance services cannot be discussed in isolation without examining the key word “guidance” in relation to the services to be rendered.

What is Guidance?

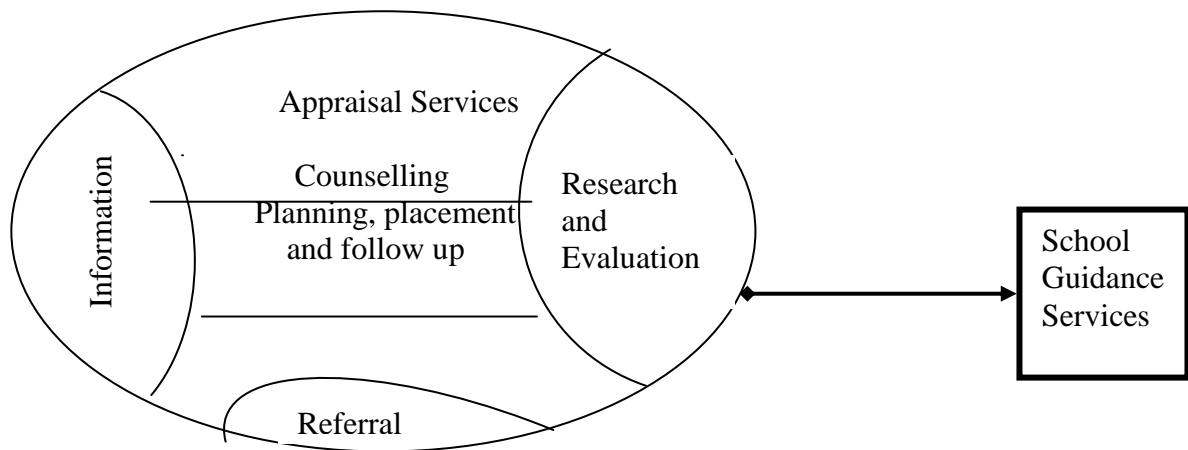
Guidance is the broad term encompassing all activities or services that enable an individual to understand himself or herself and make necessary adjustment to life. It covers all the services rendered in the school system to assist the pupils to make informed decision and live an adjusted life.

GUIDANCE SERVICES – DEFINITION

Guidance services are concerned about helping an individual to grow in self-understanding, develop capacities for wise and realistic educational and vocational decisions, overcome personality maladjustment and work towards realising chosen educational plans (Okon, 1984). Furthermore, the services must provide assistance to youths in personal problems, choices and the decisions each youth must face as he or she moves towards maturity.

Some of the services offered in the school that constitute guidance services include:

1. Counselling service
2. Appraisal service
3. Information service
4. Research and evaluation
5. Planning, placement and follow-up service
6. Referral
7. Orientation Service
8. Consultation Service
9. Testing Service



Therefore, guidance, as earlier said, is an encompassing term for all services assisting the individual to understand himself or herself and his/her environment (Shertzer and Stone, 1976).

OBJECTIVES OF GUIDANCE SERVICES

In any educational system, the school’s basic purpose is the education and development of all students towards individual fulfilment. For this to be achieved, it is necessary to set clear-cut

preamble in measurable terms. The objectives of the schools' guidance services revolve round the duties to be performed by the school's Guidance Counsellor. These are:

1. Provision of personal, social and career counselling which will help to stabilise student's emotions, health, adjustment in school and intelligent career decisions / plan.
2. Contributing to the development of flexible curriculum that will provide a meaningful education for each student.
3. Keeping and maintaining personal cumulative data and continuous assessment records on each student.
4. Provision of group counselling in the classroom settings vis-à-vis self-discipline, value clarification, sexuality education, responsibility, relaxation techniques, qualities of leadership, etc.
5. Collecting educational and occupational information and making them available in a well structured classified manner to students on a regular basis.
6. Identification and nurturing of the talented / gifted students and rehabilitation of the disabled.
7. Assisting students to plan educational and vocational training programmes in line with their goals.
8. Handling referral services of students with more than the normal counselling needs to the appropriate agencies (for example, psychiatrist special education experts, audiologist, clinical psychologist, speech therapist etc)
9. Preparation of students' transcripts to those who had graduated or are transferring from the school.
10. Identification of students having academic problems (for example, slow learners etc) and helping to plan, coordinate and execute remedial programme for such students.
11. Consulting with principals, teachers, parents, or guardians over students academic / classroom behaviour problem and personal / emotional problems. By this, students are being helped to resolve academic difficulties in different subjects and personal emotional problems through administration of standardised and locally adapted psychological tests and provision of academic counselling / vocational guidance.
12. Conducting annual orientation programmes for new students and periodic orientation for old/senior students.
13. Promoting career education through visits to industries, institutions of higher learning, listening to guest speakers on career days/club meeting and establishment of occupational information library in the school

14. Conducting local research, communication of academic development and professional interest and writing of annual report to be forwarded through the school principal to the Guidance and Counselling Section of the Federal or state ministries of Education.

ACTIVITY 1

1. What is Guidance?
2. Define Guidance Services and outline the different service being rendered in the school system.
3. List some of the objectives Guidance Service set out to achieve.

SUMMARY

- Guidance is an encompassing terms for all the services assisting the individual to understand himself or herself and his/her environment.
- The objectives of the guidance services revolves round the duties of the school counsellor vis-à-vis provision of personal, social and career counselling, keeping and maintaining students' personal cumulative data / continuous assessment records to mention a few.

REFERENCES:

- Denga, D. I. (1975). **The school Counsellor in a Developing Nation Problems and Prospects**, Calabar, Trinity Press and publishing co.
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UNIT TWO: PROCEDURES FOR INITIATING GUIDANCE SERVICES IN SCHOOLS: IDENTIFICATION OF NEEDS, PLANNING AND ADMINISTRATION

INTRODUCTION

Every enterprise, business or farming needs planning, organisation and provision of some basic amenities to achieve its purpose. In any educational programme, the administrators do the planning because they are familiar with the physical environment and the materials at their disposal.

In this unit, you will learn some of the procedures involves in the initiations of school guidance service vis-à-vis identification of needs and planning of the guidance programme. It is important you are exposed to this aspect of the curriculum just in case you find yourself “out there”- where no counselling programme exists and there is dire need for it.

What do you do?

OBJECTIVES

At the end of this unit, you should be able to:

1. state some of the different stages for initiating school guidance;
2. identify the various guidance needs in the school;
3. highlight the various steps involved to during the planning of guidance programme;
4. explain the meaning of guidance administration; and
5. identify the basic principles of guidance administration and the roles played by the school counsellor in the programme.

PROCEDURES FOR INITIATING GUIDANCE PROGRAMME

The responsibilities of designing guidance programme lies with the guidance counsellor in conjunction with the school administrators and the teachers. Consider this: imagine you are posted to a school without guidance programme and you as a specialist have identified the need for guidance services in the school. What do you do? And where do you start? There some steps you need to follow in initiating guidance programme. The first two important steps are identification of needs and planning.

IDENTIFICATION OF GUIDANCE NEEDS IN THE SCHOOL

When the need of any educational programme has been properly identified, then, it can set out to achieve its aims and objectives. The following are the steps the counsellor could take to identify the needs of the school while initiating the guidance programme:

1. **Conduct of preliminary study**

There is the need to do a preliminary study to find out the problem areas in the school. You need to determine educational, vocational and psychological needs peculiar to the students in that institution. Secondly, engage in conference or consultation with the school community, the school personnel and students. The aim is to sensitise them on the need for guidance services in the school and to ask for their cooperation.

2. **Characteristics of the population and identification of needs of the particular group.**

All staff members, including the principal, vice principal and guidance counsellor / career master and mistress are expected to conduct an in-depth study of the characteristics and needs of the particular population, which the guidance services will serve. Hence, “*Need Assessment Inventories*” such as “*Youth Problem Inventory*”, “*student Problem Inventory*”, *interview* etc could be effectively used to identify the diversifying needs and problems of this particular group. In order to have as much relevant, reliable, varied and valid data that would describe the needs of these learners, various groups of people, otherwise known as “*stakeholders*” should participate in the “Needs Identification” process. These include members of the PTA,, principals, teachers, students, officials of ministry of education, community leaders, representative of the business community and voluntary organisations.

3. **Derivation of clearly defined goals and objectives**

The guidance goals and objectives should be derived from the description of the students’ needs. These goals should later be translated into specific behavioural objectives for the programme. Statements of objectives should also include specific plans for meeting the unique needs of any sub-group within the particular population, for example, the physically challenged and others with special needs.

4. **Survey, selection and adaptation of methods**

A method is a procedure or technique used by one individual to facilitate the learning or behaviour change of another. The Guidance Counsellor is expected to survey all available guidance methods, which have the potential to meet the objectives of the programme. The next step is to evaluate each method, technique and possible alternatives before selecting the most appropriate and relevant method. Once this is done, the Guidance counsellor will then adapt such methods that will suit the particular school situation vis-à-vis the students’ developmental levels, age and background experience.

5. **Design of the types of support services.**

In addition to the above-mentioned methods, it is important to design the types of support guidance service that will be needed. Such services may include classroom discussion groups, interviews, individuals/ group counselling sessions, career

information library, follow-up studies of former students, job placement services, excursions, jamborees, etc.

6. Evaluation of the programme

The need to always evaluate the guidance programme will also be included. This will help to improve the effectiveness of every staff that are involved, determine the level of its achievement and also measure the specific desirable benefits to the recipients.

7. Identification of the facilities and financial implications

The greatest hindrance can be lack of adequate facilities and financial back-ups needed for the guidance programme. These facilities must be identified and when doing this, the location of the school should be taken into consideration. The financial implications can then be determined and the possible funding opportunities can therefore be explored.

8. Discussions and Submission of Proposals.

The need to discuss the proposals with the school administrator and the teachers for beneficial contributions before submission now becomes expedient. The Guidance counsellor is advised to suggest the formation of guidance committee if the proposal is approved. This committee will now draw up the implementation programme, set the mode of operation and then prepare the budget.

ACTIVITY 1

1. Identify 3 guidance needs and explain to your friend.

PLANNING FOR SCHOOL GUIDANCE SERVICES

Planning is one of the most important aspects of guidance services. Infact, administration and organisation of the total programme depend solely on the planning. The counsellor therefore must be able to plan in order to organise the resources and the administration of the programme.

Planning guidance services involves implementation, evaluation, leadership skills and thorough understanding of what it involves. Guidance programme cannot be planned without consulting the principal, vice principal(s), staff members, students, parents and members of the community. In other words, planning of guidance programme involves “team work” (that is guidance committee) with the guidance counsellor as the leader.

PLANNING STAGE

During planning stage, each member of the team / committee should be encouraged to understand:

1. What the guidance services are and the basic elements, which constitute such services.

2. The rationale for establishing a school-wide assistance for the students.
3. How the guidance programme will operate
4. The particular group of students the programme will serve
5. How the curriculum will be consciously used to make what is taught meaningful and relevant to students' needs and interests.

Above all, members should recognise what it means to serve the needs and interests of the youths.

ITEMS TO BE CONSIDERED WHILE PLANNING SCHOOL GUIDANCE SERVICES

It is quite apparent that planning is the critical element of attaining any desired goals and objectives because knowledge, insights and skills of the persons involved here become an integral part of the planning process.

In planning for school guidance services therefore, the committee needs to plan for physical plant facilities, funding and budgetary procedures and also plan for how the guidance service will be accomplished and be effectively implemented.

These items are hereby discussed below:

PLAN FOR PHYSICAL PLANT FACILITIES.

The first thing to consider in planning for physical plant is space. Space should be the primary consideration for setting up school guidance service.

Guidance facilities that will be provided would also depend on the space available. It must be noted that guidance facilities should be provided with reference to available funds and the needs of the community and individuals.

Guidelines to follow:

1. Plan and arrange facilities to ease tension and encourage confidence.
2. The office arrangement must convey to the client a sense of security and assurance that information will be kept confidential. The furnishing, equipment and decoration must reflect some of the basic conditions of privacy.
3. During planning, consultants should be involved to help in building an architectural design.
4. Plan for flexibilities in buildings. This is necessary in order to make room for modifications, changes and future enlargement.
5. Locate the guidance facilities reasonably close to the library because printed guidance materials are housed in the library. The librarian can also assist to purchase materials.
6. Plan facilities that guidance personnel are competent to handle or send guidance personnel for in-service training to learn the use of new facilities, e.g. computers.

7. The guidance area should be well planned. It is very important to consider where the guidance area will be located because it determines the patronage or otherwise of guidance service. For instance, if the guidance centre is located near staff room where all students' movement can be monitored, it will disturb the patronage.

Therefore, the guidance area should be located near but separate from administrative block. It should also be far from staff common room. However, it should be close to the library and health centre. It should also be far from the classroom. Hence, location must be secluded and noise-free.

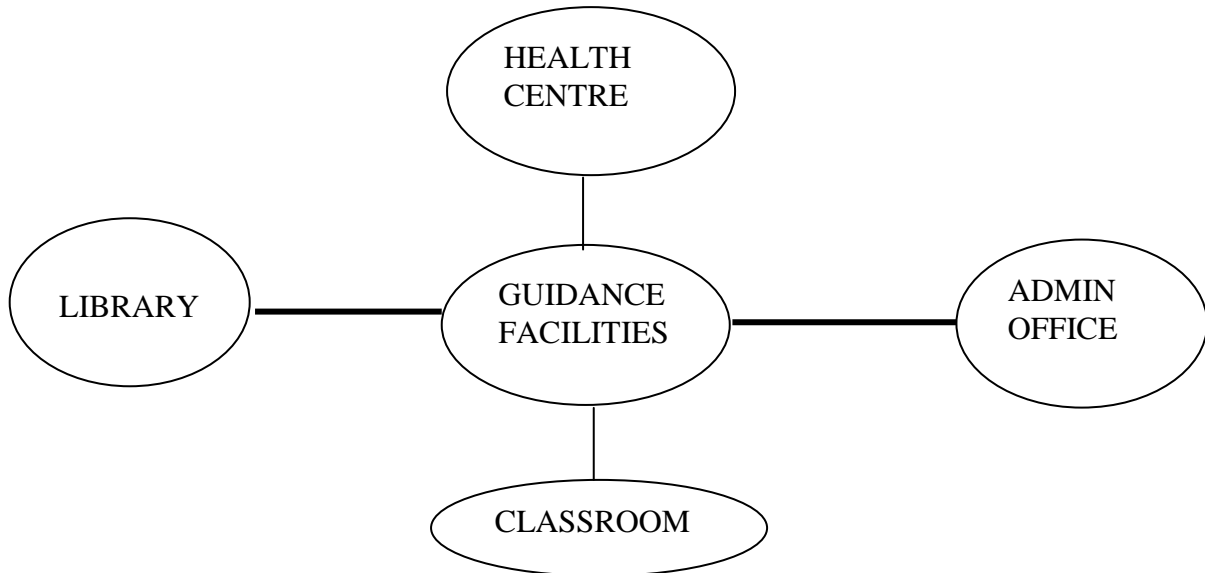


FIG. 1: Sketch of guidance and counselling block

8. Appropriate design of the guidance centre requires that the counselling rooms and the offices are easily assessable. That is, movement from each room should be easy. Each counselling room should ensure privacy and there should be adequate space for necessary equipment.

The guidance and counselling block may have the under listed:

1. Reception and secretary's room
2. Waiting room
3. Conference room
4. Counselling room
5. Record or storage room
6. Testing room

OFFICE EQUIPMENT:

For the programme to be effective there is need for necessary equipment and materials e. g. desks, shelves, notice boards, computers, telephone, two way mirror, tape recorder, psycho-

grid tests and inventories, library materials, stationery couch for the group counselling, bulletin board markers, magazines, dailies, cut-outs from publication, cardboards, file cabinets, fan/air-conditioner, telephone directory ,career albums, cassettes, video recorder /cassettes ,VCD and so on.

ACTIVIY 11

1. Make a sketch of guidance and counselling block. Label each room or section of the block

FUNDING AND BUDGETARY PROCEDURES

Funds are important to any endeavour. Without funds, guidance facilities, equipment and materials cannot be secured. Guidance functions cannot even take place without funds. The allocation of enough funds will definitely promote its effectiveness.

BUDGETARY PROCEDURE

There is need to set up budgetary committee to propose and implement budgetary plans. The committee is supposed to:

1. Consider the proposed plans and budget;
2. Determine budget needs especially for facilities and equipment maintenance;
3. Get to donor organizations and raise funds; and
4. Supervise purchases, and so on.

Strategies for sourcing for funds

The budget committee, after formulating the budget, can investigate sources from which funds can be obtained. Funds can be obtained from:

1. Federal and state ministries of education;
2. Individuals;
3. Industries, banks, and so on.

Funds from Federal Government

The Federal Government should take guidance services into consideration in budgetary allocation in education.

State Government

The State Governments in some states also allocate through its educational budget. They also sponsor some counsellors to conferences or study (in – service study leave). Budget committee is expected to assist in securing the state government assistance in budgetary needs.

Local Government

The officers in local inspectorate of education also release funds for counselling functions.

Schools

Each institution is supposed to provide imprest and some other funds for the procurement of some materials. The budget committee should work in hand with the administrators of the institution concerning this.

Donor Organizations

Donor organisations include; Industries, banks, non-governmental organization (N.G.O.S) Friends and well wishers. This will require organizing and raising events or even preparing a proposal asking for fund. Individual parents, friends of the school and Alumni can also be brought in to assist.

ACTIVITY 111

1. Is there need for a budget for the school guidance programme? Illustrate your answer.

GUIDANCE ADMINISTRATION AND IMPLEMENTATION

What Is Guidance Administration?

Having learnt the meaning of guidance services, we can then ask the question, what is guidance administration? Administration of guidance encompasses all formalised actions taken by the school to make guidance operational and available to students.

For guidance to be effective in school there must be the provision of personnel, time, money and facilities. Apart from this, there must be a counsellor to facilitate and promote guidance activities. There must also be provision of conducive atmosphere for guidance functions in addition to the need for provision of leadership in identification of values, functions and problem solving functions. All these activities constitute the functions of administration of guidance. Administration of guidance, therefore, entails the development and sustenance of guidance activities. It begins from the determination of the need for guidance services in school to the request for personnel in this area and the identification and allocation of resources, facilities, equipment and so on. It also encompasses the specification of the functions and roles the counsellors need in order to perform effectively and the responsibility of support staff and students' interest in the programme. It involves how to plan, implement and evaluate guidance services. In summary, guidance administration is the organisation, supervision, management and development of various sections of guidance services for efficiency.

Basic Principles of Administration of Guidance

There are some basic principles of administration of guidance. Administration is an organised arrangement of interdependent parts. It is also the coordination of activities and services of all guidance personnel. Therefore:

- (i) Guidance task must be understood and divided into parts
- (ii) Guidance should be administered by a trained counsellor
- (iii) Each guidance staff must work at the highest level at which he is capable.
- (iv) All teachers must be involved so as to allow for cooperation.
- (v) Guidance is for all children and not restricted to problem children alone.
- (vi) Employ the dynamics of group activities to cater for cost effectiveness.

Roles of the School Counsellor

Guidance Administration cannot be effective without examining the roles played by the school counsellor. Apart from the basic principles underlying school guidance administration, the school counsellor has important roles and functions in guidance organisation and administration that we want to briefly discuss. It is important to highlight some of these roles and functions so that as we go on in this course, you can understand the contributions of all other personnel from the standpoint of the counsellor. This will enable you to put things in better perspective and not be confused as we discuss the roles of other personnel. The school counsellor is a professionally trained person who works directly with people in an intimate, personal or group relationship to assist them in achieving their goals or improving their situation. Some of the counsellor's roles include:

- (a) Determining guidance needs in the school
- (b) Counselling
- (c) Performing educational, vocational, preventive and remedial guidance functions.
- (d) Evaluating guidance effectiveness.
- (e) Liaising between the school and the community.

In the first function, the professional guidance counsellors help to plan and develop guidance programme and curriculum in relation to students' need. Secondly, through counselling relationship, they help each student to understand himself in making informed choices.

Furthermore, they help to resolve conflict. The counsellor also coordinates the accumulations and use of information by students and assumes leadership role to all guidance team. Finally he evaluates guidance programmes.

ACTIVITY IV

1. Define guidance administration.
2. Outline the basic principles of guidance administration.
3. Discuss briefly the roles of the school counsellors.

HOW GUIDANCE PROGRAMME WILL BE ACCOMPLISHED AND IMPLEMENTED EFFECTIVELY

Whatever the guidance team had planned is actually carried out in practical terms using selected means and methods to achieve the purposes of the guidance system. Hence, there is a need to prepare grounds for how the programme will be accomplished and made effective.

Students, principals, vice principal(s), parents and community leaders need increasing guidance orientation to show readiness for the programme.

The success and effectiveness of the guidance programme therefore depends on the following factors:

1. PUBLIC RELATION AND ENLIGHTENMENT

There is need to enlighten students, parents, representative of business community, ministries of education and voluntary organisations on the operations of the guidance system so that the system might be able to gain a footing, especially in the 6-3-3-4 system of education. There is need to therefore establish guidelines to follow in accomplishing this task.

2. STAFF AND COMMUNITY MOTIVATION

Supportive personnel, like resource persons should be considered in some guidance functions like excursions, orientation, career week, building and erecting physical structures and so on so as to get their cooperation and support at any given time. Furthermore, intensive workshops, and seminars should be organised occasionally for all categories of people to help them understand the functions of guidance in human and national development and how various groups in the society could contribute positively towards the success of the programme.

3. DRAWING UP GUIDANCE ACTIVITIES

Guidance activities such as orientation programme, (vocational /occupational) career week / lecture guidance workshops / seminars / trainings, field trips, placement and follow-up, academic counselling (tips on study guides, pupils' appraisal etc), referral services, use of psychological tests, and so on to help the counsellor become properly focused on the needs of the students and the school. Furthermore, "guidance" should be included as a subject on the timetable of the school in order to make more impact on the programme. The members of the team should agree upon how such periods would be utilized.

4. USE OF OFFICIAL AND PUBLIC FORUM

Staff meetings and P.T.A. meetings should be used as regular forum to help teachers, parents and the community understand what guidance in education means and how it can contribute effectively and positively to the well-being of individuals and our society. It will also enlighten them to understand their roles in the implementation of the guidance programme.

5. DEVELOPMENT OF EVALUATION PLAN

Evaluation is concerned with determining the effectiveness of service in achieving the performance objectives. It is very essential to agree upon how the outcomes of guidance programme will be evaluated. There is therefore the need to develop an evaluation plan so that the data generated could be used on a continuous basis to assess the qualitative aspects of the programme in order to improve the methods and guidance outcomes

ACTIVITY V

1. Enumerate how guidance programme can be accomplished and effective.

SUMMARY

- There are different stages for initiating school guidance programme
- Some needs are to be identified before planning for school guidance programme.
- Planning is the critical element of attaining any desired goals and objectives. Hence, three basic items vis-à-vis physical plant facilities, funding and budgetary procedure and how the guidance programme will be accomplished and effective are to be considered during the planning stage.
- Guidance administration is the organisation, supervision, management and development of various sections of guidance services for efficacy.
- One of the basic principles of guidance services is the coordination of activities and services of all guidance personnel.
- The school counsellor, as a professionally trained person, has some roles to play so as to assist individuals in achieving their goals or improving their situations. He is also tasked with the responsibility of evaluating the guidance programme as and when due.
- The success and effectiveness of the guidance programme depends on public relation and enlightenment, staff and community motivation and development of evaluation plan to mention a few.

ASSIGNMENT

1. What are the items to be considered during planning school guidance services?
2. Identify the considerations to put in mind when planning physical plant facilities for effective school guidance.
3. Discuss the strategies for generating funds for the school guidance programme.
4. What are the factors that can contribute to the success and effectiveness of the school guidance programme?

REFERENCES :

- Denga, D. I. (1975). **The school Counsellor in a Developing Nation Problems and Prospects**, Calabar: Trinity Press and publishing co.
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UNIT THREE: ORGANIZATION, TYPES OF MODELS AND SUSTENANCE OF THE PROGRAMME

INTRODUCTION

In the last unit, it was pointed out that the first two important procedures for initiating guidance services are identification of needs and planning. Here, we will go further to examine how the guidance programme is organized, the types of models we have and how the programme can be sustained.

Whatever a man plans in life must be well organised, otherwise, there will be confusion and chaos. Infact, it is not likely that the activity will be carried out properly, the way a guidance programme is organised and sustained shows the relationship that exists between the Guidance counsellor and the term involved (committee and stakeholders)

As we go on, you will discover that guidance programme goes beyond identifying the needs and planning alone. It therefore involves a lot of encompassing factors such as size of the school, availability of qualified guidance counsellors and the moral / financial support given to sustain the guidance activities.

OBJECTIVES

At the end of this unit, you should be able to:

1. discuss the factors to be taken into consideration when organising the school guidance programme;
2. highlight the different models of school guidance administration and the characteristics of each model; and
3. list the factors that will help sustain the guidance programme.

ORGANIZING THE SCHOOL GUIDANCE PROGRAMME

Organisation is the process of setting up an administrative and functional structure to accomplish stated purposes.

The smooth delivery of specialised and other related services depends on the organised structure of that programme. There is no establishment pattern to be super-imposed on a school because every school is expected to develop its own pattern of model of guidance organization that will serve the diversifying needs of its students.

In discussing the organisation of school guidance programme, three factors have to be taken into consideration. These are, the principal agents involved in the organisation, pattern of the organisational structure and organising students' records.

PRINCIPAL AGENTS INVOLVED IN ORGANIZING SCHOOL GUIDANCE PROGRAMME

Organisation of the school guidance programme cannot be embarked upon without the support of some principal agents who have been charged with that responsibility. They are:

1. THE SCHOOL PRINCIPAL OR ADMINISTRATOR

He is the executive officer and is responsible for the administrative functions of the guidance programme. He is also an important link between the guidance programme and the ministry of education, which is supposed to provide funds and other forms of support for the guidance service. Some of his activities include the introduction of the counsellor to the whole school as this connotes acceptance of the guidance programme, provision of adequate staff and facilities as required by the programme, provision of in-service training opportunities for the guidance counsellor and the teachers, interpretation of the programme to all concerned and delegation of responsibilities to the guidance team.

2. THE GUIDANCE COUNSELLOR

The counsellor is the key person in the guidance programme and he needs to coordinate the various activities of the guidance services. The primary role is that of individual counselling. Information gathered on each child (this includes personal data, healthy / physical condition, career, interests, home and family information etc. selection of appropriate guidance materials dissemination of information (on local and national entrance examination opportunities etc) and use of other techniques that will result in the maximum adjustment of each student. He is also expected to be a member of the school disciplinary committee, organise group counselling, seminars and workshops for teachers on careers, youth problems, incidence of delinquency, substance abuse or drug addiction etc. Organisational activity to the counsellor include contacting resource persons well ahead of time and informing them of what activities each will be called to handle.

3. THE CLASSROOM TEACHER/SUBJECT TEACHERS

He is to ensure the provision of a conducive classroom atmosphere for students. He can also help in the areas of data collection, computation of continuous assessment scores / examination scores and group counselling. He is expected to refer students to the counsellor and also monitors them during follow up.

4. THE SCHOOL LIBRARIAN

The school librarian promotes the programme by obtaining, maintaining and displaying pertinent /relevant educational, occupational and personal – social information for an effective utilization by students. He is also expected to display useful materials on careers, educational opportunities for students and a host of other items of information.

5. RELEASED TIME.

This is time allocated to counselling. Time is very important in the organisation of a guidance programme. A slot of forty minutes can be provided for each class on the timetable. Other avenues like the assembly ground can also be used. It will be difficult therefore for the guidance team without adequate training and released time to do any effective job of organising a guidance programme.

5. ADMINISTRATIVE STAFF.

All these are the supporting staff of the school administrative system. They include the Bursar, (who identifies school fees' defaulters and drives them out of school) Secretary and Form Tutors (who co-ordinates results and attendance), PTA Executives and Boarding House Masters/Mistresses, School drivers, Gatemen, Cooks/Caterers. They all have their roles to play in the guidance programme.

6. THE SCHOOL PREFECTS AND CLASS CAPTAINS.

These are the leaders and representatives of the entire students. They are charged with the responsibilities of monitoring total obedience to the rules and regulations of the school. They can also alert the counsellor on any acts of prevalent truancy amongst their fellow students.

ORGANISATIONAL STRUCTURE (PATTERN)

Organisational Structure can simply be defined as the way in which the several parts of a system are connected, arranged or linked together. For a system to operate effectively without role conflict, it must be well planned and structured. Having identified the principal agents that can organise guidance programme, it is necessary here to illustrate an example of an organizational structure that can be developed for guidance programme. As earlier on said, every school is expected to develop its own pattern of guidance organisational structure, which of course must operate under the existing formal organisational structure of the school (although, there might be some modifications as the need arises). It is important to stress here that each guidance organisational structure should be developed with consideration given to the role the principals, vice principals, members of staff, students, federal / state ministry officials and the community will play in the programme.

Below is a representation of a school organisational chart in relation to guidance services in which the counsellor is the manager of the service.

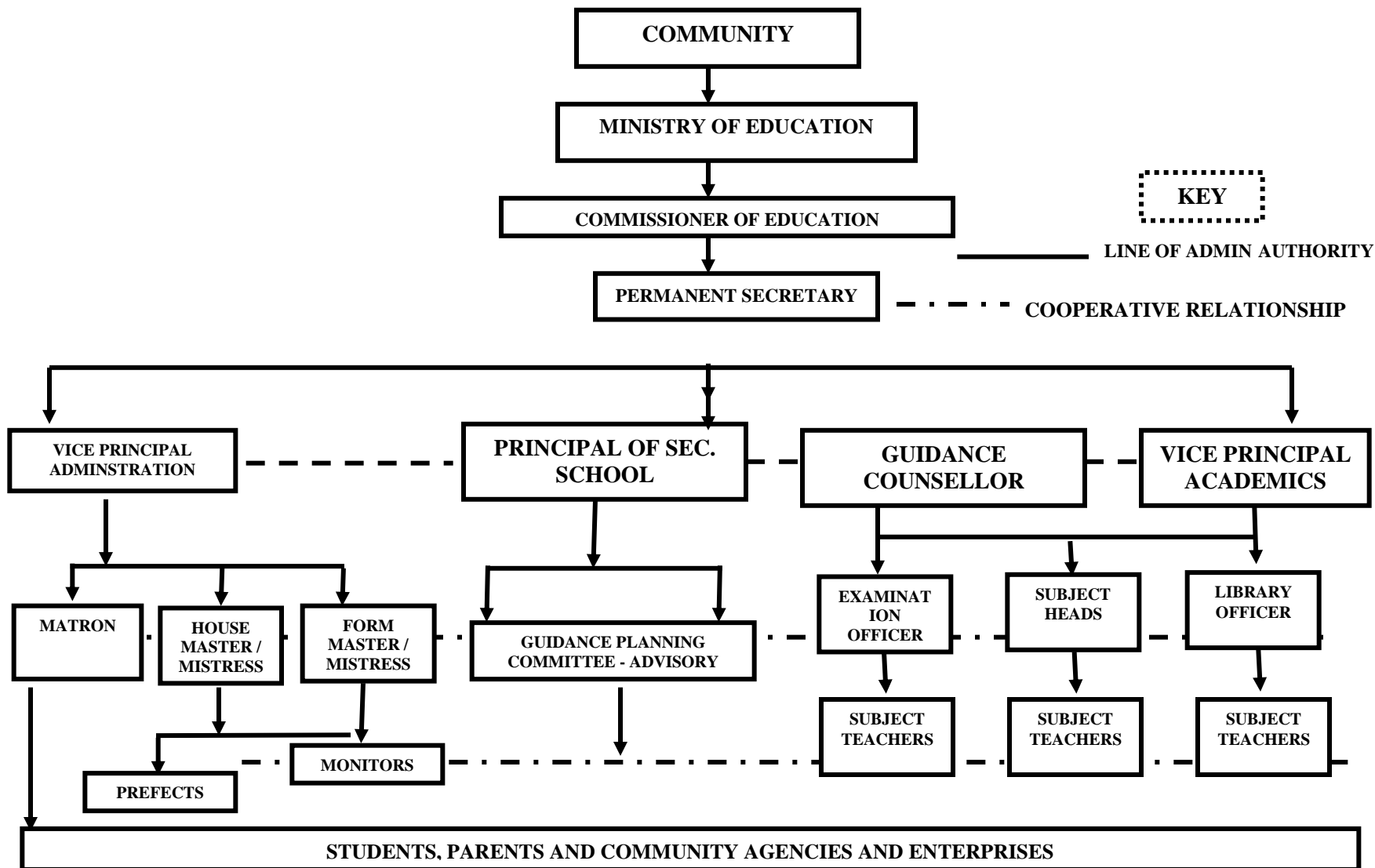


FIG. 2: ORGANISATIONAL STRUCTURE IN RELATIVE TO UNIFIED GUIDANCE PROGRAMME FOR THE ENTIRE SCHOOL (Source: Okon (1984). Guidance for the 6-3-3-4 system of Education)

ORGANIZING STUDENTS' RECORDS

A comprehensive programme in guidance and counselling with ease of management would involve counselling records and staff welfare services. By counselling records, we mean all kinds of records, kept in the school that can be useful for counselling purposes.

There are different types of records employed by the counsellor in the course of guidance services among which are:

1. **Personal Data Records.** The records normally include students name, sex, age, tribe and personal records.
2. **Examination and Test Records.** Counsellors use Test instruments as information gathering tools.
3. **Referral Records.** It contains all referrals cases either from parents or from teachers and even referrals that are made to professional within or outside the school.
4. **Follow-up Records.** They are records kept by the counsellor. They are accessed whenever there is need for follow up especially for school dropouts who are now engaged in one vocation or the other.
5. **Work Permit.** This serves as a record of permission given to students to engage in some work for a particular period of time e.g. students on work-study.
6. **Cumulative Records:** The cumulative record contains the information about a student from the day he/she entered school to the day he or she is leaving. Information in this record may be transferred from one school to another on behalf of the students. All the afore-mentioned records can come under it and others that have not yet been mentioned.

ACTIVITY 1

1. Mention the principal agents involved in the organisation of the guidance programme.
2. Make a sketch of an organisational structure and label each section of the structure
3. Draw up sample cumulative record folder.

From the fore-going, we can see that organisation of school guidance programme entails the involvement of some key personnel in the school, adoption of a structure that must operate under the existing formal school organisational structure and the drawing up of a cumulative record folder.

We shall now discuss the types of models we have in school guidance administration and how the programme can be sustained.

MODELS OF SCHOOL GUIDANCE ADMINISTRATION

When we talk about models of school guidance administration, we are referring to the types of administrative schedules available, whether it is the one that allows everyone to be part of the team, or specialist alone, or a combination of the two.

There are different types of models that can be adopted in the school guidance administrative system. Each model have advantages and disadvantages and these will be discussed. Effort will also be made to decide on the most appropriate model for the Nigerian Educational System.

Basically, there are three types of school guidance administrative models. They are:

1. The Centralized type
2. The Decentralized type
3. The Elective type

CENTRALISED MODEL OF GUIDANCE ADMINISTRATION

This involves the use of a specialist in school guidance who centrally coordinates counselling activities in the school. In this model, school guidance is regarded as a specialist function. In this instance, the school counsellor who had undergone training in guidance and counselling is the specialist.

Characteristics of this model

1. There is adequate number of guidance personnel.
2. All guidance functions are centrally coordinated in the hands of the specialists
3. Guidance functions are well understood by the specialist.
4. There is the guidance director and assistants. Guidance roles are well distributed among the members.
5. Only the specialists are in the guidance committee.

Advantages

1. Job opportunities for trained counsellor, as only the specialists are involved.
2. Guidance tasks are in the hands of professionals, thus minimizing errors.
3. There is teamwork, same vision and appropriate diagnosis of students' problems.

Disadvantages

1. Teachers and other school personnel experience isolation
2. Teachers might misrepresent guidance functions of counsellors to students.
3. There may be friction between teachers and the counsellor in their interaction
4. Teachers might not refer students for counsellor

DECENTRALIZED MODEL OF GUIDANCE ADMINISTRATION

In this model, every member of staff is involved in Guidance function, namely; the teachers, the administrators, the clerical staff, the guidance counsellor and other professionals in the school.

Characteristics of this model

1. Guidance functions are placed in the hands of a very professional academic member of staff.
2. Each member of staff has specific function. Everybody is regarded as a contributor to the successes of the programme.
3. Decisions are collective responsibilities

Advantages

1. The major advantages of this model are that everybody has a sense of belonging in the school guidance programme.
2. The counsellor enjoys the goodwill of all.

Disadvantages

1. The non-professionals may make inadvertent mistakes.
2. There might be problem of role conflict.

ELECTIC MODEL

One can say that the eclectic model is a hybrid of centralized and decentralized models. In this model, emphasis is placed on having a specialist that serves as the head or the leader providing consultative functions to parents and teachers and students alike.

Characteristics of this model

1. There is specialist who is the head of the team
2. There are non-professionals involved in guidance activities

Advantages

1. There is team approach
2. Guidance decisions are left to expert judgment
3. Guidance committee members who are not professionals develop sense of belonging.
4. Counselling goals are achieved
5. Guidance roles are well spelt out, so conflict of roles are minimized
6. Policy formulation, plans and decisions are made under an expert.

SUSTAINING THE GUIDANCE PROGRAMME

Sustenance is the process of making something to continue to exist; efforts must be made to sustain it at all cost. This is not to say that problem might not arise along the line, but the actions taken to resolve the problems will determine the continuity.

The under listed are some of the actions to be taken in order to sustain guidance programme.

1. Periodic evaluation of activities
2. Making amends where necessary
3. Organization of in-service training for members to update their skills
4. Seeking for more donors and sponsors
5. Maximization of personal use.
6. Engaging in the economy of group dynamics.
7. Communicating achievements to authority and the larger community.
8. Sustaining staff and students' interests.
9. Using variety of activities
10. Updating of records

SUMMARY

- In this unit, the remaining procedures for initiating guidance services were discussed and we have been exposed to the fact that:
- Organization is the process of setting up an administrative and functional structure to accomplish stated purposes. It also entails the drawing up of an organizational structure which links all the parts together
- Models of school guidance administration means the type of available administrative schedules with different characteristics
- The guidance programme must be sustained so as to ensure its continuity.

ACTIVITY II

1. Mention the 3 types of school guidance administrative model and discuss their characteristics.
2. Highlight the advantages and disadvantages of the models.
3. List some of the step that can be taken to sustain school guidance programme

ASSIGNMENT

1. If you were posted to a school with no guidance facilities, what steps will you take to ensure the developments of a vibrant guidance unit?
2. Discuss the functions of the principal agents involved in the organization of the school guidance programme.
3. Enumerate the types of records employed by the school counsellor in the course of guidance services.
4. Which guidance model appeals to you most, and why?
5. As a guidance counsellor, what can you do to sustain a guidance programme?

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UNIT FOUR: BASIC PROBLEMS IN SCHOOL GUIDANCE ADMINISTRATION

INTRODUCTION

In any system, there are some defects and errors, which normally are inevitable. Most of the time, you will discover that these defects and errors usually create a lot of problems if they are not well handled. Most trained counsellors in Nigeria today, apart from being recognized for what he is, have a lot of problems facing their schedules. It is not an overstatement that in most secondary schools where there are counsellors, the principals and many other people in authority feel threatened and consequently limit the “freedom” and “recognition” given to the counsellor.

In this unit, you will learn the basic problems that have been facing school guidance administration and the solutions to some of them.

OBJECTIVES

At the end of this unit, you should be able to

1. Mention the different problems that can be encountered in school guidance administration
2. Discuss possible solutions to these problems

BASIC PROBLEMS IN SCHOOL GUIDANCE ADMINISTRATION

Despite the fact that guidance services have been approved for all secondary schools and that it is well documented in the National policy on Education, it is still faced with lots of problems. The problems can be classified into operational and attitudinal.

A. OPERATIONAL PROBLEMS

The different problems that confront school guidance administration that has to do with facilities and operations are termed operational problems. The following can be classified as operational problems.

1. Lack of Adequate Physical Facilities

Guidance services up to date still lack the basic guidance facilities needed for the smooth running of the activities. The physical facilities include space, furniture and other equipment like radio, telephone, computers, test batteries, two-way mirror, comfortable chairs and so on. However, the counsellor who is not provided with all these facilities should not just fold his arms, but rather make do with what he has. He or she should also seek for avenue for improvement.

2. **Problems Of Giving Teaching And Clerical Duties To Counsellors.**

This problem can hinder the organisation of counselling services because the counsellor will not have time for his original assignment. For counsellors to be effective they need enough time to undertake the counselling functions.

3. **Time Table.**

Most schools do not have time for counselling on the school timetable. Therefore, no provisions are made for the students to benefit from counselling services. It is recommended that the school timetable should include time for counselling.

4. **Funding.**

Lack of adequate funds is a problem for guidance services. Funds are needed for all the services including purchase of needed facilities. It is also required at planning stage in order to make everything as it is supposed to be and in setting up an office.

5. **Personnel.**

Use of untrained personnel for guidance functions and retrenchment of some professional counsellors also constitute some of the problems. There are instances where graduates not trained in guidance and counselling are involved in guidance funding while the trained counsellors are either not employed or prematurely retrenched as is the case in Osun State in the Year 2000.

B. ATTITUDINAL PROBLEMS

These are man-made problems and are more difficult to resolve than operational problems. This is because operational problems involve dealing with impersonal aspect of counselling while attitudinal problems involve dealing with human beings, which cannot be predicated. Some of the problems include:

1. **Ignorance.**

Lack of understanding of the roles and functions of counsellors in a school setting.

2. **Lack of support from teachers and administrators.**

Some teachers might feel counsellor has minimum duties to do, or, might feel the counsellor has a separate beautiful office apart from the staff common room.

3. **Resistance to change.**

The counselling programme might not be accepted to some people because they are resistant to change.

4. **Petty jealousy.**

There is tendency on the part of the school principal and other staff to manifest this attitude thus, causing a setback.

6. **Unwilling attitude of clients/students.**

Unwillingness on the part of the clients/students to visit the counsellor becomes a hindrance to the expectant counsellor.

7. **Counsellor's laziness and incompetence.**

This can discourage clients from coming because the zeal and professional competency to handle the programme is lacking.

SOLUTIONS

Now that we have identified some of the problems, what are the solutions one can suggest?

1. **Need for more citizenship education.**

There is need to educate the society, the government, teachers and pupils alike on the roles and functions of the counsellor in the school setting. They should also be educated on the consequences of effective counselling service.

2. **Establishment of close rapport with teachers.**

Secondary school counsellors should not act as if they are superior to other teachers, rather, they should carry the teachers along in their activities. A friendly relationship (good rapport) in which people understands each other must be provident and maintained.

3. **Counsellors' Openness to People.**

Counselling results should be broadcast so that it can be obvious to all that you are making impacts.

4. **Resolution of problems.**

Effort should be made to confront and solve all problems. The assistance of the principal should be sought.

5. **Improved strategies for generating funds.**

Sources for funds should be brainstormed over and a conclusion reached on how the strategies for fund sourcing can be improved upon.

6. **Improvisation of some materials/items/facilities.**

Many counsellors are aware of the plight of guidance and counselling in Nigeria. There are times they might not have what they really need, hence, they should resort

to improvisation at such times so as to get some of the materials they are in need of. Counsellors should therefore continue in their efforts to give counselling its rightful place in the scheme of things.

7. Necessary Back-up from government.

Suffice it to say that the activities of the counselling association of Nigeria (CASSON) is laudable, it is expected that Government should give guidance and counselling enough backing under its economic umbrella. This will thus protect it from the scorching heat of economic in balance.

SUMMARY

- From this unit, you have been able to learn that guidance services, though well documented in the National Policy of Education, is facing a lot of problem that have to do with facilities, operations and dealing with impossible human beings.
- Solutions to these operational and attitudinal problems were the need for more citizenship education, establishment of close rapport with teachers and counsellor's openness to people to mention a few.

ASSIGNMENT

Discuss the possible problems of running school guidance services. Suggest possible solutions.

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UNIT FIVE: SUPPORT SERVICES AND COMMUNITY PARTICIPATION IN COUNSELLING SERVICES

INTRODUCTION

As it is always said that, “no man is an Island”, there are times and seasons in life when an individual or organisation needs to be supported in one-way or the other so as to achieve some particular goals and objectives.

There is no doubt about the fact that the counselling services need the support of others, both in the educational sectors and the community, to succeed. But much as these support services are needed, there are also some limitations to the services being rendered.

In this unit, you will be introduced to support personnel that assist in enhancing guidance services. The contributions of the larger community will also be discussed.

OBJECTIVES:

By the end of this unit, you should be able to:

1. list the support personnel in counselling services;
2. enumerate the roles of each support personnel;
3. outline the limitations of the personnel and; and
4. relate the personnel roles to the community.

SUPPORT PERSONNEL

The support personnel in guidance services are the various professionals that contribute in one way or the other to the total guidance functions. Their roles enhance the success of the guidance functions.

Some of the guidance personnel include teachers, doctors/nurses, psychometricians, social workers and administrators.

1. Teachers

They are very important part of the support personnel because they interact with the students. Hence, they may be the first to identify students with problems. Teachers must be very supportive to guidance counsellors because they have to refer students to counsellors and they also give information about the students to the counsellors. More over, they receive back to the classroom students that have gone for counselling. They also cooperate with the counsellor to form guidance committee and arrange career days, and so on.

2. **Doctors and Nurses**

Clients who need medical attention are referred to doctors and nurses who are located at the school sick bay. However, if the clients need more professional attention, especially if the case is beyond them, then, they might send clients back to the counsellor who then refers them to the main hospital.

3. **Psychometricians**

The Psychometricians assist the counsellor to develop, administer test and analyse the results. They also design inventories.

4. **The social workers**

These are the ones that visit clients at home. They liase between the home and the counsellor so as to give information to the counsellors from what information they obtain at home. The counsellor also does home visits, if the needs arises.

5. **Administrator**

It is the duty of the administrator as the overall head of guidance administration and organisation to approve the planning implementation and development of effective school guidance services. The administrator is the school principal. The principal helps to secure finance for the guidance programme and also gives support to counsellors by addressing students to enlighten them and assisting in taking decisions for organising programmes.

Limitations of support personnel

Every professional must know his or her limitations as per guidance functions

1. They should leave professional guidance decisions to the counsellors
2. They can only assist in diagnosing students' problems. The counsellor is the final authority on problem diagnostic roles

COMMUNITY PARTICIPATION IN GUIDANCE PROGRAMME

The community refers to the larger society in which the guidance services and infrastructure are located. The counsellor –community relationship is an important measure to facilitate educational and vocational counselling of children. Parents, as members of the communities and the counsellor need to link up with each other through the Parent Teachers' Association. The counsellor can then utilise this means of enlightening the parents on the implications of their pressures on their children (for example, career choices). This avenue therefore becomes a very useful activity for establishing and maintaining the counsellors' school-community relationship. The principal of the school also needs to be informed of the nature and extent of public relationship the counsellor wishes to establish. This will reduce the suspicions that might arise from counsellor-community relationship.

It is also necessary that the counsellor builds and maintains the community-relationship by making them to be aware of the good things he is already doing for them. By this, he would protect other guidance staff from having to defend themselves from the public reaction whenever they perform their educational, vocational and personal – social counselling duties.

From these explanations therefore, it is quite glaring that the counselling services cannot be successfully planned without considering community participation.

Examples of community personnel include:

1. The parents
2. The Parent-Teachers' Association
3. The churches and the mosques.
4. The industries and organisations.
5. The professionals etc.

ROLES OF THE COMMUNITY.

It is important that the results of counselling are made known to the community so as to prove to the community that the counsellor is an important part of every educational enterprise. Once the counsellor can build a good public relationship, they will also have some positive roles to play. Some of these roles include:

1. They can be contacted for funds.
2. They can offer remedial services.
3. They are resource persons for career talks.
4. They act as consultants.
5. They can provide placement opportunities for in-service training of counsellors, vocational and holiday jobs for students.

SUMMARY

- The school guidance support personnel are the various professionals that contribute to the total guidance functions. Community roles in the school Guidance Services cannot be over emphasized because it is the larger society in which the guidance services and infrastructure are located.

ACTIVITY 1:

1. Who are the support personnel in guidance services?
2. Highlight the different roles of each support personnel in guidance services
3. Enumerate the limitations of support personnel.

ASSIGNMENT

1. Do you believe that the roles of the support personnel enhance the success of the guidance programme? Discuss
2. Community participation in guidance programme is very important. Discuss

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UNIT SIX: RESEARCH AND EVALUATION OF GUIDANCE PROGRAMME

INTRODUCTION

Everything we do in life needs to be assessed or valued so as to be able to read just where necessary. If continuous evaluation or “checks and balances” is not carried out on any programme of activities or even one’s life/ actions, the prospect of continuous improvement or success becomes very slim.

In this unit, we shall be looking at the evaluative aspect of guidance information or data on counselling effectiveness

OBJECTIVES

By the end of this unit, you should be able to:

1. discuss the rationale for evaluating the effectiveness of guidance organisation and administration; and
2. the strategies and steps that can be employed for qualitative research.

RESEARCH AND EVALUATION

Programme evaluation is carefully collecting information about a programme or some aspect of a programme in order to make necessary decision about that programme. Many people believe that evaluation is a useless activity that generates lots of boring data with useless conclusion. But in other words, evaluation can be seen as giving a continuing feedback about success. Evaluation is closely related to conducting research. The growth of a guidance programme will be retarded if the counselling personnel does not conduct research on which innovations and new strategies would be based. Research is necessary for the continued improvement of the guidance programme so as to help decide if the programme is truly effective, actually meeting the needs of the students and implementing its unique function in the total programme.

From the above explanation, It could be deduced that an important guidance service has to do with research and evaluation and a number of question therefore becomes pertinent, Examples of such questions are listed below:

1. Is the programme beneficial to students?
2. Are the committee members systematic, manageable and accountable?
3. Is the school involved?
4. Is there an impact upon the community and the society at large?
5. Is the counsellor effective and efficient in what he or she is doing?
6. What new ideas can be incorporated?
7. What are the areas of oversight and how are the corrections to be made?

METHODS OF GATHERING INFORMATION OR DATA ON COUNSELLING EFFECTIVENESS

Evaluating the school guidance programme or information gathering on counselling effectiveness has several approaches. The guidance personnel must therefore use a variety of methods and techniques to help him realise the effectiveness of the guidance programme. Some of the methods or techniques of evaluation (research) are discussed below:

1. Questionnaires, surveys, checklists or inventories.

This is used when there is need to question and or easily get lots of information from people in a non-threatening way. The questionnaire/survey/checklist method consists of questions about conditions in the guidance programme to which the individuals are asked to respond. All these will help to check on the usefulness of pertinent aspects of the programme. Examples of some inventories that can be used are vocational interest inventory (vii), study Habits Inventory (SHI) Motivation for Occupational Preference (MOPS), Students' Problem Inventory (SPI) and progressive matrices/first published in England but has since been validated and standardised on African Pupils).

2. Experimental Method

This is finding out the effectiveness of counselling procedures and techniques. By using this method, the counsellor attempts to manipulate and control his subjects by involving two groups, the experimental group (A) and the control group (B). The experimental group (A) is provided with a particular treatment and the control group (B) is not provided.

After the treatment, the performances of the two groups are when compared and whatever significance difference(s) in their performances will be attributed to the method of treatment rather than to chance. The advantage of this method is that it is precise, reliable and repeatable

3. Observations

This is an attempt to gather accurate information about how a programme actually operates, particularly about processes. It is therefore the basic technique of studying individual students vis anecdotal records on behaviour description or brief, accurate, written description of important factual incidents about an individual observed by the teacher or counsellor. The interpretation of this method is based in many anecdotes so as to present a clearer picture of the individual's behaviour. In this situation, the counsellor can use a checklist containing a list of items, attributes as behaviour tracts, which is to be checked by the observer. Each of the observed tracts can then be rated along points as 5, 4,3,2,1 or very good, good, very fair, poor.

4. Interviews (of students, teachers, parents and soon).

This method is used to understand someone's impressions\ expressions or to learn more about answers to questions raised. The aim is to determine general opinion, attitudes or feelings of students and other school personnel on services being offered.

It also helps to make judgements regarding the degree to which these services are provided in reference to the predetermined criteria.

5. Case studies.

This is a design to assess the changes that take place in an individual as a result of introducing variable, such as counselling. The counsellor is able to conduct comprehensive examination through cross comparison of cases depended by the client's experiences in that particular programme.

The individual is therefore examined extensively, to find out about a certain problem on issues as it relates to that individual. The information gathered about that individual should sample enough of the normal development so as to secure a good perspective of the whole personality and not just the problem aspect of information.

Case studies generally include information about the child's home and family, his school records, mental and physical characteristics, a statement of his problem and the recommendations that result from a study of these materials.

6. Focus group (s)

This is a method whereby a topic is being explored in-depth through group discussions. Example of topics to be explored by the groups can be on reactions to an experience \ suggestions of understanding common complaints and so on. This method is very useful for evaluation because the particular group being focused on gives an in depth description of the subject matter at stake.

7. Sociometric methods.

This is a technique whereby individual's social worth or personal values as viewed by their associated or peers could be measured. It also indicates reasons why certain groups either work well together or poorly work together. In order to have a picture of the network of social relations in the class, respondents can be asked to choose three persons they mostly like to play, sit, discuss or work with in order of preference. A sociogram can then be constructed on this scale of preference so as to show clearly the picture of the relationship and the prevailing interpersonal relationship. This technique can go a long way to help assess the effectiveness of guidance programme in the school system.

8. Autobiographies.

An autobiography is a person's own written report of his\ her life, which the chancellor uses to gather information about that person's behaviour, personal attitudes and emotions behind the behaviour. Such a report, (which must include an outline for younger people as a guide), also helps the individual to understand himself \ herself better. Hence, it must be interpreted very carefully. The end result may reveal many hidden aspects of the respondents' personality, which may not be easily obtained by any other technique. The information gathered by the counsellor goes further to help

improve the administrative system of organising students' personal data records, which are useful for counselling purposes.

9. Standardised Tests and Teacher –made Tests.

Teacher-made tests are generally used to assess students' academic progress while standardised tests is an objective sample of some aspect of behaviour used by counsellors to gain increasing understanding of students' personal characteristics (abilities, aptitudes, interests, values and personality) The objectivity of the test means its administration, scoring and interpretation (results) are independent of any subjective judgement, that is, there is no personal preference, pre-conceived ideas or any form of bias. It also connotes that, the reliability, validity and item difficulty level are usually experimentally determined before they are used widely.

Suffice it to say that standardised tests are not widely used in Nigeria, but some of them like the "*Progressive Matrices*" and the "*Differential Aptitude Tests*" have been widely used for research studies.

Standardised tests are usually constructed and development by experts. They are also valid and reliable with norms based on large samples and large segments of knowledge and skill. It is therefore important to stress that standardised tests are administered and scored according to specific instructions with the general purpose of predicting, selecting and classifying students' personal characteristics, and of course, to evaluate the efficacy of a programme such as guidance programme.

Other avenues for gathering information and data on counselling effectiveness in schools are:

1. Morning assembly.
2. Career day/Week/Talk.
3. Excursions (planning, execution, importance&follow up).
4. Career Albums.
5. Resource Persons.
6. Career Clubs, for example, JETS, Barbers' club, etc.
7. Print and Electronic Media, for example, television, radio, dailies, fliers, e-mail, telephone, etc.

From all that have been discussed, It is pertinent to stress here that after the counsellor must have gathered enough information through any or combination of these methods, the data can then be analysed and made use of as the need suggests/arises.

SUMMARY

- Evaluation is closely related to research.

- While evaluation has to do with giving a continuing feedback about success, research is necessary for the continued improvement of the programme so as to help divide its effectiveness.
- Evaluating the school guidance programme can be done through the use of several methods. Some of these methods are questionnaires/ surveys/checklists, experimental, observations, interviews, case studies focus groups, sociometric method, autobiographies, standardised and teacher made tests, etc.

ACTIVITY 1

1. Why do you think a guidance programme should be evaluated?
2. List the various methods of evaluating school guidance programme

ASSIGNMENT

1. Discuss three methods that can be used to evaluate guidance programme
2. Draw up an evaluation schedule of your own, using the method that appeals to you most.

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